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"We're Not Going to Talk About That:" A Qualitative Case Study of Three Elementary Teachers' Experiences Integrating Literacy and Social Studies

Rebecca L. Powell

University of South Florida, rlpowell0907@gmail.com

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“We’re Not Going to Talk About That:”
A Qualitative Case Study of Three Elementary Teachers’ Experiences
Integrating Literacy and Social Studies

by

Rebecca L. Powell

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in Curriculum and Instruction
with an emphasis in Literacy Studies
Department of Teaching and Learning
College of Education
University of South Florida

Major Professor: Danielle Dennis, Ph.D.
Jenifer J. Schneider, Ph.D.
Michael J. Berson, Ph.D.
Jennifer Wolgemuth, Ph.D.

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Keywords: elementary social studies, censorship, integrated curriculum, professional
development, literacy instruction

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DEDICATION

To my husband, Ronnie, for your unwavering love and support throughout our lives together. To my parents, Janice and Randall Lovering, for instilling a love of learning and for modeling that learning is a lifelong process. Thank you for giving me courage to always reach for my dreams. To my children, Ronnie Jr. and Eric, for the beautiful blessing of being your mother; and to their wives, Jenifer and Melissa, for choosing to join our family. And to my grandchildren, Grady, Gavan, Gage, Adalyn, and Peyton, for filling my heart with joy.

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ABSTRACT

The purpose of this interpretive, qualitative multi-case study (Merriam, 2001; Stake, 1995) was to describe the experiences of three elementary classroom teachers as they integrated literacy and social studies during their literacy instruction. This study was grounded in an interpretivist paradigm and a theoretical lens of symbolic interactionism. The guiding questions were: What are the experiences of three elementary teachers when integrating literacy and social studies instruction? What information do teachers use when making decisions about integrated instruction? How do teachers' beliefs align with their practices? How do teachers organize, plan for, and provide integrated instruction, including how they use the core English/Language Arts programs and core social studies programs? In what ways, if any, do teachers use disciplinary literacy strategies to support social studies instruction? I collected data from teachers in kindergarten, third grade, and fifth grade classrooms in a K-8 Title One school. Data included audio-recorded one-on-one semi-structured interviews, classroom observations, lesson plans, photographs, and my researcher journal. I began data analysis through inductive coding of each interview and observation, and then coded each through deductive analysis using Cunningham and Allington's (2011) pillars of effective literacy instruction. I deductively coded the data using the six proven practices for effective civic learning based on the National Center for Learning and Civic Engagement (NCLCE, Guilfoile & Delander, 2014). Data analysis then moved to the crosswalk I created using the pillars of effective literacy instruction and the NCLCE proven practices. Data analysis concluded with the cross-case analysis. During the data analysis, member checks and three meetings with a peer reviewer occurred. Findings from this study indicate

teachers continue to experience conflict between their beliefs and practices, often due to state, district, and school mandates. Additionally, the study findings indicate a desire for focused professional development, both face-to-face and through digital tools, on how to effectively integrate literacy and social studies. Moreover, professional development is needed to support teachers in their use of critical literacy. Findings also indicate that the teachers in this study experienced censorship, imposed by others and themselves. The study concluded with my interpretation of the findings based on the reviewed literature, suggestions for future research, and a crosswalk for professional development to support teachers in planning for effective integrated literacy and social studies instruction.

Keywords: elementary social studies, censorship, integrated curriculum, professional development, effective instruction.

CHAPTER ONE: INTRODUCTION

Teaching is complex work that looks deceptively simple.

(Grossman, Hammerness, & McDonald, 2009, p. 273)

As a beginning teacher, I worked in an elementary school where teachers were expected to integrate the curriculum around specific topics, often related to social studies. For example, my first year teaching fourth grade, I taught my students about the Civil War. At my school, we did not use a core reading program or a specific reading curriculum, nor was there any social studies textbook. The state standards guided our curricular decisions. My principal believed instruction should center on actual texts. She provided intensive literacy professional development throughout the year on how to effectively teach reading and writing in our Monday meetings. Additionally, our school library was filled with books related to the topics we taught, including books for students to check out, big books, and an entire guided reading room full of little books on almost any topic imaginable in an elementary curriculum.

Although I had a wonderful, caring mentor at the school, many other duties occupied her time and she would typically hand me a file folder overflowing with papers and ideas to teach about the topics we covered. Rarely did we engage in in-depth discussions about how to integrate the standards across the curriculum. As a beginning elementary teacher, I knew I had minimal knowledge of the social studies, how to teach social studies, or how to integrate curriculum.

I remembered little, if any, social studies instruction from my own years in an elementary classroom as a student. My memory of middle-school and high-school social

studies was that of rote memorization. I remember hating geography as a seventh grader, and the teacher at my middle school, because it was all about memorizing the names of places and learning about landforms. The class consisted of reading chapters, answering questions from the textbook on a sheet of paper, and then a test. Minimal, if any, discussion occurred. I do not recall learning anything about the people who occupied the places we studied in geography. Later, in high school, I studied some basic world history, American history, and American government. But again, the lessons consisted of learning specific dates, important places, and some events. Yet, I never considered social studies were about the people of a time period. I never thought about how that time period from the past influenced the present day. I never reflected on how the economics of the time periods impacted the events of the time. It was not in my mindset to consider the history I studied was about real people, just like me, who made a difference, whether negative or positive. With this limited experiential background, I tackled the job of teaching the entire curriculum to a class of fourth graders with minimal knowledge about what or how to teach social studies and how to integrate it across the curriculum.

Because I enjoyed reading, I used children's literature as a tool to introduce topics to my fourth-grade students. For example, when learning about the Civil War, some of the books we read included *If You Lived at the Time of the Civil War* by Kay Arthur (1994), *Across Five Aprils* by Irene Hunt (1964), *Pink and Say* by Patricia Polacco (1994), *Meet Addy: An American Girl Book* by Connie Porter (1993), and *A Picture Book of Harriet Tubman* by David Adler (1992). I also read aloud excerpts from *The Boys' War: Confederate and Union Soldiers Talk about the Civil War* by Jim Murphy (1990). Only after I began reading and researching about the time periods I was required to teach did history come to life for me. I began to personally engage with history by reading children's literature. I connected vicariously to the people of the time period. I wanted to know more about the time period, the contextual

factors in the north and the south, the leaders of both sides, the economics of the time, transportation during the era, and more. I read informational texts to increase my own background knowledge to be able to support student learning.

Through the literature, I taught my fourth-grade students reading and writing by teaching about plot, character development, vocabulary, and comprehension skills. Students wrote as if they were characters from the books we read. We studied the battles of the Civil War and prominent leaders of the time. While I covered the material and did attempt to integrate literacy learning with social studies, I realize now that my teaching did not adequately address social-studies standards.

About 17 years later, when I entered my doctoral program, I remained interested in how children's literature might support the teaching of social studies. I asked myself what I could have done differently as a classroom teacher. Did my students learn enough about actual historical events from the literature we read? Did my students understand how economics impacted the Civil War? Did my students master how to analyze and evaluate sources? Did learning in my classroom engage students as citizens so they would advocate protecting the freedoms of others? Did my students understand learning about history or being a productive citizen meant they needed to engage beyond the classroom? Did I know how to effectively integrate literacy and social studies? I wanted to investigate further.

Integrated curriculum is a complex concept with multiple definitions and is enacted in numerous ways (Dillon, 2009; Yurdakul, 2015). Yet, teachers are tasked with integrating literacy and social studies, due to the *Common Core State Standards* (CCSS, National Governor's Association Center of Best Practices & Council of Child State School Officers, 2010) and the Justice Sandra Day O'Connor Civics Education Act (2010), respectively. It is important to understand teachers' actual experiences, what influences their choices regarding curriculum and pedagogies, and what additional resources and supports they

require to implement integrated curriculum. Additionally, understanding teachers' beliefs and experiences may shed light on why teachers implement certain practices in their classrooms and not others. In order to further understand the complex work of teachers, it is necessary to seek to understand teacher experiences and practices and what influences their decision-making.

Understanding teachers' beliefs and what guides their decision-making, according to Breen, Hird, Milton, Oliver, and Thwaite (2001), is foundational to the interaction "between learner, teacher, and subject matter in a particular classroom context with particular resources" (p. 473). Effective teachers dynamically make decisions based on every day, personal, and environmental knowledge and beliefs (Borg, 2003). Teachers' beliefs about specific disciplines such as literacy and social studies also influence their decisions in the classroom about what to teach and how to teach (Yilmaz, 2008).

For others, coverage of materials and classroom management are the impetus for their decision-making (Duffy, 1982). Evidence suggests choices made regarding curriculum are also based on decisions made by others about mandated programs and perceptions of administrators, district leadership, and politicians (Duffy, Roehler, & Putnam, 1987; Griffith, 2008; Griffith, Bauml, & Barksdale, 2015; Meidl, 2013; Shannon, 1986; Woodward, 1986). This research, through an awareness of teachers' experiences and practices related to integrated literacy and social studies instruction, added to the research literature on teacher development, pre-service teacher education, and in-service teacher professional development.

While teachers make decisions about many curriculum matters each day based on their beliefs and a multitude of other factors, others often direct curriculum outside of the classroom. After the introduction of No Child Left Behind Act (NCLB, 2002) and Race to the Top (2009) legislation, linking assessment to high stakes for students, teachers, and schools,

reading and mathematics instruction in elementary schools took priority over other subject areas (Boyle-Baise, Hsu, Johnson, Serriere, & Stewart, 2008; Fitchett & Heafner, 2010; McMurren, 2007; VanFossen, 2005; Wills, 2007). However, according to results in the Nation's Report Card in the 2015 National Assessment of Education Progress (NAEP) in reading, only one-third of fourth graders scored at or above the proficient level in reading and the report indicates this is not significantly different from scores in 2013 (The Nations Report Card, 2015). Additionally, gaps still exist between students of different racial and socioeconomic backgrounds. Since reading instruction often takes priority over other subject areas, social studies in the elementary classroom has been marginalized, with less instructional time devoted to the subject due to high-stakes assessment (Au, 2007; Bailey, Shaw, & Hollifield, 2006; Berson & Camicia, 2013; Boyle-Baise, et al., 2008; Brophy & Alleman, 2009; Fitchett & VanFossen, 2013; VanFossen & McGrew, 2008).

Since the introduction of the CCSS (2010), which called for increased emphasis on non-fiction texts and writing across the curriculum, attention has shifted to the idea of an integrated curriculum. In elementary classrooms, social studies is taught as a separate subject; yet, elementary teachers are often considered generalists, lacking expertise in specific disciplines such as science, mathematics, or social studies (Brophy & Alleman, 2009; Hinde, Popp, Jimenez-Silva & Dorn, 2011; VanSledright & Frankes, 2000; VanFossen & McGrew, 2008; Zhbanova, Rule, Montgomery, & Nielsen, 2010). The College, Career, and Civic Life Framework (C3 Framework), developed in 2013, is a product of a collaboration between 15 professional organizations that strives to strengthen the call in the CCSS for preparation for college and career with a third goal: "preparation for civic life" (C3 Framework, 2013, p. 5). Focusing on inquiry, the C3 Framework encourages states to use the framework to guide decisions about the development of state standards to be taught in social studies. In addition to the inquiry arc, the C3 Framework provides an outline of connections

between the framework and the English/Language Arts (ELA) CCSS. Additionally, the C3 Framework focuses on disciplinary literacy, including evaluating resources and using evidence to communicate, critique, and take action. Effective social studies instruction considers the 10 themes of social studies: (1) culture; (2) time, continuity, and change; (3) people, places, and environments; (4) individual development and identity; (5) groups and institutions; (6) power, authority, and governance; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideas and practices (NCSS, 1994) and strives to develop civic aptitude in children. These ten themes can be taught through text, whether print or digital, and also through inquiry (C3 Framework, 2013; Kozdras & Day, 2013).

While researching teacher practices, it is necessary to understand teachers' experiences and decision making related to integrated literacy and social studies instruction. As reading and social studies teachers, elementary teachers are also tasked with teaching disciplinary literacy (NCSS, 2013). Disciplinary literacy is a component of the C3 Framework used as a tool to answer inquiry questions, evaluate multiple sources, critique sources, and then take action. Disciplinary literacy involves the language, thinking, and habits of mind of a particular discipline (Fang & Coatoam, 2013; McConachie, Petrosky, & Resnick, 2010; Shanahan & Shanahan, 2008). Often addressed in the literature regarding secondary literacy and secondary educators (Fang & Coatoam, 2013; Gillis, 2014; Juel, Hebard, Haubner, & Moran, 2010; Learned, Stockdill, & Moje, 2011; Moje, 2007, 2008), there is a paucity of research on disciplinary literacy in the elementary classroom (Berson, Berson, Dennis & Powell, 2017; Fitchett, Heafner, & VanFossen, 2014).

This research aimed to identify what influences teachers' decision-making as they integrate literacy and social studies, specifically civics, and focused on teachers' experiences and practices in both subject areas. Specifically, this research used elements of Cunningham

& Allington's (2011) eight pillars of effective literacy, including balanced literacy, extensive reading and writing, high-level thinking, explicitly taught and coached skills, a variety of formats, materials, and integrated social studies and science. The social studies and disciplinary literacy were examined based on the National Center for Learning and Civic Engagement's (NCLCE) Guidebook: Six proven practices for effective civics learning (Guilfoile & Delander, 2014) including skills and strategies, instruction in government, history, law, democracy, current issues and events, participation in school governance, and student agency. In addition, I used components of the C3 Framework (NCSS, 2013) to examine the social studies practices. The methods for data analysis and use of Cunningham and Allington's pillars of effective literacy instruction, the NCLCE six proven practices, and the C3 Framework are explained in greater detail in Chapter Three.

Statement of the Problem

Elementary teachers in today's classrooms are entrusted with the complex task of teaching the English/Language Arts curriculum—reading, writing, speaking, listening, and visually representing—as well as other subject areas, including mathematics, social studies and science, music, and art. However, since the authorization of the NCLB Act (2002), an extensive school reform, reading and mathematics have been prioritized and tested in most states (Anderson, 2014; Bolick, Adams, & Willox, 2010; Graham & Neu, 2004; Hinde, 2005; Vogler, Lintner, Lipscomb, Inopf, & Heafner, 2007), and teachers often teach to the test and decrease instruction in the other subject areas (Au, 2007; Boyle-Baise, et al. 2008; Brophy & Alleman, 2009; Pascopella, 2005; VanFossen, 2005; Vanfossen & McGrew, 2008; Graham & Neu, 2004; Knighton et al., 2003; Rock et al., 2006). Research indicates high stakes assessment increased the amount of time and resources spent on reading and mathematics instruction, while often minimizing the amount of time and resources spent on social studies instruction in elementary classrooms (Au, 2007; Boyle-Baise, et al., 2008; Brophy & Alleman,

2009; Fitchett, Heafner, & Lambert, 2014; Pascopella, 2005; Vanfossen & McGrew, 2008). Furthermore, teachers spend considerable time on test preparation rather than purposeful learning experiences (Alexander & Fox, 2004; Allington, 2003; Buly & Valencia, 2002; Dennis, 2008).

Even since the passage of the Justice Sandra Day O'Connor Civics Education Act (2010), a law that mandates social studies instruction, specifically civics instruction in K-12 classrooms, the curriculum continues to narrow and focus more on reading and mathematics (Fitchett et al., 2014; Heafner & Fitchett, 2012). According to that Act, teachers are expected to integrate reading and civics. Yet, "changing teachers' instruction requires more than mandates" (Mangin & Dunsmore, 2015, p. 182). Teaching reading is a multifaceted process and involves many components (Allington, 2003; Allington & Johnston, 2002; Anders, Hoffman & Duffy, 2000; Duffy & Hoffman, 1999; McGill-Franzen, Zmach, Solic, & Zeig, 2006; Paris, 2005; Stahl, 2011). Teaching social studies requires an understanding of the components of effective social studies instruction (NCSS, 2010, 2013). Integrating the two requires knowledge of both subject areas and pedagogies required to teach the subject areas effectively. Teachers must plan to facilitate instruction in both subject areas without marginalizing either subject (Boyle-Baise, Hsu, Johnson, Serriere, & Stewart, 2008; Shanahan, 1997; Wade, 2002).

In order to better understand how teachers accomplish this goal of integrating literacy and social studies, we need to consider the teachers' actual experiences. My research focused on teachers' experiences and practices, their decision-making, materials, and contextual milieus. In addition, I developed a framework that may support teachers in their efforts to plan and effectively integrate literacy and social studies.

The obtained awareness of the teachers' experiences also informs my role as a teacher educator, involved regularly in teaching language arts and children's literature to pre-service

teachers, as well as my supervision of pre-service teachers (PSTs) expected to integrate literacy and social studies in the elementary classroom during their literacy instruction. Moreover, this research informs professional development and those required to implement professional development for practicing teachers.

Purpose of the Study

The purpose of this multi-case study was to describe the experiences of three elementary teachers as they integrated literacy and social studies during their literacy instruction. The main question that guided this study was: What are the experiences of three elementary teachers when integrating literacy and social studies instruction? The sub-questions were: (1) What information do teachers use when making decisions about integrated instruction?; (2) How do teachers' beliefs align with their practices?; (3) How do teachers organize, plan for, and provide integrated instruction, including how they use the core English/Language Arts program and core social studies program?; and (4) In what ways, if any, do teachers use disciplinary literacy strategies to support social studies instruction?

Research Questions

This interpretive, qualitative multi-case study (Merriam, 2009; Stake, 2006) was guided by my desire to understand the experiences of three elementary teachers when integrating literacy and social studies instruction. The main research question guiding this study was: What are the experiences of three elementary teachers when integrating literacy and social studies instruction? My sub-questions were: (1) What information do teachers use when making decisions about integrated instruction?; (2) How do teachers' beliefs align with their practices?; (3) How do teachers organize, plan for, and provide integrated instruction, including how they use the core English/Language Arts programs and core social studies programs?; and (4) In what ways, if any, does the teacher use disciplinary literacy strategies to support social studies instruction?

Definition of Terms

The terms defined below, found frequently throughout this dissertation, explain how I conceive of the constructs that are central to this research, based on the reviewed literature.

Balanced, Comprehensive Instruction

Instruction that focuses on all aspects of literacy, neglecting none, but not prioritizing one over the other (Pressley & Allington, 2015), with a focus on literacy instruction as a tool for communication and understanding.

Comprehension

The process of making meaning through interaction with text. (Duke & Carlisle, 2011; Rosenblatt, 1978). Comprehension occurs on a continuum from the basic knowledge level to reformulated knowledge.

Core Curricula

Traditionally, reading, writing, mathematics, social studies and science were identified as core curricula. However, instruction in the core curricular areas has recently been reduced to reading and mathematics, with minimal time devoted to social studies instruction, in part due to high-stakes assessments (Denton & Sink, 2015). For the purposes of this research, core curricula include reading, writing, science, and social studies.

Core Programs

Commercial programs adopted by school districts to serve as the principal tools teachers use to plan, organize, and implement instruction (McGill-Franzen, Zmach, Solic, & Zeig, 2006). For the purpose of this study, the term core program may refer to the core reading program used in the district where the research was conducted, *Reading Wonders* by McGraw-Hill or the core social studies program.

Civics Instruction

Instruction that “fosters civic knowledge, skills, and attitudes; promotes civic equality, builds 21st century skills; improves school climate; and lowers school drop out rates” (NCLCE, 2014, p. 5). Instruction that prepares students for “informed, effective participation in our democracy” (NCLCE, 2014, p. 5).

Critical Literacy

Paulo Freire (1995) asserts several key principles of critical literacy. First, Freire notes, “the first stage must deal with the problem of the oppressed consciousness and the oppressor consciousness” (p. 37). Next, Freire asserts, “critical and liberating dialogue, which presupposes action, must be carried on with the oppressed” (p. 47). The third principle stresses the role of “reflection and action” (p. 49). He notes the reflection and action are necessary to carry out the action “with” the oppressed rather than “for the oppressed” (p. 49). Based on the work of Freire (1972), critical literacy acknowledges that texts lack neutrality (Bakhtin, 1986; Fecho & Botzakis, 2007; Gee, 2013), and positions readers as “meaning-makers, critics, and actors rather than passive recipients” (Reidel & Draper, 2011, p. 125). Critical literacy focuses on power relationships and socio-cultural influences. “It also provides an approach that shifts agency to the students to engage in the democratic process and shared decision- making. The intent of instruction from a critical literacy frame is to empower students and facilitate transformative action” (Berson et al., 2017).

Curriculum

“The learning experiences and goals the teacher develops for particular classes—both in her planning and while teaching—in light of the characteristics of students and the teaching context” (Darling-Hammond et al., 2005, p. 170).

Disciplinary Literacy

“Disciplinary literacy involves the use of reading, reasoning, investigating, speaking, and writing required to learn and form complex content knowledge appropriate to a particular discipline” (McConachie & Petrosky, 2010, p. 16).

Integrated Curriculum

[A] curriculum approach that purposefully draws together knowledge, perspectives, and methods of inquiry from more than one discipline to develop a more powerful understanding of a central idea, issue, person, or event. The purpose is not to eliminate the individual disciplines but to use them in combination. (Parker, 2005, pp. 452-453)

Literacy

Reading, writing, listening, speaking, viewing, and visually representing (International Reading Association, 2012).

Planning

“Planning is preparation for action. To improve practices, one needs to have prior thought and planning, ongoing review, and continuous adjustment as the plan unfolds in practice, and, finally, reflection on what worked, what didn’t, and how to improve” (Virginia Department of Education, Brief #4, p. 1).

Reading

Reading is an interactive process that is complex and involves many components, often interacting simultaneously, to gain meaning with and from text. For the purpose of this research, reading is considered the act of making meaning, or comprehending text because that is the ultimate goal of the other components (Afflerbach, Pearson, & Paris, 2008; Cunningham & Allington, 2011; Duke & Carlisle, 2011; Paris, 2005).

Social Studies

The integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. (NCSS, 2010, p. 3)

Limitations

Particular elements of the design of this study may be considered limitations to the work. First, the data collected in this study were limited to three participants, their experiences, and particular contexts, which does limit generalization of assertions. While this is the nature of case-study inquiry, I understand some may consider it a limitation. Along with the limited number of participants in this research, my time with the participants was limited. In an effort to gain the most of my time, I planned to be in each teacher's classroom for three consecutive days each week for three weeks to observe continuity in instruction and develop a deeper understanding of lessons that span more than one day. However, owing to restrictions by the district, I was not able to begin the research until after the state high-stakes assessment period ended in March. In addition, school events and district assessments also impacted the planned schedule. I spent 2.5 hours each day for seven days, although not consecutive, in a kindergarten classroom, and 2.5 hours for five days, not consecutive, in

third and fifth grade classrooms. While it was my aim to give voice to the teachers, I recognize that what I saw and heard was what they allowed me to see and hear. I cannot speak for the teachers, but I do share my interpretations of what they allowed me to see and hear.

Additionally, as a qualitative researcher, I ran the risk of researcher bias (Patton, 2002). I recognize that I brought certain assumptions and biases about literacy, social studies, and integrated curriculum. Member checking is an effort to “accurately represent the phenomenon” (Locke, Spirduso, & Silverman, 2014, p. 120) as the participants view it. I used a peer reviewer to increase trustworthiness of the data (Saldaña, 2010). I also kept a researcher reflexive journal throughout the data collection and analysis to document thoughts, questions, and concerns. More details about the processes used in member checking, and peer review, are located in Chapter Three.

Delimitations

The delimitations of this study include my plan to limit the research to three elementary teachers and focus on the nuances of their experiences rather than a large number of participants. Erickson (1986) stated, “Since the general lies in the particular, what we learn in a particular case can be transferred to similar situations” (as cited in Merriam, 2009, p. 51). I chose to interview and observe three teachers to provide authentic details and rich descriptions about the specifics of teachers entrusted with implementing integrated literacy and social studies.

Significance of the Study

This study is significant for the fields of literacy education, social studies education, curriculum, teacher education, and professional development for several reasons. Because elementary teachers are often tasked with teaching multiple subject areas, their time is restricted, and they must choose what to teach and how to teach it. As indicated in the

research, social studies is often sidelined as teachers focus on the tested subject areas of reading and mathematics (Burstein, Hutton & Curtis, 2006; Houser, 1995; Wills, 2007). This study explores teachers' experiences related to these phenomena. Why do teachers make the decisions they make? What influences their decisions? Does integrating curriculum, whether by choice or a directive, change these phenomena?

A review of the extant literature reveals a paucity of research studies on integrating curriculum in the elementary grades, as well as research on teachers' perspectives. This study serves to narrow this void as I describe the experiences of teachers called upon to integrate literacy and social studies during their literacy instruction. My aim is to give voice to the teachers directed to implement integrated literacy and social studies instruction. Moreover, this research aspires to inform teacher educators as they prepare future teachers to integrate curriculum without marginalizing any subject area. Finally, this research may also inform those responsible for providing professional development opportunities for in-service teachers.

Outline of the Dissertation

With this study, I attempt to add to the scholarly literature exploring integrated literacy and social studies instruction and teachers' experiences in planning and teaching integrated curriculum. In Chapter Two, I examine the literature on integrated curriculum, effective literacy instruction, effective social studies instruction, and teacher beliefs and practices in elementary classrooms. Finally, I share why I believe this research will contribute to the body of scholarly research on literacy, social studies, and integrated curriculum. Chapter Three explains my methodological decisions, the context of my research, how data were collected, analyzed, coded, and my role as the researcher. In Chapter Four, I describe my findings based on each individual case. Chapter Five explicates

the multi-case synthesis. Chapter Six explores the implications from this research and areas for future research.

CHAPTER TWO: REVIEW OF THE LITERATURE

In this chapter, I explore the concept of integrated curriculum, the role of teacher beliefs in thinking about and enacting integrated literacy and social studies curriculum, effective literacy instruction, and effective social studies instruction. The structure of this literature review is represented in Figure 1 below. In this research study, I examined teacher experiences and observed practices related to integrating literacy and social studies curriculum, the decisions they made, and what influenced those decisions. The research question guiding this study was: What are the experiences of three elementary teachers when integrating literacy and social studies instruction?

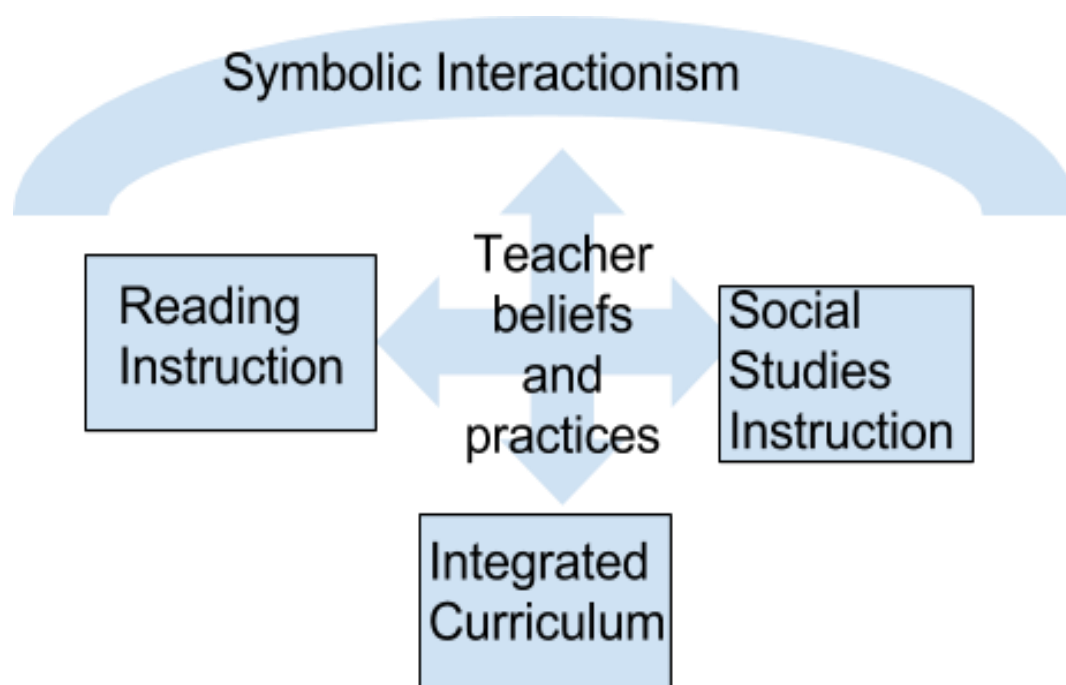


Figure 1. Diagram of the structure of the literature review, influenced by the theoretical framework of symbolic interactionism.

My preliminary sub-questions were: (1) What information do teachers use when making decisions about integrated instruction?; (2) How do teachers' beliefs align with their practices?; (3) How do teachers organize, plan for, and provide integrated instruction, including how do they use the core English/Language Arts programs and core social studies programs?; and (4) In what ways, if any, do teachers use disciplinary literacy strategies to support social studies instruction?

Theoretical Framework

The theoretical framework of symbolic interactionism guided this research and describes the lens used to develop my research questions and the lens used to collect, analyze, and interpret the data (Smagorinsky, 2008). Symbolic interactionism, which is based on social interaction, is an interpretive process, active and dynamic (Blumer, 1969; Charon, 1998). Through discourse, connections are made, and the depth of learning is increased as interaction occurs (Vygotsky, 1978). According to Steinkuehler (2008), "Human beings participate in multiple Discourses, and these Discourses are often in conversation with one another in complex ways. Some are more or less aligned. Some are in conflict. Both cases are a source for change" (p. 624). Blumer (1969) asserts that the process of meaning making occurs as "acting organisms" (p. 12) interact with themselves in discourse, and then, through a process of interpretation, make meaning dependent on the specific situation and interactions. It is a formative discourse, iterative in nature, with new symbols and interactions influencing meaning. In addition to discourse with oneself, discourses often occur as the actors in a school interact in communities of practice (Lave & Wenger, 1991) where "learning, thinking, and knowing are relations among people in activity in, with, and arising from the socially and culturally structured world" (pp. 50-51).

While this research focuses purposefully on teachers' experiences and practices related to integrated curriculum, the "legitimate peripheral participation" (Lave & Wenger,

1991, p. 29) of others who previously influenced teachers and those in the current school setting cannot be ignored. Lortie and Clement's (1975) research suggests that teachers frequently teach the way they were taught, relying on their memories to guide the structure of their day in the classroom, as opposed to research and pedagogies learned in methods classes during their undergraduate program. However, Smagorinsky and Barnes' (2014) more recent research indicates that teachers were more open to change and implemented more progressive pedagogies learned in course work at their university. Given the social nature of learning, symbolic interactionism is key in interpreting teacher experiences and practices related to integrating curriculum in this research. "Recognizing that literacy instruction is context-bound necessitates adaptation as change occurs in schools and school systems" (Deal & White, 2006).

Understanding how school context impacts teachers' experiences provides information not only for researchers, teacher educators, and administrators, but also for district, state and national personnel who mandate curricular choices that impact teachers at the classroom level. Woodward (1986) identified teachers as "disenfranchised or deprofessionalized" (p. 28), lacking in their perceptions of their ability to make decisions due to outside influences on their curriculum. Duffy et al. (1987) contended that teachers' decision making was limited by district curricular mandates about the basal reading program. Dooley and Asaaf's (2009) research suggested that while two teachers shared similar beliefs about reading instruction, their specific contexts of urban and suburban schools greatly influenced their decision-making. While both teachers in the study believed in a balanced approach to literacy instruction, the teacher in the urban school, with more students at higher risk of failure on high-stakes assessments, elected to provide more skills-based instruction and focused on constrained skills rather than more meaning based skills such as big ideas from text and theme, in order to try to meet district requirements and assessment goals.

Meidl's (2013) more recent research, a case study, examined how mandated reading curriculum from the district influenced two teachers' beliefs and practices during reading instruction, and findings indicated the teachers' decisions were greatly influenced by required curriculum, as well as state assessments and test preparation. Teachers' beliefs did not align with practices, and teachers struggled with the dissonance because they did not feel they could effectively meet the needs of their students with the core reading program or basal. Meidl's study focused only on reading instruction with a mandated core reading program. This study aims to extend that research to examine teachers' experiences and practices related to integrated literacy and social studies instruction. The interview questions asked of teachers and the goal of this research is to use the teachers' lenses to identify the interactions, both past and present, which influence teachers' decision making related to curriculum and instruction in integrated literacy and social studies to seek to understand how teachers navigate the changes in schools, curriculum, and their classrooms.

Methods of Search

I began my literature search with a comprehensive, systematic electronic search of peer-reviewed journals from 2002 through 2017. I searched in JSTOR Education, ERIC, and ProQuest Dissertations using the search terms: integrated curriculum, social studies, reading, and elementary. Then, I deleted articles related to secondary education, integrated curriculum that involved the arts, mathematics, and science, and kept those focused on reading and social studies. In JSTOR Education, there were 116 hits that were reduced to nine studies. A search of the ERIC database yielded 15 articles that were culled to ten after the stated criteria were applied. A search of ProQuest Dissertations yielded 36 results that were reduced to seven. Additionally, I conducted a bibliographic search of articles that appeared consistently in the literature. I read the articles, took notes, and used an inductive approach to identify themes. I begin below with the information on integrated curriculum

and shift to understandings about effective literacy instruction, effective social studies instruction, and finally literature related to classroom teachers' beliefs and practices. I chose to end with a focus on the classroom teacher since the other decisions that occur in the classroom are based on the teacher and his or her interpretation of events, curriculum, and data.

Integrated Curriculum

Curriculum, not clearly defined in the literature, is a complex concept. Dillon (2009) asserts there is no agreed upon definition of curriculum and identifies seven elements of curriculum that include the following questions: (1) Who is the teacher?; (2) Who are the students?; (3) What is the subject matter?; (4) What is the milieu?; (5) What is the aim or purpose?; (6) What are the activities, including student and teacher actions, and student and teacher interactions?; and (7) What are the results? Yurdakul (2015) notes, "Curriculum is created by schools, and it becomes concrete through the teacher's practices" (p. 127). Darling-Hammond et al. (2005) define curriculum as "The learning experiences and goals the teacher develops for particular classes—both in her planning and while teaching—in light of the characteristics of students and the teaching context" (p. 170). In each of the three definitions above, the teacher's role as a decision maker is central. While curriculum is difficult to define, teachers must find a way to implement curriculum on a daily basis in the elementary classroom. Teachers decide, once in their own classrooms, what to teach and how to teach it.

Integrated curriculum is also difficult to define and challenging to implement (Hinde, 2005). The term integrated curriculum is commonly used synonymously with interdisciplinary, transdisciplinary, webbed, and thematic curriculum (Fogarty, 2009; Fu & Sibert, 2017; Zhanova et al., 2010). Based on Gestalt psychology (Harrell, 2010; Nollmeyer, Kelting-Gibson & Graves, 2016), it focuses on the learner as a whole and recognizes that learning is

complex and interactive, not linear. Harrell states it is “characterized by complex and synergistic advances in which interactions between the learner and the environment enable intellectual restructuring and transformation as they relate to the growth and development of the individual” (p. 146). Based on those ideas and interactions, Jacobs (1989) and Fogarty (2009) identify various types of integrated curriculum.

Jacobs (1989) identified four types of integrated curriculum: parallel, complementary, interdisciplinary, and integrated day. According to Jacobs, a parallel curriculum connects lessons to relate to other lessons across various disciplines. A complementary curriculum connects related disciplines to explore a theme or a topic. He suggested that interdisciplinary integration connects all disciplines in a school’s curriculum into units, and finally, an integrated day bases curriculum on problems incipient in the world.

Fogarty (2009) later identified ten types of integrated curriculum. Three of the ten focus on integration within single disciplines, or silos, such as integration of reading, writing, speaking, and listening in English/Language Arts. Four of Fogarty’s types of integration focus on integration across disciplines. These include: sequenced, shared, webbed, threaded, and integrated. In sequenced integration, teachers collaborate to plan lessons that enhance lessons across disciplines. For example, an elementary teacher practicing sequenced integration might read a novel about the Civil War during ELA while also studying the Civil War battles during social studies. Shared integration includes concepts or ideas that extend across two disciplines. For instance, when teaching timelines, teachers might share timelines in social studies and in a biography. Webbed integration focuses on themes and includes a particular theme across various subject areas. For example, an elementary theme could include bears, and teachers would share about bears in reading, writing, math, science, and social studies. Additionally, webbed integration might occur if a teacher webbed a particular concept such as fairness across the curriculum. Threaded integration occurs when a concept

permeates through all four disciplines, such as prediction in reading, math, science, and social studies. According to Fogarty, integrated curriculum is similar to the shared integration concept but across all disciplines rather than just two disciplines. Finally, Fogarty asserts that immersed and networked integration occur in the mind of the student or learner.

Over 20 years ago, Shanahan (1997) discussed integrated curriculum and warned of the need for teachers to intentionally plan for it. It cannot be just for enjoyment or because it is mandated, but it needs to be purposeful and revolve around big ideas. Denton and Sink (2015) assert “effective integration requires comprehensive understanding of multiple subjects, with insight about how and when subjects relate, along with opportunities to plan integrated lessons” (p. 5). Moreover, they suggest that when teachers do integrate, it may be perfunctory. Curriculum integration emphasizes “meaningful connections between topics and skills covered in different subject areas and creates high- level learning opportunities beyond any single discipline” (Zhou & Kim, 2010, p. 126) and should serve to strengthen the curriculum in more than one area (Pennington, Obenchain, & Brock, 2014).

Hargreaves and Moore’s (2000) research examined the practices of 29 middle-school teachers integrating curriculum. Their findings, from teachers in various curricular areas, indicate integrating curriculum is a “difficult and demanding” (p. 111) task. They assert teachers required time for collaborative planning so subject-area teachers could share their expertise and develop meaningful integrated units relevant to their students. The research indicated that, when given time and resources, teachers developed integrated units that promoted higher-order thinking skills, problem-solving skills, and fostered creativity in real world situations.

Fu and Sibert’s (2017) research supports the importance of sufficient planning time, as well as the idea of common planning times for teachers to collaborate. They collected survey data from 42 kindergarten-through-third-grade teachers and found the teachers believed in

the idea of integrated curriculum, as well as their knowledge to implement it effectively. However, they found teachers implemented integrated curriculum at a basic level, due to a lack of knowledge about pedagogical practices involved in higher level implementation.

In Singapore, Lam, Alviar-Martin, Adler, & Sims' (2013) research of teachers' conceptions of integrated curriculum revealed many complexities. They interviewed eleven secondary teachers and found beliefs about curriculum, expectations, and abilities influenced teachers' decisions. Additionally, they suggest teachers "see themselves as implementers more than developers of curriculum" (p. 31), which is in contrast to McNamara's (2008) research, where teachers viewed themselves as curriculum makers or developers of curriculum.

In addition to the ill-defined nature of integrated curriculum, measurement of integrated curriculum is arduous due to the many factors involved (Hinde, 2005). The CCSS, endorsed by the National Governor's Association in 2010, attempt to recommend what knowledge should be taught in schools. Since the CCSS, there is a greater focus on non-fiction texts, writing across the curriculum, and close reading of multiple texts on related topics. Yet, curriculum in elementary schools is often fragmented, with a great deal of time and energy focused on improving students' reading and mathematics (Au, 2007; Bailey et al., 2006; Boyle-Baise et al., 2008; Brophy & Alleman, 2009; Berson & Camicia, 2013; Fitchett & VanFossen, 2013; VanFossen & McGrew, 2008). Social studies instruction, rarely assessed on state mandated tests, does not take a primary role but a back seat to reading and mathematics.

Recently, however, educators in higher education and elementary schools voiced concern about the marginalization of social studies curriculum (Au, 2007; Boyle-Baise, et al., 2008; Brophy & Alleman, 2009; Pascopella, 2005; Van Fossen & McGrew, 2008; Kinniburgh & Busby, 2008, Van Fossen, 2005). Integrated curriculum continues to be debated (Applebee,

Adler, & Flihan, 2007). Pennington et al. (2014) provide an example of a lesson that supports both language arts and social studies instruction using a letter written to Dr. Martin Luther King, Jr. and his response to that letter. Reading these pieces of informational text serves two purposes: one that supports transactional (Rosenblatt, 1938) close reading of two texts, and one that promotes a civic purpose beyond reading but that answers a broader question. While this article provides a model for integrating curriculum, it lacks information on what teachers think as they plan to effectively integrate curriculum. They note, "... teachers must attend to both literacy and social studies in ways that respect disciplinary expertise and purposes" (p. 541). It is necessary to explore teacher experiences related to integrated curriculum and disciplinary literacy and what influences their decision-making.

There is some research suggesting that primary grade teachers integrate literacy and social studies as a way to provide time for the marginalized social studies (Berson & Camicia, 2013; Burstein et al., 2006; Rock et al., 2006). However, much of the research on integrated curriculum comes from work in 6th-12th-grade classrooms, where teachers work in departmentalized situations and are responsible for teaching one subject area.

Holloway & Chiodo's (2009) study found teachers did integrate topics of citizenship, colonization, constitution, cooperation, culture, customs, democracy, and freedom into reading and language arts. However, Holloway's study examined how social studies was taught and integrated through surveys, interviews, and analysis of teacher selected lesson plans. Holloway's research did not include observation of teachers' instruction. There is little research that documents teachers' beliefs about integrated literacy and social studies or teachers' actual processes in integrating curriculum. Yet, Christensen et al. (2001) asserted that integrating social studies may be an approach "for improving all curricular areas, the classroom environment, and life" (p. 206) by providing relevance and connections to big ideas or concepts throughout the school day.

Gonzalez et al. (2010) explained that, as teachers' integrated social studies with reading, students were "taught vocabulary not merely to enhance vocabulary but to also enhance understanding and better prepare children for future comprehension" (p.46). Reading instruction (Knapp, 1995; Paris, 2005), when integrated with other content areas such as writing, social studies, and science, increases purpose for reading and emphasizes meaning. When meaning is central, there is purpose in learning the letters and decoding words. The goal in all content areas is comprehension. Given the extensive research on links between background knowledge, vocabulary, and comprehension, it is clear that as educators facilitate increased background knowledge and vocabulary, increased comprehension will occur in literacy as well as in the content areas.

Integrating subject areas around concepts is a way to activate schema, assist students in organization of ideas, and connect subject areas to establish significant relevance (Erickson, 2002). Klein (2004) notes, "The problems of society are increasingly complex and interdependent. Hence, they are not isolated to particular sectors or disciplines" (p. 517). Elementary teachers often use children's literature as a tool to integrate literacy and social studies (Heafner et al., 2007; Martin, 2012). Tschida and Buchanan (2015) suggest teachers use thematic text sets to address social studies topics, particularly controversial issues within the social studies curriculum such as family, slavery, and civil rights. Their suggestions for developing text sets move beyond simply reading about social studies topics to purposefully planning text sets to include aspects of the C3 Framework (NCSS, 2013) and meet standards for both ELA and social studies. In addition to selecting multiple texts from various points of view, they recommend identifying a big idea or theme to connect the texts for students, so students examine the big idea from counter narratives. Their idea of using a big idea or theme aligns with the inquiry arc of the C3 Framework. Furthermore, the use of multiple

texts from competing perspectives aligns with Dimension 3, which includes evaluating sources and using evidence, of the C3 Framework.

This research aims to uncover teacher beliefs and practices related to the disciplines of reading, specifically comprehension, and social studies in the elementary classroom to provide practicing teachers, teacher educators, and professional developers with information to support teachers in the implementation of an integrated curriculum.

While the definition of integrated curriculum remains unclear, teachers are often required to integrate curriculum. Hewitt (2006) asserts that teachers play a critical role in curriculum, either through adoption or adaptation. Adoption suggests a curriculum developed by experts outside of the classroom with a linear function. Adaptation implies the ability to modify curriculum based on the students and context of the particular school. According to Yurdakul (2015),

Teachers who take on adoption tend to implement the curriculum from a sense of obligation, whereas those who assume adaptation accept the curriculum as a guide and see adaptation as necessary due to experience or context-based reasons like school and class conditions, teacher or student characteristics, or socio-cultural conditions. (p. 137)

The role of the teacher in implementing an integrated curriculum, whether through adopting or adapting, is critical, along with the teacher's understanding of effective literacy instruction and effective social studies instruction.

Effective Literacy Instruction

To determine the components of effective literacy instruction, literacy must first be defined. The International Reading Association (2012) defines literacy as reading, writing, listening, speaking, viewing, and visually representing. Unsworth (2014) describes new literacies as “diverse, dynamic, immediate, interactive, multimodal, rapidly evolving, and

requisite for living and learning in the age of information and communication technologies” (p. 377). When examining literacy as a component of integrated curriculum, it is important to consider the new literacies, given the many digital, multimodal tools, and texts available for teachers to use in the classroom. For example, many primary sources are currently available for teachers to access in the classroom through websites such as the United States’ government National Archives website. Additionally, news sites provide information on current events that teachers may use to connect reading, writing, listening, speaking, viewing, and visually representing to make learning relevant for students. For the purposes of my research, the focus in this literature review is on what Cunningham and Allington (2011) identify as the elements of effective literacy classrooms, which include: balanced, comprehensive instruction; a lot of reading and writing; integrated science and social studies; a focus on meaning and higher-level thinking skills; skills that are explicitly taught and coached as children use them; a variety of formats for instruction and materials; and well-managed classrooms. (See Figure 2).

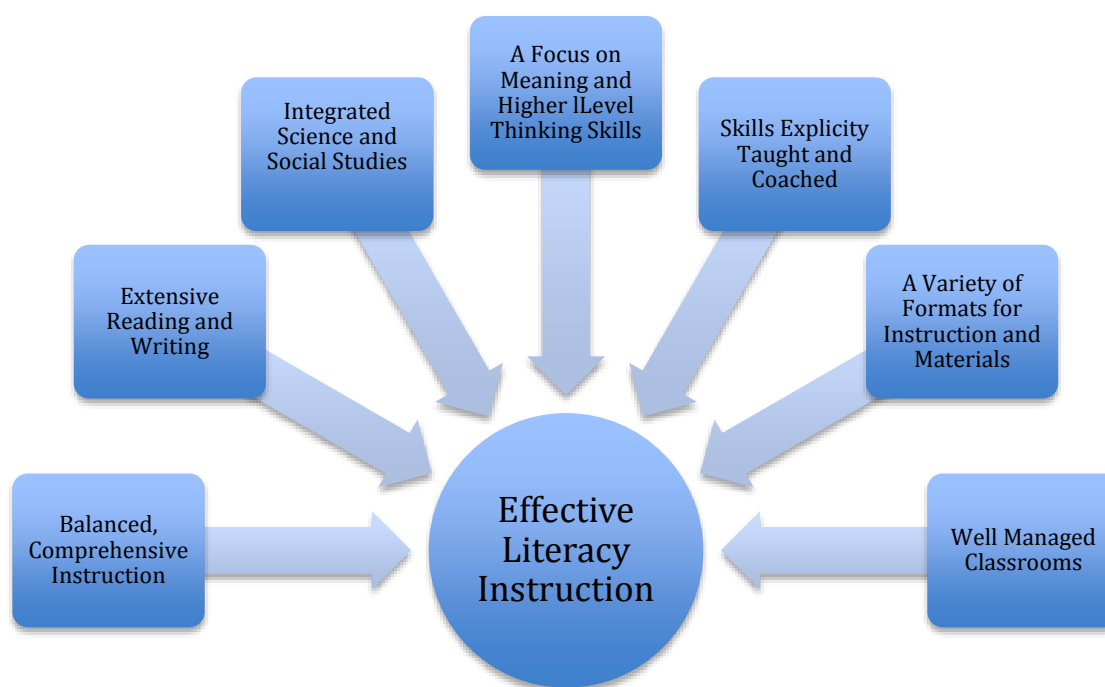


Figure 2. Pillars of effective literacy instruction (adapted from Cunningham & Allington, 2011).

Reading is a complex process that develops over time and requires the integration of multiple skills and strategies. It requires attention to multiple components simultaneously (Afflerbach et al., 2008; Paris, 2005). Recent research suggests these skills develop on a continuum, from tightly constrained to unconstrained (Afflerbach et al., 2008; Paris, 2005; Stahl, 2011). Constrained skills, such as letter knowledge, are those that consist of a finite number of items that may be taught and mastered. Stahl explains that it is much easier to assess the constrained skills, and many current assessments measure these constrained skills but do not give a true picture of a child's ability. Focus on constrained skill instruction must not dominate classroom instruction or interventions because "it will yield short-term, isolated test improvements, but obscure more complex literary needs" (2011, p. 55). Vocabulary and comprehension, on the other end of the continuum, are infinitely unconstrained and can

never be fully mastered because they call for cognitive adaptability, are dependent on particular texts, a reader's background knowledge, and transactions with the text (Afflerbach et al., 2008; Paris, 2005; Stahl, 2011). Both constrained and unconstrained skills are key for beginning readers, but classrooms require balanced instruction (Cunningham & Allington, 2016; Juel, Biancarosa, Coker, & Deffes, 2003).

Balanced, Comprehensive Instruction

Balanced, comprehensive instruction requires that focus in a classroom be spread across the multiple components of literacy. As a photographer, I always want to keep my subject central. While I want to keep the subject central to my photo, I cannot ignore the background, the lighting, color, or angle. This is true in the classroom, too. In this case, the subject or purpose for literacy is to read, write, think, speak, and view to understand and communicate. Heydon, Hibbert, & Iannacci (2004) advocate for a definition of balanced literacy where instruction begins with the whole and moves to the parts, includes knowledge of individuals, relies on the teacher as expert in the classroom rather than scripted programs, and examines political and sociocultural elements, with the relationships in classrooms at the core of instruction. Additionally, Heydon et al. note challenges to balanced literacy including a political climate mandating accountability, high-stakes standardized testing, and prescriptive curricula.

Pressley et al. (2001) found effective primary teachers engaged students in balanced literacy and provided multiple opportunities for reading and writing. The effective teachers also modeled higher-level thinking and provided guided practice in skills and strategies to support students in making meaning or comprehending.

A teacher must focus on comprehension or meaning making. However, the focus on comprehension cannot exclude other elements that factor into effective comprehension, including background knowledge, vocabulary, strategy and skills instruction, and instruction

in decoding (Juel et al., 2003). While this literature review cannot lengthily address comprehension, it is addressed below in some detail.

Reading Comprehension

Comprehension, or “the act of constructing meaning” (Duke & Carlisle, 2011, p. 200) with oral, print, or digital texts, is a complex phenomenon that develops over time (Duke & Carlisle, 2011; Duke, Pearson, Strachan & Billman, 2011). Halliday (1993) notes:

The distinctive characteristic of human learning is that it is a process of making meaning—a semiotic process; and the prototypical form of human semiotic is language. Hence the ontogenesis of language is at the same time the ontogenesis of learning.
(p. 93)

Whether students are reading literature or nonfiction texts, the ultimate goal for reading is meaning making. Many factors affect comprehension development, including language experiences, cognitive abilities, inferring, prior knowledge, word recognition, morphological awareness, vocabulary, and fluency (Cain & Oakhill, 2006). As new information is added to the experience over time, these factors interact. Prior knowledge is important to text comprehension when that knowledge is relevant to the important ideas in the text and not tangential (Cunningham & Allington, 2011; Duke & Carlisle, 2011; Hart & Risley, 1995; Williams, 2002). Willingham (2006) asserts that background knowledge is critical for comprehension due to the many “semantic breaks” (p. 2) in text that require the reader to make inferences. In addition to the importance of broad background knowledge and rich vocabulary that are elucidated in more detail below, comprehension also demands the use of strategies. Strategies are activities used purposefully to monitor comprehension and assist when comprehension breaks down in reading and include setting purposes for reading, predicting, activating prior knowledge, clarifying, visualizing, questioning, making inferences,

and summarizing (Duke et al., 2011; Keene & Zimmermann, 2007; Reutzel, Smith, & Fawson, 2005).

In her seminal research, Durkin (1978/1979) observed 4th-grade social studies and reading instruction for 4,469 minutes and noted that less than 1% of instructional time was spent on reading comprehension instruction. Duffy (1983) found similar results in their research. They observed that teachers spent time assigning and assessing, rather than attending to strategies to support student comprehension such as direct instruction and modeling of strategies. Twenty years after Durkin's work, Pressley et al. (1998) found that comprehension instruction rarely occurred in classrooms.

More recent research suggests the amount of time spent on comprehension instruction has increased from less than 1% to approximately 25% (Ness, 2011). According to Ness, comprehension instruction increased in the primary grades, but decreased in third grade. She believes the decrease in third grade may be due to high-stakes test preparation. Ness asserts the increase in comprehension is promising but voices concern about the lack of multi-strategy or transactional strategy instruction in the elementary classroom to prepare students to independently use the strategies for comprehension. Additionally, Ness asserts the need for future research to include information about teacher beliefs, training, and decision-making processes.

The influence of vocabulary on reading comprehension. Comprehension is a complex construct. Words, essential ingredients of discourse, impact cognition and communication (Vygotsky, 1986). Comprehension is influenced by the extensiveness and depth of a student's vocabulary, or word knowledge (Blachowicz & Fisher, 2000; Elleman, Lindo, Morphy & Compton, 2009; Tannenbaum, Torgenson & Wagner, 2006). When students do not know a vocabulary word in a text, they may experience a gap in their ability to make meaning. If too many words are unknown, the gap widens, and students may lose

comprehension of the text, whether it is at the sentence level, paragraph level, or complete passage level. “Poor readers struggle to understand a text as a whole, and their comprehension is frequently disrupted by unfamiliar vocabulary and structures” (McGill-Franzen, Zmach, Solic & Zeig, 2006, p. 82). Perfetti and Stafura (2014) suggest that vocabulary is the link between word identification and comprehension. The process of students identifying the word with its meaning forges the connection between that word and those surrounding it. A complementary relationship exists between vocabulary and reading comprehension, with development in each area supporting the other (Beck, Perfetti, & McKeown, 1982; Stahl & Fairbanks, 1986; Vacca et al., 2005).

The National Reading Panel (NRP, 2000) suggested vocabulary instruction should include direct instruction, with repetition and multiple exposures to words and their meanings (Beck et al., 1982; Stahl & Fairbanks, 1986). The NRP report recommended students actively engage with words and that teachers utilize a variety of instructional methods in the classroom. Active, cognitive processing, which includes multiple exposures, definitions, and contextual connections, is part of the interactive framework of vocabulary instruction (Beck et al., 1982). These active processing activities allow students to build networks related to new words learned, and then, over time, lead to student ownership of the vocabulary.

Anderson and Freebody (1981) posited three possible hypotheses to explain the connection between vocabulary and comprehension. The instrumental hypothesis suggests word knowledge directly affects comprehension (Beck et al., 1982; McKeown et al., 1983; Stahl & Nagy, 2006). In contrast, Anderson and Freebody’s knowledge hypothesis links vocabulary to background knowledge, and they posit that it is a person’s broader background knowledge that affects comprehension, rather than vocabulary. The assumption is that the larger an individual’s schema related to a topic, the more words they will know, which will

subsequently lead to more conceptual frameworks to support word acquisition. The third hypothesis, aptitude, theorizes that there is no causal relationship between vocabulary knowledge and comprehension, but rather it is one's intellectual ability that influences word knowledge.

The instrumental hypothesis is supported by the empirical research of Beck et al. (1982) and McKeown et al. (1983, 1985). Beck et al.'s research examined the relationship between vocabulary and comprehension in a study with 27 fourth graders. After robust vocabulary instruction, students improved in knowledge of word meanings and speed of word access increased, and students made gains in their ability to recall a story with words that were instructed with definitions, contextual links, and multiple exposures. Their findings suggest the structure of the text may also impact student performance after vocabulary instruction. After instruction, the students performed better on both vocabulary and comprehension measures.

Hart and Risley's (1995) study found that young children's vocabulary growth is influenced by robust oral language experiences with adults. In addition, vocabulary learning is influenced by socio-economic status (Biemiller, 2004; Hart & Risley, 1995). Vocabulary growth is facilitated as children experience repeated exposures to words, in different contexts, through read alouds, independent reading, and content area instruction (Cunningham & Allington, 2011; Duke & Carlisle, 2011; Duke et al., 2011).

To evaluate the influence of vocabulary on comprehension, Elleman, et al. (2009) conducted a meta-analysis of 37 studies conducted between 1950 and 2006. Their findings indicate a positive connection between vocabulary and comprehension, with students with reading difficulties benefitting more from vocabulary instruction than students without reading problems. Their analysis did not indicate what specific types of vocabulary instruction were most beneficial to students. Based on their analysis, Elleman, et al. (2009)

suggest the use of high levels of discussion to promote vocabulary development. However, Elleman et al. indicate conflicting research studies have not shown this hypothesis to be consistently true (Pany & Jenkins, 1978; Wixson, 1986).

More recent research suggests a significant link between powerful vocabulary instruction and comprehension (McKeown & Beck, 2014; Ouellette, 2006). Ouellette (2006) found that vocabulary knowledge predicted fourth graders' reading comprehension. His study highlighted the importance of oral vocabulary on a student's reading comprehension, with emphasis on the breadth of vocabulary knowledge. In examining the results, he also found that the semantic access, or the speed with which a student accesses the meaning of a word, is important to understanding the connection between vocabulary and comprehension. In 2014, McKeown and Beck conducted a study with 131 kindergartners to measure vocabulary knowledge on reading comprehension, using an interactive framework, a repetition framework, and a control group. Both the interactive and repetition frameworks provided students a repeated reading of a specific text and processes that supported memory and association. The interactive framework outfitted teachers with active processing strategies to implement with students. In their study, the repetition and interactive frameworks increased word learning. Their results indicate that gaining access to word meanings is an arduous task, even with instruction that includes active processing. Results indicated that speed and accuracy in word recognition impacted comprehension, as did the breadth and depth of word recognition. While identifying vocabulary is key to comprehension, the semantic representations and connections a reader makes with depth of vocabulary knowledge also impact comprehension.

Although there is a great deal of research on the impact of vocabulary learning on comprehension, Pearson et al. (2007) posit that current measures of vocabulary instruction inadequately document the relationship between word learning and comprehension. Their

research postulates that current measurement requires word associations with meanings, such as matching activities, and they consider these low-level measurements. Word learning occurs along a continuum, with word recognition on the lower end of the continuum and ability to use vocabulary to assist in text comprehension on the opposite end of the continuum (McKeown & Beck, 2014). Furthermore, Elleman, et al's. (2009) investigation revealed most of the research on the relationship between vocabulary and comprehension were short term and recommend more longitudinal research. Much research remains to be done to determine the point at which vocabulary instruction impacts deep text comprehension.

The Influence of Background Knowledge on Comprehension

While vocabulary does influence comprehension, vocabulary also influences background knowledge; which, in turn, influences comprehension. Both comprehension and background knowledge increase when we integrate the two in classrooms (Duke & Carlisle, 2011; Duke et al., 2011). Schema, according to cognitive researchers, is how people use prior, or background, knowledge to arrange and store information. Schema “summarizes what is known about a variety of cases that differ in many particulars” (Anderson & Pearson, 1988, p. 42) and is unique to the individual, which makes it an abstract construct. Kant (1963) asserted that “new information, new concepts, new ideas, can have meaning for an individual only when they can be related to something the individual already knows” (as cited in Liu, 2015, p. 1349). Several theories attempt to explain the connection between background knowledge and text comprehension. Ausubel (1977) suggests the assimilation theory to connect the new to the known where an individual connects new learning with structures in memory. In his explanation of schema in the construction-integration model, Kintsch (1988) illustrates knowledge of a word is based on the various networks or associations of a word when we encounter it. As we seek to elucidate the meaning of the

word and make sense of it in a particular text, we form various representations based on our knowledge of the current text and or world knowledge, as well as our background knowledge about what is appropriate within the current situation. When schema is activated, the reader accesses their prior knowledge and then connects it with a text. The reader integrates the information from multiple networks, makes inferences, and assigns either positive or negative assumptions to the inferences, based on the text. The proficient reader eliminates irrelevant materials; and, then, the reader moves from an incoherent understanding of the vocabulary word to a more conceivable representation of the word situated in a particular text. Kintsch theorizes that when readers have a broader understanding of the particular text or topic, they are more able to move from a random network to associations that are coherent and facilitate deeper comprehension of a text. According to Vacca & Vacca (2008), schema operates to assist readers in choosing information consistent with their reasons for reading, helps readers organize information which assists in recall retention of the text, and helps the reader engage deeply with the text in multiple ways.

Fisher and Frey (2009) claim that a reader's background knowledge, or schema, is the leading predictor of reading comprehension. When a reader brings background knowledge to the text, it merges with the text to aid and advance comprehension. Research shows that when a reader brings culturally consistent information to the text, it is generally easier to understand than that which is culturally unfamiliar (Burgoyne, Whitely, & Hutchinson, 2013; Garcia, 1991; Liu, 2015). Because the population in the United States continually changes and new cultures are added, understanding the importance of culturally relevant background knowledge is essential for educators as they plan, prepare, and deliver lessons. In a mixed methods study, Garcia (1991) found Hispanic students' performance on comprehension measures was adversely altered by prior knowledge, implicit questions, and vocabulary. When differences in prior knowledge were statistically controlled, the overall reading

performance of the two groups did not differ. Bilingual Hispanic students relied heavily on a literal interpretation of text when answering implicit comprehension questions. Garcia attributes this to a lack of knowledge about when and how to integrate background knowledge and text.

Recent research supports Garcia's (1991) findings. In a study with 16 English-as-additional-language students and 16 monolingual students, Burgoyne et al. (2013) found that relevant background knowledge could be used to support children's text comprehension. They also noted that vocabulary differences might operate as another obstacle in comprehension difficulties. Students with limited English vocabularies are often not able to make inferences because they struggle with understanding the meaning of words and cannot access background knowledge needed when they lack vocabulary. In another recent study using mixed methods, Liu (2015) found that schema provided auxiliary knowledge and advanced the process of comprehension. Based on data collected from a control group and an experimental group, students provided with relevant schema comprehended the meaning of a passage related to Halloween significantly better than those without the schema. Liu suggests that, given these findings, reading instruction should focus on the learner and building schema or background knowledge, so students have networks of necessary schema to increase comprehension. Given the vast amount of research and theories related to background knowledge, it is critical that educators consider ways to facilitate the acquisition and recall of background knowledge to support meaningful interactions with text and increased comprehension.

Strategy Instruction and Comprehension

Comprehension strategy instruction is a tool to provide students with scaffolds they can apply to monitor comprehension and adjust their reading when comprehension has stalled. Strategy instruction should be implemented with the recursive gradual release of

responsibility structure (Duke & Pearson, 2002; Duke et al., 2011; Pearson & Gallagher, 1983; Stahl, 2011). Within the gradual release of responsibility structure, support for the strategy use progresses from the teacher, explicitly explaining the strategy, and then modeling it, to the teacher and the student working collaboratively. The next step in the structure involves the teacher coaching a small group of students in guided practice of the strategy, and finally students' independent use of the strategy. Strategy use should be flexible and dynamic, used as a tool to support thinking and meaning making (Hollenbeck & Saternus, 2013). It is not necessarily a linear process but iterative, depending on the text demands and the reader. The focus on strategies should not be on the strategies themselves but on their use as a metacognitive tool to assist readers in constructing meaning of a text. Teachers scaffold students' understanding of when strategies might be used, why they should use them, and how to apply them so students can become strategic and active readers, flexibly using strategies when necessary. Educators also assist students in understanding that proficient readers often use multiple strategies when reading text.

Reutzel et al.'s (2005) mixed-methods study, focused on single comprehension strategy instruction and multi-strategy instruction with science texts in second grade classrooms, gives compelling evidence for multi-strategy instruction. Duke and Pearson (2002) refer to the use of multiple strategies as comprehension routines. Reciprocal teaching (Palinscar & Brown, 1984) teaches students to use four strategies: prediction, questioning, clarifying, and summarizing, when reading chunks of text to support comprehension monitoring and understanding. Transactional strategies instruction (Pearson & Duke, 2002) refers to routines that engage students in multiple strategies and has proven effective in increasing students' knowledge acquisition of science content, as well as interest in reading informational texts (Reutzel et al., 2005). Proficient readers use strategies to monitor their comprehension, adapt to the demands of a text, and adjust to the purpose for reading a text.

Teaching the flexible use of multiple strategies is expedient for the elementary school teacher.

Making Meaning Through Text Interactions

Literacy theorist Rosenblatt (1978) asserts that readers actively and thoughtfully construct meaning as they interact with a text, in both aesthetic and efferent stances. The aesthetic stance invites the reader to live through the characters and events in a book, experiencing emotions, ideas, and reflections related to the text. The reader brings his or her prior knowledge and experiences to the text, and the transactions occur as the reader responds to the text. As a reader transacts with a text in the aesthetic stance, personal connections are made, and they link their own personal stories with the text. Conversely, the efferent stance encourages readers to collect information, remember information in a text, focus on the factual, and it is often encouraged by teachers when teaching informational texts and content area topics (Albright, 2002). Rosenblatt asserts that while one stance may dominate, a reader may move between both stances while navigating the text, depending on the purpose for reading.

Extensive Reading and Writing

Research has established that extensive reading is a critical component of effective literacy instruction (Guthrie, 2004; Taylor, Pearson, Clark, & Walpole, 2000). Allington et al. (2010) found that extensive reading in the summer improves reading achievement. Extensive reading should include a variety of genres and texts at various levels (Hoffman, Sailors, Duffy & Beretvas, 2004; Duke & Roberts, 2010; Duke, Halvorsen, & Knight, 2012). However, in Nell Duke's (2000) research of 20 first-grade classrooms, she found that approximately 90% of the classroom library books were fiction texts and less than 10% were informational texts. Additionally, she noted that teachers only spent 3.6 minutes per day on activities related to informational text materials.

Writing is also a key component of effective literacy instruction. Mo, Kopke, Hawkins, Troia, and Olinghouse (2014) assert, "Writing is often overlooked or marginalized" (p. 445) in schools today. Cutler & Graham (2008) found that, in many elementary classrooms, teachers only allocated thirty minutes a day to direct writing instruction. Mackenzie (2011) asserts that creative writing and meaning making have been replaced by high-stakes accountability, with a focus on easily measured components of reading and writing. While the CCSS suggest children use combinations of drawing, dictating, and writing, it is not happening frequently, except as a tool to answer text dependent questions (Puig, 2013).

As part of a curriculum that allows for extensive reading and writing, drawing should be viewed as part of the writing curriculum. Using images supports students in making meaning and communicating (Christianakis, 2011; Dyson, 1982, 1990). Yet, print-based writing instruction is often privileged over multimodal creation of text. Christianakis explored writing in a 5th grade classroom using ethnographic research. She asserted that, in many school contexts, alphabetic writing is more desirable over multimodal forms of composing due to curriculum mandates, standards, and assessments. Findings indicated "[w]hen given semiotic choices, the children in the ... study integrated drawing, pictures, and writing in sophisticated and creative ways that challenged the primacy of alphabetic monomodal ideologies promulgated in their schooling" (p. 23). She acknowledged that while students participated in "border skirmishes between art and writing" (p. 28), they eventually negotiated with their teacher and peers towards a written project that fit the cultural norms of schooling. She noted, "[y]oung children use drawings to both mediate social interactions around writing and situate their own texts alongside popular media" (p. 23). However, while the classroom teacher appreciated the students' creativity in this study, he evaluated their work on the written words and the "visual dimensions ... were considered supplementary or decorative" (p. 35). In addition, she asserts "visual symbols combine with written language to

make new meanings, not necessarily linked to the concrete world, but possible to social, imagined, and critical worlds" (p. 48), and she suggests it may limit students' composing capabilities if we limit their use of semiotic systems.

The idea of introducing written text "alongside talking and drawing" (Mackenzie & Veresov, 2013, p. 24) is key. In some schools, there is a heavy emphasis on building students' stamina in reading and writing. Yet, students are asked to complete writing assignments in less than an hour and begin a new assignment each day. There is not continuity in the thought process but, rather, continuity for test preparation. The conditions for this experiment "allowed persistent self-expression or text construction to be maintained" (p. 24). These conditions allow children to move beyond the limits often placed on them in classrooms for test preparation to experience text generation over time and increase stamina in a purposeful setting. Educators should provide a transitional space in the early years and spend more time assisting students in their transition from drawing to print or allowing multimodal text generation if that is the student's choice, so students develop into proficient writers who understand writing carries meaning.

Boldt, Gilman, Kang, Olan, and Olcese (2011) chronicle the history of writing instruction and research in the United States through a content analysis of articles in *Language Arts*, a journal published by the National Council of Teachers of English from the 1920's to the present. While it is brief, it provides a survey of writing research. The authors address two stances: skills focused and a "use" (p.439) stance. Tensions remain today about the best stance for teaching children writing and are complicated by the current emphasis on mandated standards, scripted curriculums, and increased accountability. They briefly mention the impact of new literacies as relevant to the language use stance. They assert "[t]he best way to bring a broad array of children into powerful uses of writing requires giving them opportunities to build upon the diversity of language experiences and interests they

bring to classrooms” (p. 440). They note that language is social, and we share experiences through language interactions, whether verbal or written. These shared experiences, whether through reading, writing, speaking, or viewing, provide opportunities for student success and effective classrooms.

Integrated Science and Social Studies

Recent research indicates that time for social studies and science has decreased with the increased emphasis on literacy, high-stakes assessments, and accountability measures in schools (Fitchett & Heafner, 2010; Heafner & Fitchett, 2012; Waters & Watson, 2016). However, research on integrated science and literacy demonstrates positive growth in students’ knowledge and understanding in both content areas (Cervetti, Barber, Dorph, Pearson, & Goldschmidt, 2012; Stoddard, Pinal, Latske, & Canady, 2002). Denton and Sink (2015) found that elementary teachers favored integrated curriculum but were limited in their integration due to a lack of time, resources, and necessary professional development.

Extensive reading of informational texts leads students to a broader understanding of science and social studies topics in the real world (Duke, 2000). Use of informational texts with project-based learning has proven to be an effective method of integrating curriculum (Duke, 2016). Hernandez-Ramos and De La Paz (2009) studied middle school students engaged in project-based learning related to westward expansion. Their study of eighth-grade students in two groups, a project-based group that created documentaries, and a group that received traditional instruction found that students in the project-based group performed better on post assessments. Students participating in the integrated project-based approach also demonstrated knowledge other than rote memorization of facts. Research supports the increased use of informational text as one tool to strengthen integrated science and social studies.

A Focus on Meaning and Higher-Level Thinking Skills

Research in literacy indicates that learning is social (Piaget & Inhelder, 1969; Vygotsky, 1986); and, as students engage in discourse, they socially construct meaning. Reasoning skills and higher-level thinking occur as students interact in dialogic processes (Bakhtin, 1981). Anderson et al. (2001) assert that as students engage with others in socially mediated discussions, they hear multiple and different perspectives. As students participate in conversation with others who hold multiple perspectives, discuss, and debate topics, they engage in higher-level thinking skills. Collaborative reasoning, a discussion strategy used by teachers to facilitate higher-level thinking, requires teachers to pose a question that encourages multiple views. Students engage in argumentation based on their personal experiences and background knowledge, as well as texts and reason with others. Anderson, Chinn, Anderson, and Waggoner (2001) found that through collaborative reasoning, students evidenced higher order thinking skills and increased use of textual evidence to support their thinking and to challenge the thinking of others. They also noted that collaborative reasoning supported less didactic instruction and increased student participation in the classroom.

Taylor, Pearson, Peterson, and Rodriguez (2003) conducted a study in nine high-poverty schools with 88 teachers. The research focused on nine students randomly selected in each of the classrooms. Results from the research indicate that higher-level questioning led to growth in students' literacy. Taylor et al. identified eight areas of instruction used by teachers engaging students in higher-level thinking. These included discussions about theme, character analysis, text to self-connections, story structure, retelling, predicting before, during and after reading, picture walks, and collaborative conversations between students. Additionally, they assert that high level thinking involves students in answering questions with more than a yes-or-no answer.

Chinn, Anderson, and Waggoner (2001) studied fourth grade classrooms and discovered that dialogic instruction that involves students in rich discussion increased higher-level thinking and reasoning skills. They assert that students cognitively engaged through social interactions, rather than passively attending to teacher talk about text, participated in higher level thinking. Additionally, research by Newmann (1991) suggests that higher-order thinking skills can be taught through meaningful social studies instruction. Through social interactions, questioning that engages students in considering multiple perspectives and argumentation, and deep analysis of text, students increase their higher order thinking and experience increased literacy.

Skills Explicitly Taught and Coached

In 1983, Pearson and Gallagher proposed the Gradual Release of Responsibility model of instruction to support explicit teaching and coaching of skills and strategies. When using this model in a classroom, teachers begin with explicit instruction and model the use of a strategy or skill. This is followed by guided practice where the student and teacher rehearse the strategy or skill together. Next, students engage in collaborative, guided practice and work together, with teacher feedback, to practice the strategy or skill. Finally, the teacher releases responsibility, and the student practices the strategy or skill independently.

A Variety of Formats for Instruction

Cunningham and Allington (2011) posit that effective teachers vary the type of format for instruction based on their instructional goals and what will best meet the needs of their students. Taylor et al. (2003), in their study of students in 88 classrooms, found that, whether teachers used whole group or small groups, effective instruction occurred when students actively engaged in lessons. However, Taylor et al. (2000) had found that when primary teachers worked with students in small groups, as opposed to more whole group instruction, students experienced more literacy growth.

Effective Social Studies Instruction in the Elementary Classroom

Historically, developing productive citizens has been one of the goals of education (Baumann, 2013; Dewey, 1916). Goodlad (2003) argued:

It would be the height of folly for our schools not to have as their central mission educating the young in the democratic ideals of humankind, the freedoms and responsibilities of a democratic society, and the civic and civic understandings and dispositions necessary to democratic citizenship. (p. 20)

Social Studies education, according to a position statement from the National Council for Social Studies (NCSS, 2016) is powerful and authentic when it includes instruction that is: meaningful and connected; integrative, connecting the past, present, and future; value based, committed to justice, equality, and freedom of thought and speech; challenging, with a focus on critical, creative, and ethical problem solving; and active, with hands-on and minds-on processes to support student learning. In order to support the powerful and authentic instruction of social studies, the NCSS (2010) identified ten conceptual themes for teaching social studies and educating productive citizens. They are: (1) culture; (2) time, continuity, and change; (3) people, places, and environments; (4) individual development and identity; (5) groups and institutions; (6) power and authority, and governance; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideas and practices. In a position paper approved by the NCSS, Berson, Bennett, and Dobson (2009) assert that powerful social studies instruction “should be meaningful, integrative, value-based, challenging, and active” (p. 252). They note that for social studies instruction to be meaningful, it should begin with the student and necessitates a cycle of assessment, planning, and instruction. Powerful social studies instruction should be integrative, across the curriculum, and throughout the day. However, it should not be piecemeal but planned to create curricula that are coherent. Value-based instruction in the

elementary social studies curriculum is more than character education but focuses on real world problems and values student thinking about complex, sometimes sensitive topics. Rather than surface level instruction, powerful social studies instruction should challenge children to think about, research, and discuss issues and problems. Finally, they posit that powerful social studies instruction should be active, allowing students to take the lead, engage in projects, solve problems, role play, and discuss concerns. These indicators of powerful social studies instruction align with the C3 Framework (NCSS, 2013), and the National Center for Learning and Civic Engagement (NCLCE) Six Practices of Effective Civics Instruction (Guilfoile & Delander, 2014).

The NCSS, along with other organizations concerned with the improvement of social studies education, developed the C3 Framework for Social Studies (2013). This document is built around an inquiry arc, as students learn the skills necessary to navigate the specific disciplines of civics, economics, geography, and history. As students examine the disciplines through inquiry, the document provides guidance on constructing inquiries, engaging with disciplinary tools and concepts, evaluating sources and evidence, communicating conclusions, and, finally, taking action. There is a great deal of similarity between the expectations of the CCSS ELA standards and the C3 Framework. Questioning, argument, explanation, and point of view are terms used in both the CCSS and the C3 Framework.

In addition to the position statement of the NCSS and the C3 Framework, the National Center for Learning and Civic Engagement identified six practices of effective civics instruction (Guilfoile & Delander, 2014). These practices charge teachers with: (1) providing instruction in government, history, law, and democracy; (2) incorporating discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives; (3) designing and implementing programs that provide students with opportunities to apply what they learn through

performing community service that is linked to the formal curriculum and classroom instruction; (4) offering extracurricular activities that provide opportunities for young people to get involved in their schools or communities; (5) encouraging student participation in school governance; and (6) encouraging students' participation in simulations of democratic processes and procedures. (See Figure 3.) Both the C3 Framework and the NCLCE six practices of effective civics instruction promote the application of social studies knowledge to the everyday lives of students through connections to local, national, and international events in their schools, communities, and beyond. Not only do the C3 Framework and the NCLCE six practices encourage connections to the content, but participatory action as a result of the connections.

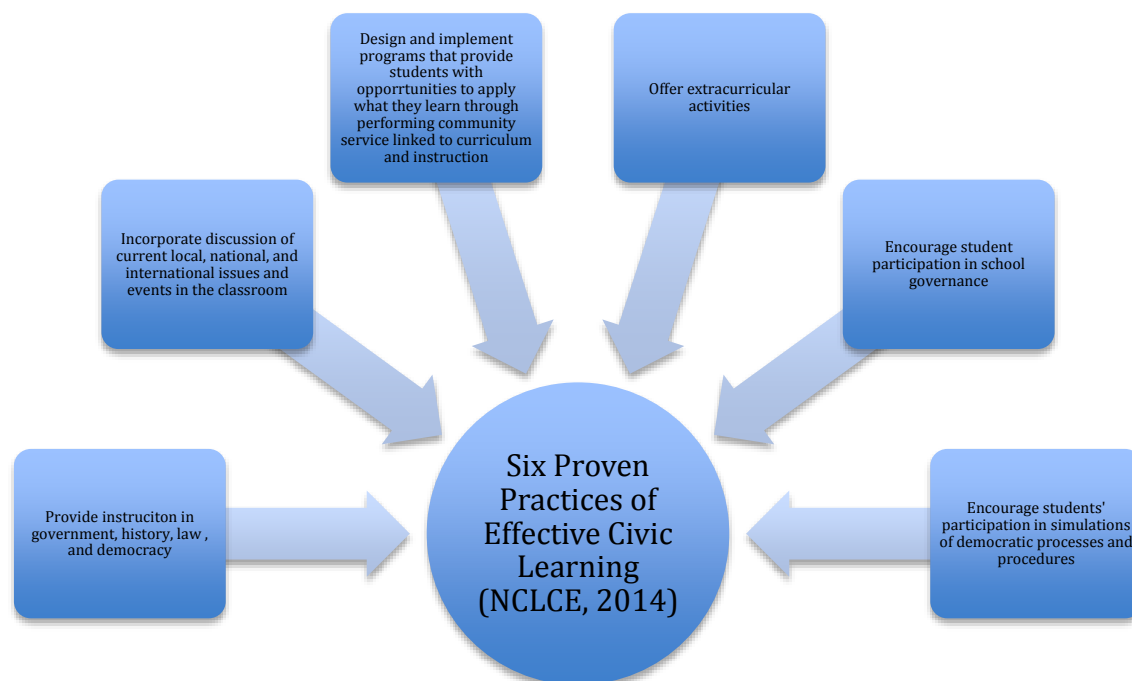


Figure 3. Six proven practices of effective civics learning (adapted from Guilfoile & Delander, 2014).

Each of the documents described above support instruction in the various social studies areas that are cohesive and well planned. Additionally, the documents support

student inquiry and critical thinking as they support examination of multiple perspectives related to local, national, and international issues. Finally, they support student action and engagement in social studies. Although the NCSS (2013) documents and the NCLCE (2014) document are in alignment about what makes effective social studies instruction, and instruction in social studies is mandated, the social studies subjects continue to be marginalized in the elementary classroom.

Marginalization

In the last decade, social studies has frequently been marginalized or abandoned for the tested subjects of reading and mathematics (Bailey et al., 2006; Bolick et al., 2010; Boyle-Baise et al., 2008; Fitchett & Heafner, 2010; Heafner & Fitchett, 2012; McMurren, 2007; VanFossen, 2005; Wills, 2007). Several hypotheses exist as to why social studies is marginalized (Hinde, 2005; Kaplan, 2002; McCall, 2004; Thornton & Houser, 1996; Wade, 2002), including a lack of time, resources, and understanding of the content. Teachers frequently report a lack of time for social studies instruction because they feel pressured to increase student achievement on mandated assessments, and, in elementary school, the subject areas of reading and mathematics are assessed while social studies is not (Brighton, 2002; Christensen, et al., 2001; Hinde, 2005; Thornton & Houser, 1996; Wade, 2002).

Teachers also report they are restricted by a lack of available resources to effectively teach social studies (Holloway, 2007; Zhao & Hoge, 2005). According to VanSledright and Franks (2000), elementary social studies instruction is limited due to the idea that the teachers are considered generalists and do not have a deep understanding of social studies concepts and their significance. As generalists without a deep knowledge of social studies content, teachers may rely heavily on textbooks and low-level activities (Bain & Mirel, 2006; Journell, 2013).

Brophy and Alleman (2009) noted that teachers often focus on the holiday celebrations, foods, and myths of other cultures, or what Fish (1997) identifies as “boutique multiculturalism” (p. 378): “the multiculturalism of ethnic restaurants, weekend festivals, and high-profile flirtations with the other” (p. 378), rather than in-depth attention to ways that various cultures interact and influence each other and our world. A large portion of social studies instruction, as much as 75%, is often textbook centered and focused on fragmented facts and dates, resulting in shallow comprehension and little application of social studies concepts (Wade, 2002; Zhao & Hoge, 2005). Social studies textbooks, often written above grade level and told from the dominant narrative, provide shallow information and inaccuracies (McKean, 2002).

Christensen et al.’s (2001) research found two elementary teachers and one high-school social-studies teacher experienced dissonance as they reflected on their social studies teaching. Through reflection, the teachers discovered dissonance in their beliefs and practice, specifically with regards to how they taught the social studies curriculum. Their contradictions occurred as they reflected on teaching within a conceptual framework or stance and teaching skills and facts.

Moreover, NCLB (2002) and Race to the Top (2009) legislations mandated assessments in reading and mathematics, which, whether intentional or not, relegated social studies curriculum to the “back burner” (Houser, 1995, p. 155). Since the 1990’s, social studies instruction has seen little change (Cuban, 1991; Holloway, 2007; Houser, 1995) and has been considered a supplemental curricular topic rather than a part of the core curricula. More recently, Brighton (2002) posited “best practices are not as important as test practices” (p. 32), and teachers receive conflicting messages, encouraging them to differentiate and engage students, while also being told to prepare students for the tests through isolated memorization of facts, lecture, and drill and practice. In 2005, Zhao and Hoge interviewed

50 elementary teachers and found they frequently used the textbook as a primary resource for teaching social studies. While Holloway (2007) found little difference in the teaching of social studies over the past 20 years, her research found that social studies was taught in elementary schools and often in a separate time block. Nevertheless, the social studies curriculum was relegated to a rotation schedule and not taught on a daily basis.

Justice Sandra Day O'Connor Civics Education Act

However, in 2010, the Justice Sandra Day O'Connor Civics Education Act was passed in Florida and mandated civics education within the language arts curriculum. While it is now required that elementary teachers include civics instruction in language arts, it is clear that social studies instruction has been integrated for convenience's sake to provide more time for tested subjects (Boyle-Baise et al., 2008). According to Denton and Sink (2015), "effective social studies education requires more than just time. It requires continuous training and curricular resources to assist concept teaching through effective practices such as inquiry-based activities and reflective examination" (p. 6). This research aimed to extend the work of Denton and Sink, to further explore teachers' experiences, not through a survey but through one-on-one conversations and observations of practice. Furthermore, this research intended to explore what influences teachers' decision-making related to their enacted curriculum.

In 2008, McNamara conducted a narrative inquiry with three teachers and told the stories of their integration of social studies, their conceptualizations, planning, enactment, and assessment. She found the teachers in her study viewed themselves as "curriculum-makers" (p.277) who developed curriculum around broad themes such as Lewis and Clark's expedition. Her research centered on teachers in a school that focused curriculum around social studies topics rather than the reading series. The teachers in McNamara's study worked in a school context that supported their efforts as curriculum makers and encouraged

integration through the social studies content. My aim was to continue her research and examine teachers' beliefs and practices in a different context.

Hintz's (2014) research examined the congruence between five elementary teachers' beliefs and practices when using a specific curriculum; namely, the *History Alive* textbooks and materials. She argues that when teachers are able to clearly articulate their beliefs, their teaching aligns with their beliefs. However, when a teacher, whether novice or veteran, cannot articulate his or her beliefs, there is not congruence between beliefs and practice. The five teachers in Hintz's study had participated in rich professional development around their textbook series. Yet, one teacher still struggled to implement the curriculum as suggested. Hintz postulates future research should examine the ways teachers reconcile their beliefs with new ideas from the outside, whether from a district or publisher, and then explore how those ideas are implemented into their classrooms. One aim of this research was to study how teachers integrate reading and social studies curriculum when mandated from the state and district.

Disciplinary Literacy

In 2010, the CCSS (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) called for an adjustment in literacy teaching and learning and a heightened emphasis on literacy in the content areas. The standards emphasize shared responsibility for literacy instruction and that it must occur within content areas. This shift increased the emphasis on disciplinary literacy across all grades levels, but especially in grades 6-12. McConachie and Petrosky (2010) state, "Disciplinary literacy involves the use of reading, reasoning, investigating, speaking, and writing required to learn and form complex content knowledge appropriate to a particular discipline" (p.16) Moje (2008) asserts disciplinary literacy is "a matter of teaching students how the disciplines are different from one another, how acts of inquiry produce knowledge and multiple

representational forms ... as well as how those disciplinary differences are socially constructed” (p. 103). Disciplinary literacy is engaging in the habits of mind of a specific discipline, including reading, writing, speaking, listening, and viewing and alters the focus from generic reading strategies, or content area literacy strategies. Hillman (2013) asserts that disciplinary literacy involves the communication of experts in a field. Disciplinary literacy is not a cell to imprison content area teachers but, rather, the key to unlocking the habits of mind used by disciplinary experts to support students learning the discipline.

Billman and Pearson (2013) assert that disciplinary literacy should begin when students enter kindergarten, if not before. By connecting students’ knowledge of the world and their natural curiosity, teachers may engage students in literacy for authentic purposes. By building students’ knowledge about disciplines, teachers create opportunities for critical thinking. “Engaging children in discipline-related learning opportunities helps children to develop more sophisticated reasoning skills and to consciously use these skills to build knowledge of the practices of the domain while building more sophisticated conceptual networks” (Billman & Pearson, 2013, p. 27). In addition, they assert that providing opportunities for children to participate in activities that demand students use literacy, reading, writing, speaking, listening, and viewing, in authentic situations “builds new knowledge, fosters connections, and adds to children’s repertoire’s of participation” (p. 27).

Disciplinary literacy is possible, and creating opportunities for students to connect the knowledge they bring to school is one way to engage students in learning. Duke, Purcell-Gates, Hall, and Tower (2006) suggest that connecting current events or creating situations may create interest and challenge to motivate disciplinary learning. Not only do students need the knowledge of the discipline, but they must

master ... the literacy practices that prevail in the setting-knowing what words to use, what counts as thinking, what counts as evidence to support opinions. It stands to

reason then, that it is important to create contexts in which students have opportunities to use literacy in all of its forms to learn, document, share, think, and talk about this discipline. (Billman & Pearson, 2013, p. 31)

This concept of disciplinary literacy connects to the ideas of participation and action in the C3 Framework and the NCLCE six proven practices for effective civics instruction.

It would be a utopic world if elementary teachers had enough time to teach each subject area thoroughly, with the knowledge, skills, and resources necessary. However, we live in a world where the classroom teacher is tasked with implementing curriculum, preparing students for high-stakes assessments, and getting it all done while dealing with minimal resources and sometimes limited disciplinary knowledge. Content area literacy formerly focused on pushing reading strategies into the content area classroom.

Content area literacy. Content area literacy instruction previously engaged students and teachers with broad reading strategies that could be applied across content areas to augment comprehension of discipline specific texts (Fang & Coatoam, 2013; Moore, Readence & Rickelman, 1983; O'Brien, Stewart & Moje, 1995; Vacca & Vacca, 2008). When generic reading strategies or content area strategies are utilized in a content area class, they are pushed in from the outside or literacy domain in an attempt to assist students in making sense of the discipline (Brozo, Moorman, Meyer, & Steward, 2013). Reciprocal teaching and KWL charts are examples of outside-in strategies that are pushed into the content area classroom (Ogle, 1986; Palinscar & Brown, 1984). In contrast, Brozo et al. (2013) identify inside out skills and strategies, driven by the text and purposes for reading as disciplinary literacy processes. Therefore, disciplinary literacy moves beyond the generic strategies commonly associated with content area literacy to more specific skills and understandings associated with specific disciplines and the habits of mind of those disciplines (Fang & Coatoam, 2013; Moje, 2007, 2008; Shanahan & Shanahan, 2012). Moje (2008) states, "Literacy thus becomes

an essential aspect of disciplinary practice, rather than a set of strategies or tools brought into the disciplines to improve reading and writing of subject- matter texts” (p. 103).

Disciplinary literacy examines the ways knowledge is learned, understood, produced, and evaluated in the disciplines (Berson et al., 2017; Fang & Coatoam, 2013; Moje, 2008).

In the elementary classroom, linking reading to disciplinary literacy can provide networks to assist K-6 students in moving beyond rote memorization of facts—birth dates and deaths, to provide understanding of the time period, the people, and the adversity faced in history, so they can develop in their understanding of what it means to be a productive citizen. (Harvey & Goudvis, 2012; Strachan, 2015).

Critical literacy. Critical literacy, a fundamental component of disciplinary literacy, examines texts to develop critical consciousness (Freire, 1970/1995) with a focus on inconsistencies in social, political, and economic forces. Critical literacy pursues social justice and freedom for the oppressed. Critical literacy is defined as “an understanding that language practices and texts are always informed by ideological beliefs and perspectives whether conscious or not. It is a habit of practice to think beyond and beneath text” (Jones, 2006, p. 67). Lewison, Seely, Flint, and Van Sluys (2002) identify four interrelated components to critical literacy. These include questioning the everyday and questioning relationships of power. They explain critical literacy involves examining multiple viewpoints and perspectives, including popular culture and media. Finally, critical literacy involves action that advances social justice. However, they caution that action should occur after comprehensive understanding is developed through the other components. Moving beyond the text, to understand the sourcing of the text is one component of critical literacy. Asking, “Who wrote this text?” (Bennett, 2011-2012, p. 58) “What is the perspective of the author?” (Bennett, 2011-2012, p. 58) “How does the context of the time play a role in the message in the texts?” (Bennett, 2011-2012, p. 58), and other similar questions are a part of critical

literacy. Shapiro and Kilbey (1990) label it as “emancipatory learning” (p. 70) that moves the reader from “reflection to action” (p. 70). Thus, the teacher leads the student to question text, reflect on it, and then act.

Visual literacy. Visual literacy and critical literacy are both components of disciplinary literacy in social studies. “Visual literacy is the ability to understand and use images, including the ability to think, learn and express oneself in terms of images” (Braden & Hortin, 1982, p. 38). Research indicates that the ability to create mental images when reading improves comprehension, boosts motivation and encourages attention to details in text (Keene & Zimmermann, 2007; Wilhelm, 2006). Cruz and Ellerbrock (2015) describe their use of Visual Thinking Strategies (VTS, Yenawine, 2013) to support visual literacy. Their research included structured discussion about art related to a specific time period or topic to enhance secondary students’ visual literacy. VTS processes include three questions that focus students on examining the art, or visual, to make observations. Students then discuss their observations with one another. The questions, open-ended, and interpretive, are: (1) What is going on in this picture? (2) What do you see that makes you say that?; and 3) What more can you find? Students are encouraged to “contemplate the views of others and consider the possibility of multiple perspectives and interpretations” (p. 276). Digital resources abound today, and teachers may use the visuals to encourage higher level thinking and to facilitate discussion about social studies topics, and to examine primary source documents such as photographs or film from a specific time period. One way to include social studies and literacy in an elementary curriculum, with generic reading strategies as well as disciplinary reading strategies and without neglecting the content of either subject area, is for elementary classroom teachers to integrate curriculum.

The Importance and Influence of the Classroom Teacher

There is no one 'perfect method' for teaching reading to all children. Teachers, policy makers, researchers, and teacher educators need to recognize that the answer is not in the method but in the teacher

(Duffy & Hoffman, 1999, p. 10)

Understanding what guides teachers' decision making about curriculum is crucial when we consider the importance of the teacher in the classroom. Griffith, Massey, and Atkinson's (2013) research on forces that guide teacher decision making found that context and professional development impacted teachers' daily decision making. Their qualitative study of two elementary teachers found that the context where a teacher works and the emphasis in the school, whether on students or mandated curriculum, greatly influenced the teachers' practice regardless of their beliefs. Additionally, the culture of the school and its professional development philosophies impacted teacher decision-making. In their research, the teacher who experienced ongoing professional development through coaching, debriefing, and reflection more readily identified why she made specific teaching decisions, as compared to the other research participant who had little coaching in her professional work. Griffith et al.'s research strengthens the case that learning is social as teacher decisions were influenced by their school contexts, as well as by the types of professional development they received.

Given the complex nature of teaching, the various milieus, and the unique individual students in each classroom, the teacher's role is vital. Dudley-Marling (2005) asserts that we, as researchers, must recognize the complex nature of classrooms, and that the teacher's ability to understand research, curriculum, and individual children in a classroom, with the multitude of situational factors that affect teaching, is key to the success of any reading program.

Afflerbach, Cho, Kim, Crassas, and Doyle (2013) contend that a new conceptualization of reading examines all aspects of reading development, beyond phonemic awareness, phonics, fluency, vocabulary, and comprehension. This new conceptualization focuses on a teacher's ability to help a child become metacognitive, to motivate a child to want to read, to develop ideas about texts, and to develop in children the belief that they can understand and comprehend what they read. Teachers' instructional decisions impact student comprehension. Comprehension development is impacted by time given to instruction, aspects of language and reading that are emphasized, availability of texts, and actual time spent reading (Cunningham & Allington, 2011; Duke & Carlisle, 2011; Duke & Pearson, 2002; Duke et al., 2011). Instructional activities such as higher-level questioning, coaching, active reading activities, and modeling positively impact reading comprehension development (Duke & Carlisle, 2011; Taylor et al., 2003).

Critical to reading for meaning is the understanding that language, whether spoken or in print, is not neutral (Bakhtin, 1986; Bruner, 1986; Fecho & Botzakis, 2007). As students engage with texts, their background knowledge influences their interpretation of text. Classroom teachers mediate students' acquisition and recollection of background knowledge, introduce new vocabulary, share skills and strategies, and encourage students to read for comprehension. Each of these elements is critical in instruction, and the teacher plays a pivotal role in how this occurs in the classroom on a daily basis.

Curriculum is a complex and multi-faceted construct that has not been clearly defined in the literature (Bintz & Dillard, 2007; Dillon, 2009; Kliebard, 1989). In his seminal essay on curriculum, Herbert Spencer (1854) asked, "What knowledge is of most worth?" Spencer considered knowledge of the natural sciences most valuable. Today, however, high-stakes standardized assessments seem to indicate that what is valued in the United States is literacy and mathematics (Denton & Sink, 2015).

Conclusion

Several themes emerged from this literature review: the vital role of the teacher and his or her beliefs before, during, and after instruction; the complexity of effective literacy and social studies instruction; the marginalization of social studies instruction; and the complex nature of integrated curriculum. It is imperative that we understand the teacher's role in implementing an integrated literacy and social studies curriculum. If states require teachers to implement curriculum, we need to research how teachers plan for this integrated curriculum and deliver it in their classrooms. Research must examine the congruence or lack of it between beliefs, plans, and implemented instruction. Additionally, literacy and social studies are complex subject areas that require expertise on the part of the teacher, both in content knowledge and pedagogy. It is important to examine where teachers gather information and resources for teaching these subject areas and how they negotiate what to include in the classroom. As well as the complexity of literacy and social studies, researchers much consider the current diminished status of social studies in the elementary classroom. If it is integrated, how are teachers managing the task?

CHAPTER THREE: METHODOLOGY

The purpose of this interpretive, qualitative multi-case study (Merriam, 2001; Stake, 1995) is to describe the experiences of three elementary classroom teachers as they integrate literacy and social studies during their literacy instruction. The value of this study can be assessed by the methods in this section and by congruence between the theoretical framework, epistemological stance, and the manner in which it was completed. This chapter explains the research design, context, participants, data collection, and data analysis I used to conduct this study.

Research Questions

The research question guiding this study was: What are the experiences of elementary teachers when integrating literacy and social studies instruction?

My preliminary sub-questions were: (1) What information do teachers use when making decisions about integrated instruction?; (2) How do teachers' beliefs align with their practices?; (3) How do teachers organize, plan for, and provide integrated instruction, including how they use the core English/Language Arts programs and core Social Studies programs?; and (4) In what ways, if any, do teachers use disciplinary literacy strategies to support social studies instruction?

Methodological Approach

Design Logic

Case study research is about the complexity, particularity, and uniqueness of each case but also about the commonality among cases. My role, as the researcher, is to paint a picture of the case so others can vicariously experience it. Patton (1990) asserts case studies

provide “detailed descriptions of situations, events, people, interactions, observed behaviors, direct quotations from people about their experiences, attitudes, beliefs, and thoughts and excerpts or entire passages from documents, correspondence, records, and case histories” (p.22). Case study research is an iterative process, conducted through an interpretive lens, and can evolve as the case is studied. Interpretive case study research should try to uncover and showcase multiple realities (Merriam, 2009; Stake, 1995) within a specific case.

According to Solic (2011),

a case study is an appropriate methodological choice when a researcher is interested in studying a set of events in which the dimensions are so deeply embedded within their context that they are difficult to exercise control over (Yin, 2003) or identify ahead of time (Merriam, 1998). (p. 70).

This requires patience, reflexivity, and an awareness of context, milieus, and contradictions.

I chose a multiple case study design for this study as a way to strengthen the findings (Yin, 2003). In order to more fully understand the experiences of teachers integrating literacy and social studies instruction and to ensure that data collected were more about the experiences of teachers integrating literacy and social studies and not the interviewees (Stake, 2006), I chose a multiple case study design. As Stake (2006) asserts, the multi-case study is a study of the individual cases to tell us about the phenomenon of the study. My purpose in this research study was to use individual cases to grasp the phenomenon of teachers integrating literacy and social studies instruction.

Paradigm Declaration

My goal in this research study is to explore each case individually within an interpretivist framework and to then look across the cases. Interpretivist principles suggest reality does exist, but it cannot be completely understood or illustrated because of the limits of investigation by a human instrument (Merriam, 2009). I recognize that the way I

experience and interpret the reality of the teachers in this study may be interpreted differently by others who participated in it. For that reason, I explained in detail how I arrived at my interpretations through systematic data collection and analysis techniques (Hatch, 2002; Saldaña, 2016; Yin, 2003), including various inductive and deductive coding of the data. This stance is woven throughout the methods for data collection and analysis below. Interpretivism (Hatch, 2002), as a paradigm, blends with the theoretical framework of symbolic interactionism. As the participants interact with various symbols, the interaction then affects their planning and practices. In my data analysis, I examined the ways various symbols, from each teacher, influenced their planning and instruction.

As the primary data collection instrument, I attempted to systematically collect and analyze data (Hatch, 2002) and to engage the participants in member checking to ensure their voices are heard and represented. The data sources employed, including interviews, observations, photographs of the classroom, lesson plans, and texts, align with my attempt to engage the participants in analyzing the data alongside me and reflect my efforts to understand the reality of the participants and their work.

Context and Participants

This study took place in one school district in the southeastern United States. The district was the eighth largest in the state. With over 97,000 students from diverse backgrounds, the district had more than 150 schools and covers a large geographic area of over 1,800 square miles. There were 87 elementary schools in the district. Fifty-one of the elementary schools qualified as Title I schools in the 2013-2014 school year. Student demographics are located in Table 1 (data received by email from the school district in 2017).

The district was in their seventh year of implementing an integrated English/Language Arts and social studies curriculum, with a core reading program, a district curriculum map

that identifies when teachers should connect reading and social studies standards, and the standards that should be connected. The district curriculum maps identify the core reading

Table 1.

Table 1

2016 District Student Demographics

White	43.9 %
Black	20.7 %
Hispanic	30.2 %
Asian	1.6 %
American Indian or Alaskan Native	0.5 %
Native Hawaiian or Other Pacific Islander	0.1 %
Two or More Races	3.0 %
First Language Other Than English	11.0 %

program story to be used each week, English/Language Arts (ELA) reading standards for the grade level taught, as well as the standards for the grade level above and below. The curriculum map lists what students should be able to know, understand, and do in relation to the ELA reading standards. In addition, it identifies vocabulary standards, and science or social studies standards. In order to protect the identity of all participants, the names of the district, schools, and teachers in this research are all pseudonyms.

Each participant was an elementary classroom teacher in a large public-school system in the southeastern United States. The three participants in this study taught kindergarten, third grade, and fifth grade. I secured agreement with three teachers in the same school to explore ways they work together as a community of practice in the school to integrate curriculum, if at all. The kindergarten and third grade teachers taught in inclusive, self-contained classrooms that were not departmentalized. The fifth-grade teacher taught in a classroom that departmentalized social studies and science. Each teacher in the fifth-grade team was required to teach reading. To more clearly provide the rich, thick description of

each case study and then to look across the cases, I describe the level of involvement in curriculum by the administration and reading coaches.

I conducted my research at a kindergarten through eighth grade school that focused on civics integration throughout the curriculum. The school opened its doors in August to welcome students, and I began my research in March. Originally slated to open with approximately 800 students, the school opened with approximately 1,600 students. This large increase in students created tensions when the school opened, including insufficient space, overcrowded classrooms, and a lack of resources. Additionally, the large number of students created a need for additional support staff for whom the district did not prepare or provide quickly, according to the teachers in the study. This lack of sufficient support staff left administrators juggling needs as they arose, as opposed to focusing on building a climate of collaboration and professional learning.

According to the school's website, all content areas integrate civics instruction. Additionally, the website states that students contribute to the school community, participate in simulations, address concerns in their school and community, collaborate, think critically, and practice deliberation skills. Furthermore, every student in the school had access to a digital device throughout the school day to "connect with the world, make learning relevant, and do research". The research conducted occurred in the school's first year. In order to understand the experiences of teachers integrating literacy and social studies, specifically civics, I wanted to interview and observe teachers who were expected to make this happen. I interviewed three teachers and observed their classrooms.

Sampling Procedures

I elected to use purposive sampling (Patton, 2002) to determine the participants for my study. In order to collect meaningful data that captured the experiences of these teachers, I selected an "information-rich case for in-depth description and analysis.

Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling” (Patton, 1995, p. 169). First, it was necessary that the teachers have at least two years’ experience in the classroom so that the teacher would already have established some methods for instruction in literacy. I planned to begin my observations after the first few months of school to allow time for teachers to develop routines and procedures before I arrived. This allowed me to observe their practices, without the influence, as much as possible, of my research questions since they would have been using the curriculum maps since August, and presumably, in their prior years teaching in that particular district. Additionally, I selected teachers from a school where civics was integrated throughout the curriculum to seek to understand ways that this may be done in other classrooms.

Participant Selection

I worked closely with a local university to select teachers at a school that focused on integrating social studies across the curriculum. I met a representative from the university at the school; we each visited classrooms independently and surveyed several classrooms at each grade level. Additionally, I asked the principal for recommendations based on her observations of teachers successfully integrating literacy and social studies. Based on their knowledge of curriculum and mine, I selected three classrooms to conduct the research. As soon as I received Institutional Review Board (IRB) approval and school district approval, I solicited the teachers’ participation through their district email and invited them to participate in my study (see Appendix A). After all three teachers answered my email, we met individually to discuss the IRB consent form, and they each signed the form so I could proceed with the research.

Participants

Ms. Adams, a kindergarten teacher, has taught for twelve years. She previously taught kindergarten, first grade, and media. She explained that the small college she attended did not want to be known as a teaching school, so her degree was in psychology, with elementary teacher certification. She noted she took every course in education and participated in student teaching, but education was not her major. She also stated she was two classes away from earning a history minor.

Mrs. Barnes, a third-grade teacher, earned a degree in Childhood Education with a minor in history. She had a Master's degree in Reading and Writing Curriculum Instruction and was currently working on her doctorate degree in Educational Leadership. She had previously taught for nine years in the primary grades. The year I conducted this research was her first year in a tested grade. She moved to this school because the principal at her former school opened this school, and she followed her.

Mrs. Clark, a fifth-grade teacher, earned a Bachelor of Science degree in Education with endorsements in elementary education, reading, English for Speakers of Other Languages (ESOL), and Exceptional Student Education (ESE). She was currently pursuing a master's degree in English education. She had been teaching for three years. Her previous classroom experience was in fifth grade and in an eighth-grade ESE classroom.

Collection Methods for Data Sources

Patton (2002) asserts that there are three primary sources in qualitative methods: (1) in-depth, information rich interviews; (2) observations; and (3) written artifacts. In order to keep terminology clear, I am identifying Patton's primary sources as principal sources, so as not to confuse the term primary sources used frequently in social studies to identify documents as firsthand accounts of an event. I aimed to utilize all three-principal sources in

my research, as well as unobtrusive data. All research questions and associated data sources are identified in Table 2.

Table 2

Research Questions and Associated Data Sources

Research Questions	Data Sources	Data Analyses
Main RQ What are the experiences of elementary teachers when integrating literacy and social studies instruction?	Interviews-2 formal Observations Artifacts Researcher Journal	Inductive Coding Deductive Coding using a priori codes from literature Axial coding for themes Member checking
Sub-Q 1 What information do teachers use when making decisions about integrated instruction?	Interviews Artifacts	Inductive Coding Deductive Coding using a priori codes from literature Axial coding for themes Member checking
Sub-Q 2 How do teachers' beliefs align with their practices?	Interviews Observations Artifacts	Inductive Coding Deductive Coding using a priori codes from literature Axial coding for themes Member checking
Sub-Q 3 How do teachers organize, plan for, and provide integrated instruction, including how they use the core English/Language Arts programs and core Social Studies programs?	Interviews Observations Artifacts ⁸	Inductive Coding Deductive coding using a priori codes from literature Axial coding for themes Member checking
Sub-Q 4 In what ways, if any, do teacher use disciplinary literacy strategies to support Social Studies instruction?	Interviews Observations Artifacts	

Timeline

Data collection began soon after IRB approval and district approval (see Appendix B). The complete data collection timeline is in Table 3. I began by obtaining informed consent, and then scheduled all interviews and observations.

Table 3
Data Collection Timeline

	March	April	May	June
IRB Approval	X			
District Approval		X		
Initial Teacher Interviews		X		
Final Teacher Interviews		X	X	
Informal Interviews		X	X	
Transcription of Interviews		X	X	
Observations of Individual Teachers with Field Notes		X	X	
Lesson Plans		X	X	
Photographs of classrooms		X	X	
Researcher Journal		X	X	X

Informed consent. I emailed each teacher an informed consent form in advance of the first interview, met with the teacher to review the informed consent with him/her (Appendix C), and explained the purpose of the study in detail at the first interview. Additionally, I shared my plans to provide anonymity, benefits, risks, and my plans for data storage. The data storage is explained in further detail below. While there were not any financial benefits to participation in this study, it is my belief that as teachers engaged in rich conversation and reflection about their practices, they benefitted from the reflection, which, in turn, may have benefited students. At the end of my research time with participants, I wrote each teacher a personal thank you card. I purchased a book for the kindergarten teacher and a small, \$20.00 gift card for the third and fifth-grade teachers, as a small token of my appreciation for all the time they shared with me.

I scheduled all my interviews and observations with the participants in advance of beginning the observations, with the understanding that some would probably have to be rescheduled due to unforeseen circumstances and everyday occurrences in schools. Below I explain the timeline I used for data collection. I allowed for flexibility in all interactions with

the participants because according to Platt & Hamilton (1972), “the course of the study cannot be charted in advance” (p. 20). The timeline shifted some for the kindergarten teacher because she took off work for a couple of days to celebrate her birthday with her parents. The timeline in third and fifth grade was complex due to district testing requirements, even after the state mandated assessment was over. Additionally, the third-grade scheduling was convoluted because third-grade high-stakes assessment results were due during my scheduled observations, and the teacher needed to use the instructional time to work on student portfolios. In the state where my research was conducted, if a third grader does not pass the state exam, they must be retained. The portfolios are sometimes used to promote students who may not pass the state exam.

Principal Sources

Interview procedures. I utilized a digital recorder to ensure accuracy of each participant’s perspectives and applied a semi-structured interview format. The interviews, except for the first ones, were generative, based on my classroom observations and the prepared semi-structured format. This structure allowed for flexibility and follow-up questions (Rubin & Rubin, 2012). According to Stake (1995), “Interview is the main road to multiple realities” (p. 64). I conducted the interviews in this manner to allow for responsiveness to participant answers to questions and to foster opportunities for deeper probing questions. When interviewing, I sought to approach participants in the manner Spradley (1979) proposes will say to participants, “I want to understand the meaning of your experiences, to walk in your shoes, to feel things as you feel them, to explain things as you explain them. Will you become my teacher and help me understand?” (p. 34). I anticipated the interviews would teach me and guide my understanding, as well as generate new questions for me.

Through the interviews, I sought to understand how teachers plan for integrated instruction, why the teachers make the decisions they make during their lessons, to examine their current experiences, and the tensions they face between perceived expectations and implementation. Each interview, scheduled for one hour, took place either before students arrived or after students were dismissed and in the classroom of the participating teacher. I conducted one interview before the first week of observations with each individual teacher and one interview with each teacher after my final observation. This provided me with two formal interviews per participant, for a total of six formal, semi-structured interviews. (See Appendix D for interview questions).

In addition to the formal interviews, I explained to participants that all conversations related to the research questions might be used as data to answer the research questions. Informal interviews occurred frequently because the kindergarten and fifth-grade teachers in the study had a one-hour break during their literacy instruction. So, I observed for an hour, students left the room for an hour, and, when they returned, I observed for another hour and a half. This extra hour provided ample opportunities for informal discussions about teacher decision-making and curricular materials. Interviews were transcribed and saved on my laptop in a digital file with teachers identified as teacher A, B, or C. A printed copy of the interviews was saved in my research binder with all other documents, again without teacher names.

Observation procedures. On my initial day of observation, I sketched each room and noted the arrangement. This facilitated my recording throughout the course of the study as I documented how and where the teacher moved during instruction. Furthermore, I photographed each classroom to assist my memory. In addition, I chronicled what the teachers said and did during each observation. Information included the dates, time frames of the entire observation, and the time frames for distinct formats during the instruction. I

attempted to capture actual verbatim language from the teacher during instruction in an effort to use this information to add to the data collected in interviews, as well as to guide future interviews (Hatch, 2002; Rubin & Rubin, 2012).

Observations took place during the teacher's entire 2.5-hour language arts instructional block or time frame. I approached the observations by collecting as much data as possible but also focused on my research questions and integrated literacy and social studies instruction. I included my research questions at the top of my observation form, which proved helpful to me as a researcher by keeping me focused on the teachers' experiences and not on what the students were doing. I arrived before students began the language-arts instructional time frame so that I did not interrupt instruction in progress. I found a location close to the teacher and students so that I could hear and see interactions.

In addition to my field notes, I planned to audio record observations. I planned for teachers to wear a microphone to audio record the observed lessons and to give each teacher the recorder before they begin their language arts instruction. My goal was to note comments in my field notes to which I might want to listen again to capture the language interactions of the teacher, especially when s/he interacted with students about the lessons taught or assignments made (Hatch, 2002; Marshall & Rossman, 1995). I was seeking to understand the teacher decision-making, not student questioning. However, the district did not approve the audio recording of the lessons, so this did not occur.

After my initial meeting with individual teacher participants, I conducted weekly observations during the teacher's designated literacy block to ensure I witnessed literacy instruction. I conducted these observations after initial contacts in an attempt to build "sufficient trust and rapport" (Morrow, 2005, p. 256). These observations provided me with a snapshot of the teacher's implementation of integrated literacy instruction and also enriched the interviews with the participants. I aimed to observe the kindergarten teacher for three

days three weeks in a row so that I might see some continuity within lessons. Then, I planned to move to the third-grade teacher, and finally to the fifth-grade teacher. This would have allowed me to observe continuity with integrated literacy and social studies lessons. I planned to conduct these observations, rotating through classrooms, for a period of two to three months. However, in order to acquire district approval for research, I had to change my plans. I observed for seven days in a kindergarten classroom; however, the days were not consecutive. I observed five days each in the third and fifth-grade classrooms; however, the days were not consecutive due to district testing and schedules.

Each observation I recorded was labeled with date and time, so they could be sorted chronologically. Additionally, I recorded the title of the text used and any ancillary documents. These data provided me with 17.5 hours of observation in a kindergarten classroom, 12.5 hours of observation in a third-grade classroom, and 12.5 hours of observation in a fifth-grade classroom for a total of 42.5 hours of observation. During my observation of literacy instruction, I expected to observe Cunningham and Allington's (2011) eight pillars of effective literacy instruction, including: (1) balanced, comprehension instruction where meaning is central; (2) a lot of reading and writing; (3) science and social studies integration; (4) high level thinking; (5) skills explicitly taught and coached; (6) a wide variety of materials, including basal textbooks for social studies and literacy, children's literature, digital resources and texts, and primary and secondary source documents; (7) various formats for instruction, including whole group, small group, literacy centers, and one-on-one interactions; and (8) well-managed classrooms.

I anticipated I would see lessons focused on meaning making as well as skills instruction, connected to text and not in isolation. I expected to observe reading and writing of fiction and non-fiction materials, including children's literature. In addition, I expected I might see teachers and students reading and analyzing primary and secondary source

documents. I anticipated I would see various formats based on the research of others that indicates that teachers who are sensitive to the needs of their students, as well as the purposes of their lesson vary formats dependent upon those needs and purposes (Allington & Johnston, 2002; Cunningham & Allington, 2011). I also expected to observe various components of integrated literacy instruction, including vocabulary, fluency, comprehension, oral language, speaking, listening, and writing. This was also based on identified practices of teachers with high achieving students (Allington & Johnston, 2002; Cunningham & Allington, 2011).

Based on the district curriculum maps I had seen and the Justice Sandra Day O'Connor Education Act, I also anticipated I would observe integrated social studies instruction. In addition to the literacy elements noted above, I expected I would see elements of the six practices for effective civics learning (NCLCE, 2014). These six practices were shared with the leadership team at the school, according to the principal. These include: (1) instruction in government, history, law and democracy; (2) discussion related to local, national, and international issues; (3) community service; (4) extra-curricular activities that engage students in the school and community; (5) student participation in school governance; and (6) simulations. I expected to observe these six practices in varying degrees, depending upon the teacher, the grade level, and the materials they choose to use in teaching.

Field notes. According to Bogdan and Biklen (1982), researchers may take descriptive or reflective field notes. During my observations, I used a field notes guide (Appendix E) to record descriptive field notes of what I witnessed, both verbal and non-verbal, heard, and encountered, to the best of my ability. In addition, I recorded observations of resources used, charts, and photographs to assist with thick description. Each field note I recorded was labeled with date and time, so they could be sorted chronologically or topically. The field notes also included the research questions at the top of the page. As the researcher, I found

this important to keep my focus on the teacher and her experiences, as opposed to the students in the classroom.

I utilized reflective field notes after observations (Appendix F) and before interviews. This reflective time allowed me occasions to clarify, question, and analyze the moments in the classroom, as well as develop probing questions based on the observations. Bogdan and Biklen (2003) explain that they are a space to contemplate my “frame of mind, ideas, and concerns” (p. 112). It is my belief that these two layers of observational field notes provided rich data about the teachers’ planning, decision-making, and enactment of integrated curriculum.

Unobtrusive data. Unobtrusive data are “nonreactive” (Hatch, 2002, p. 117) and include photographs, personal communications, lesson plans, and other artifacts collected without interference into the daily routines of the participants. Lesson plans were collected for some of the observed lessons, as well as other materials used during the lessons. Hatch posits, “Unobtrusive data are useful to the triangulation processes because their nonreactive nature makes them one step removed from participants’ intervening interpretations, they provide an alternative perspective on the phenomenon being studied, and they are relatively easy to acquire” (p. 119). Analysis of unobtrusive data, such as lesson plans, photographs, and other artifacts, allowed participants and me to reflect on lessons after they occurred and offered disparate assessment of the phenomenon.

Photographs. Photographs were utilized for my own analysis, to describe setting and other contextual elements of each case, and as a tool to guide questioning and encourage thick description in the interviews (Gold, 2004; Hatch, 2002; Janesick, 2011). Harper (2003) notes, “The power of the photo lies in its ability to unlock the subjectivity of those who see the image differently from the research” (p. 195). I took photographs of various artifacts with my iPhone six and saved the photographs for use during data analysis. Children’s faces

do not appear in any of the photographs. With the participants' permission, I photographed each classroom from left to right as I entered the door. I did this after the first interview and before the first observation, when children were not present in the classroom. The photographs provided a lens for me to see things in the classrooms from a different perspective and led me to pathways that might have remained unexplored if relying solely on interview questions and responses. More details about the photographic data analysis are explained in the data analysis section.

Researcher journal. In order to examine the essence of their experiences, I wanted to capture not only the teachers' thoughts about literacy instruction, social studies instruction, and integrated instruction, but also their actions in the classroom, both with students present and in preparation for lessons. After each of these experiences (interviews, photographing the classroom, and observations), I used my researcher journal, a separate document from the reflective field notes, to reflect and elucidate my own thinking (Janesick, 2011). It was my desire to experience "total immersion of the senses" (Janesick, 2011, p. 146) in my data collection, and this is why I not only observed participants but interviewed participants, photographed the classroom, and analyzed artifacts with the teacher participants. Saldaña (2010) notes the purpose of journaling is to document the researcher's decision-making throughout the research process, record thoughts and questions about data analysis, concerns or problems with the study, and to reflect on your own perspectives, biases, and questions. It was my goal to use the researcher journal to document my journey through the research plan, data collection, analysis, and the final research study report.

Artifacts: lesson plans. I examined lesson plans of observed lessons, and other lesson plans that teachers believed demonstrated integration of ELA instruction and social studies instruction. By examining a variety of lesson plans, I hoped to gain a picture of each teacher's integrated instruction and the ways they plan to enact that instruction. I

anticipated my analysis of these lesson plans would also generate questions to be asked during interviews.

Summary of Data Sources

Principal data sources explained above are summarized in Table 4 below. The table includes the number of interviews, the length of the interviews, and the hours observed in each participant's classroom.

In addition to digital files, I kept a binder with a section for each teacher. The large, three-ring binder was kept in my office in a locked file cabinet, and teacher names were removed from all documents. Teachers were identified as Teacher A, B, or C. Each week, I

Table 4

Data Sources in Numbers

Data Source	Order	Teacher A	Teacher B	Teacher C
Interviews	Initial	0 hours 23 min.	0 hours 22 min.	0 hours 27 min.
	Final	0 hours 30 min.	0 hours 32 min.	0 hours 31 min.
Observations	1	2 hours 30 min.	2 hours 30 min.	2 hours 30 min.
	2	2 hours 30 min.	2 hours 30 min.	2 hours 30 min.
	3	2 hours 30 min.	2 hours 30 min.	2 hours 30 min.
	4	2 hours 30 min.	2 hours 30 min.	2 hours 30 min.
	5	2 hours 30 min.	2 hours 30 min.	2 hours 30 min.
	6	2 hours 30 min.	0	0
	7	2 hours 30 min.	0	0

printed hard copies of all data collected, except the photographs, from each teacher and filed it in the binder. Each piece of data collected was identified with the teacher identifier (Teacher A, Teacher B, and Teacher C), date, place, and time of collection. These files were kept in chronological order by teacher identifier. Additionally, I kept copies of the interviews on my laptop and on a flash drive. To provide anonymity, I did not ask the teacher to identify by name in the interviews, but identified them as Teacher A, B, or C. Once interviews were

transcribed, I stored the transcriptions on my laptop, in a Google Drive folder, and a hard copy in a binder with tabs for each teacher.

Data Analysis Procedures

I analyzed data through both inductive and deductive data analysis. Since this study was about integrated literacy and social studies instructional practices, I analyzed the data in a parallel method to observe specific literacy practices and social studies practices separately, described in more detail below, and then used a crosswalk process to examine integrated practices. For an example of the data analysis chart that I used after coding for the various deductive codes, please see Appendix G. An overview of the data analysis is provided in Figure 4 below.

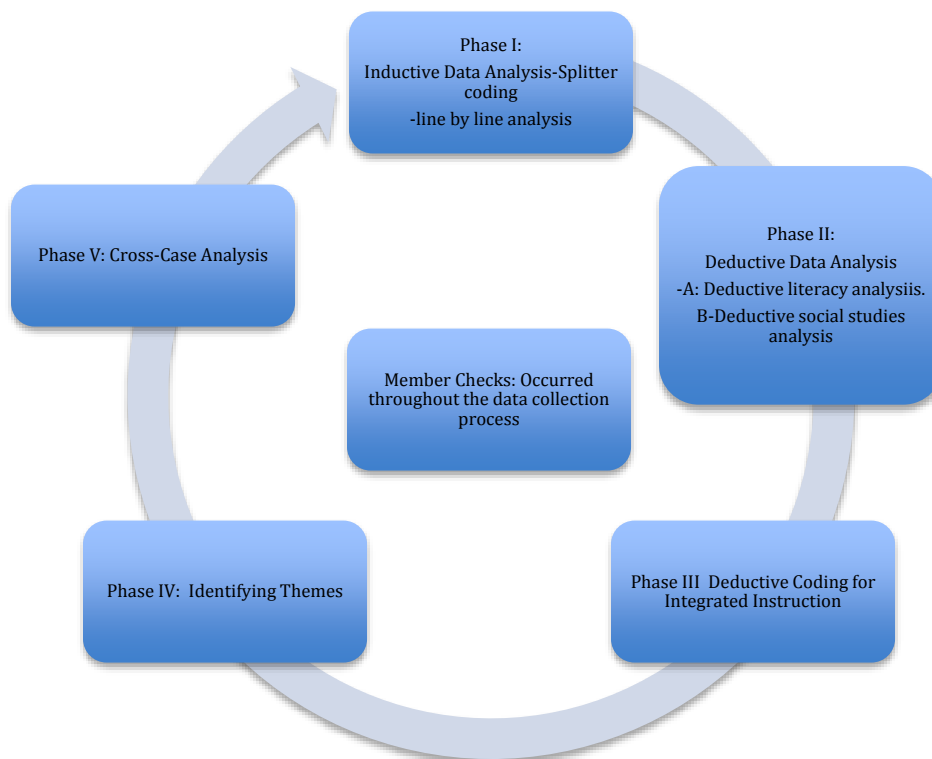


Figure 4. Data analysis process.

Analysis Considerations

Initial data analysis began with inductive coding, “a method that enables you to organize and group similarly coded data into categories or ‘families’ because they share some characteristic—the beginning of a pattern (Saldaña, 2010, p. 8). I believe it is important to start with inductive splitter codes to search for the reality of the participants’ voices. Within the splitter codes, I collected in vivo codes or participant quotes. For example, two codes from interview one with Teacher A included her words, “foundational skills” and “phonics.” One code for Teacher C included her words, “penchant for storytelling.” I put all in vivo codes in quotation marks (Saldaña, 2016) to ensure recognition of participant voice. I focused, as much as possible on the words of the participants rather than my pre-conceived ideas and a priori codes. After initial inductive coding of the interviews, I coded notes from observations, photographs, lesson plans, artifacts from the teacher, and interview texts manually by reading, highlighting, and marking them with the in vivo codes identified from the interviews.

After initial in vivo coding, I moved to coding all data with deductive, a priori codes identified from my literature review. I conducted parallel coding for each subject area, literacy and social studies, described in more detail below. The literacy a priori codes were based on Cunningham and Allington’s (2011) eight pillars of effective literacy instruction (see Figure 2), and the social studies a priori codes were from the NCLCE *Six Practices for Effective Civic Learning* (Guilfoile & Delander, 2014; see Figure 3). I recorded each place where each code occurred in a chart, and then created a crosswalk chart in Phase III to see where the literacy and social studies codes intersected (see Appendix H).

While examining the data, I looked for “the asymmetrical” (Janesick, 2011, p. 187), or those things that did not seem to fit neatly with the other data. I engaged in multiple levels

of analysis to uncover the obvious but also to zoom in and capture the inconspicuous and hidden.

Second-cycle coding (Saldaña, 2010) occurred as I re-read the data and re-organized the initial codes by examining attributes of each category in axial coding (Saldaña, 2010; Strauss & Corbin, 1998). I re-read the data and recorded a list of all the codes in an effort to organize the categories into themes during Phase IV (Saldaña, 2010).

Phase I: Inductive Data Analysis

Through a methodical search of the data collected, my goal was to establish answers to my research questions. I began by reading through the data in their entirety, then examined the fragmented parts of all the data and developed codes within each case. I made notations of elements that appeared in the data related to the questions. In an effort to accomplish a thorough analysis, each individual case was descriptively coded in what Saldaña (2010) refers to as *in vivo* codes, using “splitter” (p. 23) coding, which leads to “careful scrutiny” (p. 24) of the data in a line-by-line analysis (see Appendix I). To facilitate this coding, I printed hard copies of each teacher’s interview and observational records with margins on each side for recording codes. These codes may be “a repeat of the exact word(s) of the participant, [my] words, or a concept from the literature” (Merriam, 2009, p.178). Because my research question and sub-questions examine the experiences of three teachers required to integrate reading and social studies instruction, and in order to strive for congruency between my research question and sub-questions, theoretical framework, and methods, I coded descriptions of actions, but also teachers’ values, attitudes, and beliefs. Furthermore, to keep my focus on my research questions and any comments or actions relevant to the questions, I typed the questions into a header at the top of each page. While focusing on my research questions is important, I also wanted to be responsive (Hatch, 2002; Rubin & Rubin, 2012) to what the teachers said so that I would not miss their words and

misrepresent their thoughts about integrated reading and social studies. To increase the credibility of this research, I asked my peer reviewer (Janesick, 2011; Merriam, 2009) to also analyze and code each interview transcript.

Phase II: Deductive Data Analysis

With my research questions in mind, I examined numerous studies and papers and developed a priori codes based on the research noted in the literature review. I used two sets of a priori codes, with one set from the literacy research (Cunningham & Allington, 2016) and one set of codes from research on social studies instruction (Guilfoile & Delander, 2014).

Phase II A: deductive literacy coding. After the initial inductive splitter coding, I read through each interview transcript again, and coded them by hand for the eight pillars of effective literacy instruction. I created a chart that identified where I noted evidence of each of the eight pillars during instruction. I did the same with my observer field notes from each observation. I recorded the instances of occurrence on a separate sheet for each teacher with each of the identified a priori codes. For example, I had one sheet that identified Teacher A with each instance of balanced, comprehensive instruction identified.

Phase II B: deductive social studies coding. In a parallel process, I coded the data for social studies instructional practices and recorded where evidence existed for the six practices of effective civics instruction. Boyle-Baise et al. (2008) assert that, often, when teachers integrate literacy and social studies during the literacy instructional block, such integration “assumes that social studies has no unique pedagogy of its own” (p. 248). I used these a priori codes to ensure that social studies pedagogies were not in the background of my study but on equal ground with literacy pedagogies.

Phase III: Deductive Coding for Integrated Instruction

Then, I combined the codes into a crosswalk to code for integrated instructional practices. I predicted that within the crosswalk, there would be spaces that emerged with

multiple examples, and some that may be blank. This information led to rich discussion during the final interviews.

Phase IV: Identifying Themes

After analyzing the data for each subject area separately and, then, analyzing those data in a crosswalk, I looked for patterns to develop broader themes within each case. During this phase of data analysis, I organized the collected codes into related categories. This process involved comparing and sorting the codes to determine those that connected and those that did not connect. I looked for those data that represented salient information from the participants' interviews, observations, and unobtrusive data. As I did this analysis, I compared, sorted, and contrasted the first cycle codes to organize them into a "group of repeating ideas" (Auerbach & Silverstein, 2003, p. 38, as cited in Saldaña, 2010) and then looked across the first cycle inductive codes to compare those with the deductive codes.

Developing themes is an act of interpretation and requires attention to detail in all data sources as well as in my own researcher journal. As I identified themes, I created a chart for each teacher that listed the identified themes, and, underneath each theme, I identified the places where there was evidence of it in the data, identified by document, page number, and line number (Solic, 2011; Stake, 2006) to examine "commonality and differences" (p. 64) among the cases (see Table 5).

According to Merriam (1998), data analysis involves "the process of making sense out of the data. And making sense out of data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read—it is the process of making meaning" (Merriam, 1998, p. 178). In this qualitative case study, I, as the researcher, was the principal instrument in data collection and analysis. I continually revisited the data to combine and interpret them in order to make meaning based on my interpretation.

In addition, I engaged in member checking with the participants as I moved through the process of data analysis. According to Lincoln and Guba (1985), member checking is the “most critical technique for establishing credibility” (p. 314). Therefore, as each interview was transcribed, I shared it with participants to ensure that it accurately represented what they shared. While I did email participants the transcripts of the interview recordings, they did not respond in writing to the transcripts. I followed up the emails with conversations and asked if the interviews accurately represented their conversation with me and received positive responses.

Table 5

Emerging Themes

Emerging Theme	Teacher A	Teacher B	Teacher C
Censorship	Lesson Observation, 5	Interview 2, Line 351-358; 362-364; 374-378	Interview 2, Line 234-250; Lesson Observation 1; 2; 4; 5
Professional Development	Interview 1, Line 239-240; 256; 258- 259; 261- 262; 240; 245; 247-248; 254; 259; 269; 275; 276; 285; 286; 288; 289; 292; 318; 313; 337; 338 Interview 2; 18; 22-23; 195-196; 349; 351	Interview 2, 94-97; 334-339; 463-467; 469- 475; 487-489	Interview 1, 48; 64-66; 84-85 Interview 2, 94; 97
Lack of Balanced Instruction	Interview 1, Line 32; 36-37; Interview 2, Line 20; 29- 30; 155; 204-205; 215-219; 223; 225-226; 228-230; 487-488; 493; 497-498; Lesson Observation 1-7	Interview 1, Line 38-41; 69-71; 285-286; Interview 2, Line 8-12; Lesson Observation 1-5	

Phase V: Cross-Case Analysis

After I carefully examined each case and my codes were evaluated by a peer reviewer to increase trustworthiness of the data analysis, I conducted a cross-case analysis of the data (Creswell, 2013; Janesick, 2011; Merriam, 2009). I created a word document with the themes in the left column, the teachers across the top, and identified when and where evidences of that theme occurred in the data. Then, like the photographer capturing a landscape, I zoomed out to look across the cases and seek commonalities and differences between them. I began the data analysis process again with the data from all three cases and looked across the cases by compiling a master list of all codes, then collapsing those codes into categories and moving into second cycle axial coding.

Phase VI: Member Check

While this is explained as phase six in the data analysis, member checking occurred throughout the study as I engaged in conversations with the participants. After the initial interviews, I shared the transcripts with participants to read through to ensure that I had accurately captured their words. After each observation, I engaged in member checking on the following day by discussing my thoughts throughout the data collection and data analysis process. During the final interviews, I discussed preliminary findings and asked questions related to those, such as my questions about censorship and the role of the curriculum maps. In the final phase of data analysis, I planned to meet with each teacher individually to share all the data collected as a whole for each individual case and conduct a participant audit or “member check” (Lincoln & Guba, 1985, p. 236). Unfortunately, this final participant audit did not occur due to the timing of the completion of the study at the end of the school year. The kindergarten teacher indicated time was needed to assess each of her students and their reading at the end of the year. The third-grade teacher’s time involved organizing portfolios for students who may not have passed the high-stakes assessment. The fifth-grade teacher

was wrapping up end of the year assessments and had meetings that prevented her from meeting to review the findings. After the school year was over, the fifth-grade teacher was the only one to respond to my email for a meeting, and she only responded to ask for a letter of recommendation for another job in the district.

Role of the Researcher

As the primary research instrument, in order to make meaning of the data, analysis occurred and was grounded in my interpretivist stance and the theoretical framework of symbolic interactionism (Blumer, 1969). Based on this framework, analysis included not only the words from the interviews but the contexts surrounding each piece of data collected. Merriam (2009) asserts the following advantages to the role of researcher as the primary instrument, “The researcher can expand his or her understanding through nonverbal as well as verbal communication, process information (data) immediately, clarify and summarize material, check with respondents for accuracy of interpretation, and explore unusual or unanticipated responses” (p. 15). Along with benefits to the researcher as primary instrument, there are also disadvantages. All aspects of the research study were shaped by my personal and professional experiences, attitudes, and biases.

Peer Reviewer

In order to monitor my own biases, I maintained my researcher journal and secured a peer reviewer. I met with the peer reviewer three times during the research study. Our first meeting was after interactions with the kindergarten teacher, including the initial interview and five days of observation. The second meeting with the peer reviewer occurred after I had interviewed the third-grade and fifth-grade teachers but before I completed the observations in their classrooms. Finally, I met with the peer reviewer after I completed the observations and final interviews with all three teachers. During these meetings, the peer reviewer challenged me to uncover why teachers acted the way they did, particularly the third-grade

teacher, who carefully followed the district curriculum maps. Additionally, she questioned me about the teachers' use of censorship in the classroom, which led to questions during the final interview that shed light on the teachers' decision-making related to sensitive topics.

Trustworthiness

I used a digital recorder during the interviews to ensure accuracy of the participants' words. As previously described in the data collection section, I studied three teachers to provide multiple voices and realities of the experience and the impacts on their current teaching experiences. I collected multiple forms of data over many hours that offered me a thorough picture of what was occurring or what the participants allowed me to see.

After transcribing the interviews, I asked the participants to review the transcripts as a form of member checking to increase the rigor of the study (Janesick, 2011; Locke, Spirduso, & Silverman, 2014). Member checking, an effort to "accurately represent the phenomenon" (Locke, Spirduso, & Silverman, 2014, p. 120) as the participants view it, occurred after the first interviews. After coding data and developing themes, I continued to member check in an effort to ensure the data represented the participants' story and not mine as the researcher.

In addition to member checking, I triangulated data across the multiple sources to illuminate the voices of the participants (Janesick, 2011; Locke, Spirduso, & Silverman, 2014). A peer reviewer was consulted to increase trustworthiness of the data. I attempted to encourage honesty in the participants' explanations of their experiences, and I encouraged them to speak freely so as to unpack all the intricate details of their experiences.

To solidify my thinking and understanding of the findings that emerged, I read and re-read the data, coded them multiple times, conferenced about my codes with a peer reviewer, and asked the participants to read the information as a way to facilitate trustworthiness of the data (Saldaña, 2010). While these methods are solid and grounded in research on

qualitative data analysis, I understand that as the researcher and primary data analysis instrument, I brought certain biases to the analysis. It was my goal to reflect on these in my researcher journal, as they occurred during data collection and analysis, as a way to increase trustworthiness.

Ethical Considerations

Because this is an interpretive multi-case study based on an interpretivist paradigm, it was important to clarify the ethical considerations at my very first meeting with each participant. I explained the informed consent form and expressed my appreciation for the considerable amount of time this study required of the teachers. I also explained each conversation, whether recorded or not, would be part of my data collection. I explained I would share transcripts of interviews to ensure accuracy. After the informed consent meeting, in order to provide member feedback and achieve a true picture of the teachers' lived experiences, I shared my findings as I analyzed the data. I also offered an opportunity for a "final debriefing or celebration" (Hatch, 2002, p. 66) to bring closure to the research study. A final debriefing did not occur owing to constraints on the teachers' time. I did, however, give the kindergarten teacher a children's book to add to her classroom library and gave the third-grade and fifth-grade teachers a small gift certificate to show my appreciation for their time.

In addition to participants' understanding of the processes of my research study, another important factor related to the protection of the human participants is the storage of the raw data. An identifier (Teacher A, Teacher B, and Teacher C) on all data that was collected identified each teacher. Data was stored on my password protected personal laptop, and in a Google Drive folder. Interviews were recorded on my laptop and participant names were not used in the interviews. I also kept a hard copy of all data in a three ring binder with tabs for each teacher. This binder was kept in a locked cabinet in my home

office for security. To ensure anonymity, pseudonyms were used throughout Chapter 4 through 6 of the dissertation, and in all presentations related to the research.

Chapter Summary

I used a qualitative case study approach embedded within an interpretivist paradigm and a theoretical lens of symbolic interactionism for this dissertation. I collected interview and observational data, field notes, and artifacts from three elementary classroom teachers in one district in the southeastern United States. In Chapter Four, I present my interpretation of the data in my research study.

CHAPTER FOUR: INDIVIDUAL CASE FINDINGS

This study, designed to describe the experiences of three teachers integrating literacy and social studies, sought to answer the research question: What are the experiences of teachers integrating literacy and social studies? The following sub-questions further guided the research study: (1) What information do teachers use when making decisions about integrated instruction?; (2) How do teachers' beliefs align with their practices?; (3) How do teachers organize, plan for, and provide integrated instruction, including how they use the core English/Language Arts programs and core Social Studies programs?; and (4) In what ways, if any, does the teacher use disciplinary literacy strategies to support social studies instruction?

The chapter is organized into three individual case study narratives, specifically examining the experiences of each teacher. To explain the findings for each teacher, I first describe the context of each classroom, classroom layout, and daily routines, based on my observations. Then, I share findings based on the interviews, observations, and artifacts collected. Findings are answered as they relate to each sub-question and, then, the main research question for each individual teacher is answered. Findings from the cross-case analysis are explicated in Chapter Five.

Ms. Adams, Kindergarten Teacher

Ms. Adams' kindergarten classroom, located on the first floor of a three-story building, was at the opposite end of the school entrance. To get to her classroom, I entered the front of the building, walked through the administrative office area, the guidance and clinic suite, and exited into a large horizontal walkway. Looking to the left, one could see the media

center and cafeteria, along with stairs leading to the second and third floors of the building. Looking straight ahead, one could see three walkways leading in the opposite direction of the office. After veering to the left, I followed the long walkway past the first-grade classrooms to another horizontal walkway. After turning left at the end of the long hallway, Ms. Adams classroom was the second door on the left. If I passed her door, I would exit through double doors to more stairs or out of the building to the playground area.

The door to the classroom, located in its left corner, opened to a large room with a bathroom immediately to the inside left, a sink around the corner from the bathroom, and then a long wall of tall cabinets. The tall cabinets acted as the word wall, with words organized alphabetically and written in black marker on different colored paper. On top of the cabinets, Ms. Adams displayed a collection of stuffed animals. Perpendicular to the wall of cabinets was a wall with two large windows. The windows looked out on the school courtyard. Ms. Adams regularly used the window blinds as a space for displaying student work. She utilized the windowsills as a place to display books related to the current unit. See Figure 5.



Figure 5. Kindergarten unit book display.

Underneath the windows on the left, her classroom library bookshelf held six baskets of books. See Figure 6. Next to the bookshelf, Ms. Adams kept her literacy centers in a cart where students accessed them on a daily basis. Along the same wall and adjacent to the bookshelf, she had two desks that acted as the writing center. Above the writing center desks, store-bought posters with suggestions for writing were displayed on the wall. Underneath the next window, a pocket chart hung where students worked with letters, sounds, and pictures during centers.



Figure 6. Kindergarten classroom library.

On the wall opposite the bathroom and tall cabinets, Ms. Adams had a large SMART board bounded on both sides by bulletin boards. Each room in the school was equipped with a SMART board and projector, along with a document camera. Ms. Adams's kidney shaped table was on the same wall as the door, but in the opposite corner. Behind the kidney shaped table, she kept her teacher resources. Next to her table, she kept the class laptop cart and her laptop on top of it. On the wall next to the laptop cart, Ms. Adams posted the daily schedule in a pocket chart. A four-drawer file cabinet was pushed up against the wall with

the schedule on it, and a pocket chart was attached to the cabinet for students to practice phonics skills during centers. On the wall next to the file cabinet, Ms. Adams placed a map of the United States, on which she included round icons and placed them in the location of the U.S. symbol after she provided instruction about the symbol.

In the center of the room, student desks were organized in groups of four, with a large rug in front of the desks and near the SMART board. On the opposite side of the desks, there was a large open floor space. Students used the open floor space for the sight word or keyboarding center. The photograph (Figure 7) below gives an overview of the classroom layout.



Figure 7. Kindergarten classroom layout.

Ms. Adams's chair, where she led the whole class in phonics and vocabulary skill work, as well as where she conducted her read-alouds, was located on the corner of the carpet opposite the teacher's kidney-shaped table. Ms. Adams class included 15 students, eight Latino, four African-American, and three White.

Ms. Adams's day included a 2.5-hour reading block, but, after the first hour, the students left the classroom for specials and then returned to complete the reading block. Each day, the routine was similar to the previous day because as she noted, "students need routine." During the first hour, every day, Ms. Adams began by taking attendance and telling students what the hot lunch choice was for the day. Then, she asked students to stand up if

they wanted hot lunch, and, when she wrote their names on the board under the words hot lunch, they sat down on the carpet. She repeated the procedure for students who chose cold lunch and lunch from home. After everyone's name was listed on the board, she asked a student to count how many students were eating hot lunch, using the names on the board, and then called on another student to count how many selected cold lunch, and another student to identify how many children were eating packed lunches. Students then turned their eyes to the SMART board where Ms. Adams showed a video, either from the reading series or from the Internet, related to the phonics skill for the day. Students watched one or two videos each morning. On some days, Ms. Adams stopped the video mid-stream and asked a question related to the video and skill. This routine occurred on a consistent basis in this kindergarten classroom.

Then, students would be dismissed to centers, with Ms. Adams calling student names to go to different centers. An organizational chart that elucidated where students should go for centers was not displayed, so they listened for their name and moved to the appropriate center area after getting supplies from the center station under the window. Students would rotate to a different center after approximately 15 minutes of work at each center. Housed in an organizational stacking crate, centers all focused on phonics or sight word skills. Some of the centers are described below:

1. Students covered each letter of a sight word with shapes or math manipulatives.
2. Students used the pocket chart and matched a word with a picture. There were two of these centers. One was located on the wall below a window, and the other was located across the room on the side of a file cabinet.
3. A keyboarding center where students individually typed sight words, written by the teacher on index cards, onto one of the four older keyboards in the classroom, was used in the open area in front of the tall cabinets.

4. At the writing center, students used the lined paper on a desk and chose what they wanted to write. Store-bought posters hung on the wall that gave students examples of things to write about including letters, cards, poems, and stories.
5. Another center provided students an opportunity to practice spelling consonant-vowel consonant (CVC) words. The center included laminated strips of paper with a picture on it, and then three spaces for students to spell the word. For example, one picture was of a bag, and students were to write *b-a-g* in the three spaces. Students worked on several different CVC words during each visit to this center.

When asked to describe her centers, Ms. Adams included a reading/library center. However, during my observations, she did not direct any students to the reading/library center. During my seven days of observation, I saw Ms. Adams meet with two center groups, both homogenous groups of struggling readers, to work on phonics skills. On two other days, I observed Ms. Adams pulling two or three students into a small, guided reading group at her kidney shaped table. She used the little guided reading books that were part of the core reading program during this small group work with students. During the guided reading groups, Ms. Adams would preview the book with students, discuss predictions, and then students would read the text. After reading, Ms. Adams would ask questions located in the back of the book about the text. At the end of their group meeting, students would write what they learned from the reading.

After centers, students lined up and went to their special for the day, whether music, physical education, or art. When the students returned, they were called by table for water and then met on the carpet for whole group instruction. Ms. Adams frequently spent approximately 20 minutes teaching a phonics skill or reviewing one with a YouTube video clip. Then, she would go through the reading series' vocabulary words for the week. The vocabulary words appeared disconnected from the text that she read later. After about 30

minutes, Ms. Adams engaged students in a brain break, a video she found on YouTube that provided an opportunity for movement.

Ms. Adams then shared the whole class book read aloud, related to their unit. Most of the read aloud books were informational texts, with the exception of *Clifford, the Firehouse Dog* by Norman Birdwell and *Officer Buckle and Gloria* by Peggy Rathmann, a digital text provided in the core reading program resources. During the interactive read aloud, Ms. Adams regularly asked questions to reiterate key concepts in the book, and questions to help students connect to the text. After reading, Ms. Adams used a graphic organizer (Figure 8) to review key concepts from the text. She asked students what they remembered from the reading and charted their ideas so all students had access to the language of the text.

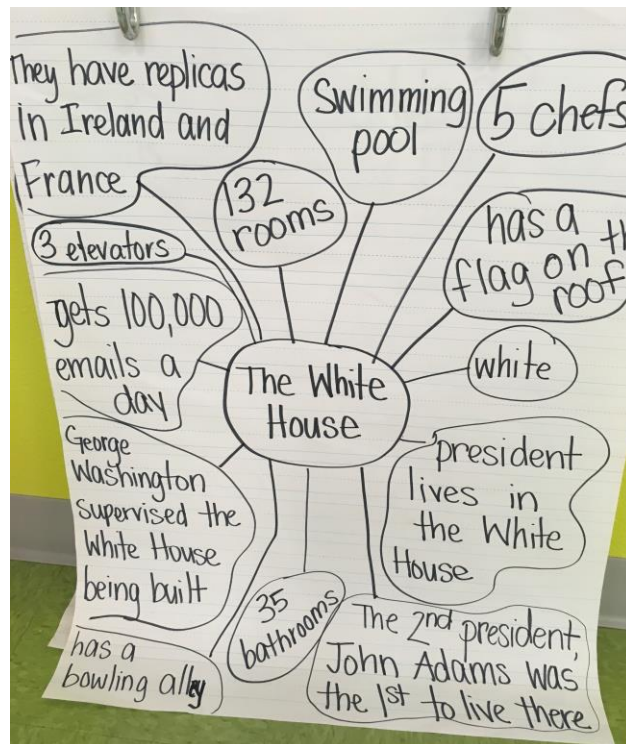


Figure 8. Graphic organizer for kindergarten review.

Once they had reviewed the key concepts from the read aloud, students returned to their assigned seats and began writing. Ms. Adams required them to write at least three sentences based on what they learned from the read aloud. She left the chart visible for students on some days, and on other days she took the chart down so “students had to use their phonics skills.” After students finished their writing, they individually took their writing paper to Ms. Adams who read through it. If it met her standards, she allowed the student to engage with the craft she had prepared for the topic. For example, to connect the reading with a craft about the Liberty Bell, students covered a plastic cup with aluminum foil and cut it to represent the crack in the Liberty Bell. The next day, student writing was displayed with the craft attached. One particular student wrote, “The white house [sic] is white. The white house has a flag. The white house has 132 rooms. The white house has a flag on the roof. The white house has 5 chefs.” Teacher comments on this student work were “Great job writing your sentences about the White House.” Comments on additional papers included “Your writing has come so far. I am proud of you. Great job writing 4 sentences about the White House,” or “Wonderful job using finger spaces and writing what you know about bald eagles,” or “Wonderful job sounding out your words. Keep it up.”

Each day, Ms. Adams followed this routine of phonics and vocabulary instruction, a break for specials area instruction, a review of phonics, a read aloud, writing, and a craft. Based on my interviews, observations, and artifacts, the findings below speak to the experiences of Ms. Adams. Each sub-question is answered, followed by the main research question.

Sub-Question One

What information do teachers use when making decisions about integrated instruction?

Mrs. Adams, a kindergarten teacher with over a decade of classroom experience, was guided in her decision making by her family’s influence, district curriculum maps, resources

or a lack of, and her own professional development. Each of these areas influenced her in different ways, and she responded to them based on each area individually, but also as a whole.

Driven by passion, grounded in family patriotism. Ms. Adams, a kindergarten teacher, expressed a robust desire to integrate literacy and social studies instruction based on her personal experiences with social studies content. Those experiences, grounded in a strong family relationship with her father who valued patriotism, guided her lessons, along with state standards and the district curriculum maps. She stated,

I think a lot of my love for history came from my father; he is a true blood American; he has taken me to almost every area of the United States so I like to take what I have from my love for my country and from what I've seen and bring it into the classroom, so the kids can see.

Ms. Adams also shared how her father still supports her, as an educator. She said,

My father has pretty much been to every single state in the entire country. So I was like, "Dad, I would love a post card from each state." He has customers from all over the country. I was getting postcards from all kinds-- I mean, I got post cards from Hawaii. My brother's boss brought me a post card back from Alaska. Like, I have that support.

Ms. Adams familial support inspired her passion and pursuit of an integrated literacy and social studies curriculum, through past experiences, and present-day encouragement. Additionally, the family patriotism and support encouraged her to pursue history in her undergraduate coursework.

Needs. Based on the interviews with Ms. Adams and my time in her classroom, Ms. Adams identified several needs to successfully integrate literacy and social studies. She repeatedly mentioned her desire for more resources, time, and professional development.

While these needs are often cited in the literature, it is critical that we examine Ms. Adams specific needs related to integrating literacy and social studies to understand her experiences.

Resources. Ms. Adams frequently mentioned the need for more books related to social studies, both in interviews and in conversations on the days I observed in her classroom. She said,

Because we're a brand-new school, not everybody got a classroom library, I was blessed because I already had a tub in my garage, so I just used those. But buying those books, like I just bought a couple more books for the U.S. symbols and it wasn't cheap. But now they're mine.

Ms. Adams placed her personal books for the U.S. symbols unit on the windowsill in her classroom to create interest in the unit. In addition to more books, Ms. Adams noted that the school did not provide a social studies core curriculum text, but, instead, relied on the reading series to provide the necessary materials to integrate literacy and social studies. Some of the materials provided by the reading series to support integrated literacy and social studies included digital video of songs such as "You're a Grand Ole' Flag" by George M. Cohan (1906) with the lyrics on the screen and digital books such as *Officer Buckle and Gloria*, by Peggy Rathman. Additionally, the reading series provided leveled books for guided reading that connected to the core reading program stories that focused on social studies content. However, not all stories focused on social studies content, and, to my knowledge, none focused on the disciplinary literacy skills of sourcing or evaluating sources.

Not only did Ms. Adams wish for supplementary physical resources, but she also mentioned the need for additional personnel to support her work. She expressed concern related to her grade level team, the school reading coach, and the school media specialist. She noted that in kindergarten grade-level meetings with the other six teachers on her team,

some of the teachers often followed the curriculum maps, so if the curriculum maps did not emphasize a strong connection to social studies, the teachers did not always search for resources to go deeper into the content. She indicated that a more collegial relationship with her peers and more sharing in grade level meetings would strengthen her own integrated curriculum.

She also stated the school reading coach could have been an additional support, but the coach only attended one or two of their grade-level meetings at the beginning of the year. Ms. Adams suggested the reading coach probably worked more with the older grades due to the high-stakes testing requirements in third to fifth grades. Additionally, she expressed a tension related to the media specialist's lack of involvement in providing support for her units. This perceived lack of support required additional time for Ms. Adams to acquire materials.

Professional development. Ms. Adams clearly explained that she sought out her own professional development. She noted she frequently searched the Internet for blogs, craft activities related to her content, and for center ideas. She named specific blog sites she follows, and ideas she is considering implementing in her classroom next year. When asked specifically about integrated curriculum, she said, "We have PDs almost every Tuesday. The <pause> problem that I find is a lot of it has to do with older grades and not directly to kindergarten." She also noted, "They always talked about integrating social studies and science, but they never went into depth." She explained that at the beginning of the year they had some professional development about integration, but it was more about standards and less about how to actually integrate.

Time. While Ms. Adams felt the reading coach and media specialist limited their time in kindergarten, she felt restricted by the time required to develop materials for effective literacy and social studies integration. She noted she was intimately familiar with the

standards for kindergarten, both literacy and social studies, but that she needed time to seek out resources, especially since the school did not have a social studies core curriculum. One resource Ms. Adams frequently used was YouTube. She searched YouTube for videos related to each social studies topic and shared them with her students on an almost daily basis during my observations. Furthermore, she sought out teacher blogs as a source of professional development that necessitated use of her personal time. She stated, “I look up ... my blogs that I like, Teacher Pay Teachers, Pinterest, and I try to pick centers that will last all year long.” She stressed that while there are many digital resources to choose from, selecting the appropriate videos, activities, and blogs takes time, and it is frequently her personal time.

Sub-Question Two

How do teachers’ beliefs align with their practices?

Ms. Adams experienced alignment in some of her beliefs and practices, while also experiencing conflict between other beliefs and practices. For example, she clearly identified foundational skills as a priority in her beliefs about kindergarten students and reading instruction, and this remained evident in her daily practices in the classroom. She stated, “It starts with phonics <pause> and phonemic awareness and knowing your sounds and hearing the sounds and sounding everything out.” Each day that I observed in her classroom, Ms. Adams provided explicit phonics instruction, and students experienced multiple opportunities to practice phonics skills at centers. Yet, her beliefs about the reading center did not align with the practice of the reading center when I observed in her classroom. She noted, “I have a library center where they read a book and then draw a picture of their favorite part, write a sentence about their favorite part, or, you know, tell me something that happened in the story.” However, I did not observe students in the reading center on any of the days I was in the classroom.

Sub-Question Three

How do teachers organize, plan for, and provide integrated instruction, including how they use the core English/Language Arts programs and core Social Studies programs?

Ms. Adams organized her integrated instruction around her classroom routines and structure, as well as specific skills she deemed necessary for instruction in her kindergarten classroom. Her classroom operated through teacher directed lessons, with personal storytelling as a tool to make connections between the teacher, the content, and the students. Instruction lacked culturally relevant pedagogies, and critical thinking, and Ms. Adams self-censored when a student brought up a sensitive topic.

Structure and routine. Based on my observations, Ms. Adams' classroom functioned on routines and consistent sequences of activities for learning. She stated,

These kids need structure, so I don't really deviate from my routine and my process, I just change the topic. So we'll probably watch a short video about, okay let's say, let's do the construction worker, so the construction worker, I have Power Points that we go through, I have samples for them to touch, we watch a short video, we talk about the tools that they use, I have a book that we read, and then they always make a craft with their writing and they tell me all the things that they know. I use a lot of graphic organizers, too.

The daily structures and routine allowed Ms. Adams to use her time and include some of the steps in the interactive read aloud process, as well as provide opportunities for students to write daily, related to their social studies topics.

Skills-based instruction. While Ms. Adams believed students should be taught social studies, her integrated lessons focused on learning facts, or rote memorization. She chose to use read aloud books (six out of the seven days of observation) rather than using big books for shared reading, where all students had access to the text. Specifically, she stated students

would get bored if she used the same book for a whole week. After reading the books aloud and creating a graphic organizer to chart what students learned, she took the graphic organizer down so when students wrote they had to use their phonics skills and memory, rather than using the chart as a scaffold to support student writing. Additionally, during the writing time, students did not work collaboratively, sharing their writing with each other. She stated she wanted to know what each student could do, so that is why she wanted them to work independently during the writing time at their desks. The literacy part of the lesson was heavily skills based, and the social studies part of the lesson was at the knowledge level. When discussing what she believed about reading instruction she stated,

It starts with phonics and phonemic awareness and knowing your sounds and hearing the sounds and sounding everything out. Not that whole word, because that's how I was taught, and I struggled. Once I learned my phonics everything clicked. So, from personal experience, I think phonics is <pause> I push it a lot.

Ms. Adams social studies instruction focused on building students' knowledge about specific topics during my observations, developing fact-based information from the texts she read aloud as opposed to lessons that focused on asking questions and examining multiple perspectives. Lessons focused on community helpers and the tools they use, not on the role community helpers play or current events related to community helpers.

Teacher-directed instruction. During all of the literacy instruction that I observed, students followed routines and procedures as directed by Ms. Adams. Choice about what to read or what centers to engage in did not occur but was instead directed by Ms. Adams. Students did experience choice in their writing since they chose what to write for their three sentences, but Ms. Adams selected the topic for the writing and the “fun” craft that supported the learning.

Storytelling and personal connections. Ms. Adams spoke often about the times and places she traveled in the United States. She also spoke frequently about her family's patriotism and how that influenced her instruction in Social Studies. Either before or after her class read-alouds, Ms. Adams regularly shared a personal story and connection related to the topic of study, whether a place or a person. She used the stories as a means to build community between her and the students in her classroom. For example, when learning about community helpers, Ms. Adams shared about her brother who works in construction, primarily on roads. She read aloud the big book, *Roadwork* by Sally Sutton, which came with the reading series materials. After reading, she explained how different workers wear different colored hard hats, depending on their experiences. Students wrote their three sentence papers about construction workers and then colored a hard hat based on their experiences as "construction workers." Ms. Adams stapled the "hard hat" onto a sentence strip, and each student wore their construction hat around the school for the rest of the day. After learning about police officers, students colored a hat and became "police officers" for the day.

Self-censorship. On the day Ms. Adams' class learned about police officers as community helpers, she asked students to brainstorm what they already knew about police officers. After recording several student responses, one kindergarten student said, "They shoot people." Ms. Adams froze, eyes wide, tilted her head toward the student, and stared at the kindergartner. After about 60 seconds, Ms. Adams said, "Well, sometimes that happens, but they don't want to, so we are not going to write that down." She quickly turned the discussion to the next student comment and continued on with other student responses before playing a video about police officers. When I asked Ms. Adams about the student comment and her response, she said she did not want to engage students in

discussions that could lead to controversy. She said that kindergarteners are too young to discuss some of these issues.

Missed opportunities. Ms. Adams missed opportunities to engage students in critical thinking, to use culturally relevant pedagogies, and to integrate technology.

Critical literacy. During the building of a K-W-L chart, when students shared what they knew about police officers, Ms. Adams attempted to protect and shield her students from the negative image of police officers. She did so by thwarting a student's comment about police officers "shooting people." Rather than beginning with the student's comment and what was in her consciousness, she stared at the kindergartner and said, "They don't want to. We don't talk about that."

Ms. Adams shared videos featuring real, human police officers. However, during the video on police officers, which she located on YouTube, I noted all the police officers in the video were Caucasian. The majority of the students in this kindergarten classroom were Latino. Because the video lacked the inclusion of Latino or African-American police officers, Ms. Adams missed the opportunity to include adults from the students' background in a position of community helper and authority figure.

Technology integration. Ms. Adams consistently used technology in her classroom. Each day, students engaged with technology through viewing videos that Ms. Adams selected that connected to phonics skills and social studies topics such as construction workers and police officers. Additionally, students engaged in one center with a game on the SMART board to practice phonics skills. However, students did not interact with technology to create products to demonstrate their new learnings. Students did not explore technology as a writing or research tool. Students did not use technology or digital devices to listen to books read aloud.

Sub-Question Four

In what ways, if any, do teachers use disciplinary literacy practices?

I did not observe evidence of disciplinary literacy in Ms. Adams' kindergarten classroom. Ms. Adams, unfamiliar with the term disciplinary literacy, did not engage students in analysis of text, questioning why an author may have written something, or what a different person may have said about a specific topic.

While Ms. Adams engaged in the sharing of social studies knowledge in her kindergarten classroom, little opportunities existed for students to think critically about the topics. There was no evidence of visual literacy, where students analyzed pictures from the books Ms. Adams read aloud, or analyzed pictures displayed on the SMART board. Moreover, students did not analyze the videos shown or ask questions after viewing the videos. Additionally, I did not observe Ms. Adams encouraging students to engage in ownership in classroom governance, school governance, or simulations. She encouraged the idea of good citizenship by asking students to be polite and say *please* and *thank you*. However, the idea of problem solving for the good of the group was not addressed, because she appeared to be the problem solver.

Main Research Question

What are the experiences of teachers integrating literacy and social studies?

Family histories, including her father's patriotism, and many family trips to various places in the country, fueled Ms. Adams's stated passion for social studies instruction. While passionate about integrated literacy and social studies, Ms. Adams expressed multiple needs in order to effectively integrate, including resources, professional development, and time. Her lessons, organized around structure and routine, as well as district curriculum maps, focused on skills-based, teacher-directed instruction, and lacked critical literacy. Additionally, lessons lacked technology integration beyond the use of digital videos, most

frequently related to phonics instruction, and SMART-board activities that allowed students to practice phonics skills. Her beliefs and practices sometimes contradicted each other.

Mrs. Barnes, Third-Grade Teacher

Mrs. Barnes' third-grade classroom was located on the second floor of a three-story building. After entering the building through the front office area, I entered a walkway with stairs on each end, leading to the second and third floor. After arriving on the second floor, there were two walkways, moving in the opposite direction of the office area. At the end of the walkway on the far left, I made a left turn, and Mrs. Barnes' classroom door was the second door on the right. When entering the room, the door was in the right corner of the classroom. On the left, just inside the door, was a bookshelf where Ms. Barnes kept her materials. On the top of the bookshelf, she placed a green basket where students submitted work for her to comment on or grade. On the other side of the bookshelf was Mrs. Barnes' kidney-shaped table with another bookshelf behind it. On the kidney-shaped table, shown below in Figure 9, she placed teal, round work mats so students had specific areas to work at that table.



Figure 9. Third-grade guided reading table.

In the corner behind her kidney shaped table, opposite the door, stood the teacher laptop cart with her laptop, and document camera. Perpendicular to the wall with the kidney shaped table was the wall with a SMART board, bordered on each side by bulletin boards. On the wall across the room from the classroom door, there were two large windows looking out over a field. Next to one of the windows, she placed the student laptop cart. Underneath the window, there were three sets of three drawer stacking crates where Mrs. Barnes kept the classroom library books. See Figure 10.



Figure 10. Third-grade classroom library.

Next to the crate, a round table with three chairs around it stood underneath a second window. The wall that was perpendicular to the windows and on the right side of the door was lined with tall cabinets where Mrs. Barnes kept her supplies. Letters also spread across the cabinets to create a word wall. However, due to the state high stakes assessments administered in March and April, the words were removed. At the end of the cabinets, close to the door of the classroom, there was a sink and bathroom. In the center of the room, student desks, grouped in fours, faced the SMART board. At the end of each group of four desks, Mrs. Barnes placed stacking crates that contained student reading anthologies and other materials.

Mrs. Barnes schedule included a two-hour reading block, beginning at 8:00 a.m., after she did attendance and lunch count. As students entered the room, they placed their backpacks on their chairs and took out a book for silent reading. After she completed

attendance and the lunch count, students quietly put away their independent reading books, either in their desks or in the one of the three drawer stacking crates underneath the window. I did not observe students discussing their books with each other or with the teacher. During my time in the classroom, Mrs. Barnes was on week six of her curriculum maps, which meant that the readings were review, but also that they would lead to research by students. Most of the readings centered on being a good citizen, and learning about others who were good citizens, and all originated in the core reading program.

Sub-Question One

What information do teachers use when making decisions about integrated instruction?

Third-grade teacher, Mrs. Barnes, used information related to the state high-stakes assessments, school district curriculum maps, and available resources to make decisions about integrated literacy and social studies instruction.

Driven by high-stakes assessments. Mrs. Barnes' planning and instruction focused on the state high-stakes assessment in English/Language Arts (ELA). In the state where this research occurred, students may be retained if they do not pass the state standardized assessment in ELA. Mrs. Barnes stated,

There's so much focus on the reading because <pause> their grades are pass or fail so we really need to make sure that they're getting the standards and the skills that they need. So, it's more <pause> before testing, it's more of the comprehension skills than it is the research skills.

Conversations with Mrs. Barnes and instruction in the classroom regularly focused on high-stakes assessments. She said, "I feel like right now, with the integration, we do hit it, but it's more of those comprehension skills that we're looking for instead of being able to really dive in." She indicated in an interview that because six of the ten teachers on the team had not taught third grade previously, there was substantial "uneasiness" about

whether or not they were teaching the correct materials to ensure success on the test. Mrs. Barnes noted,

I think it's a great idea to integrate both of them. I just wish that we did it more often and I wish that we could go more into the actual social studies standards of it rather than focusing so much on the comprehension standard or whatever our reading standard is. I've enjoyed it since testing is done because I have the time now to go back and focus more on the social studies aspect of it. It would be nice if I had that freedom all year long to do more of it.

While the ELA state high-stakes assessment had been given before I observed in the classroom and she was anxiously awaiting the results, conversation and instruction in the classroom centered on preparing for next year's "fourth grade test."

Guided by district curriculum maps. District curriculum maps guided Mrs. Barnes's instructional decisions, along with the state high-stakes assessment. She noted, "Our curriculum is the curriculum map." The maps give teachers the standards they should teach, when they should teach them, and the basal reading stories that align with the standards. She stated teachers could "pull in other resources if we need to and we've done that before." She explained that her grade level team had "gotten into a little trouble" at her previous school when choosing a different standard from the one suggested on the curriculum map for a particular story.

Guided by availability of resources. Throughout our conversations, Mrs. Barnes repeatedly mentioned the lack of available resources. When speaking about supporting her struggling readers, Mrs. Barnes noted she was:

fortunate that she kept a lot of my stuff from when I was in kindergarten and first grade, so I could just use a lot of that stuff. But other teachers have struggled to find those supports and resources that they've needed.

When asked about social studies resources, she said, “There’s not much.” She noted that in her previous school, there were many available resources, including big books related to reading and social studies, as well as a guided reading room in the library.

Needs. Like Ms. Adams, the kindergarten teacher, Mrs. Barnes expressed a desire for more resources, professional development related to district resources, especially technology, and the one-to-one laptops, as well as a need for more time.

Resources. Mrs. Barnes noted that she felt limited by the resources, or lack of resources, at this school. She indicated that the lack of resources bound her to the core-reading program. She stated,

I think that if we had more resources here, I wouldn’t feel as tied to that series that I had to use it. We’re supposed to be a civics school and we don’t have the resources that we need to teach civics to these kids.

When asked specifically about social studies resources, Mrs. Barnes indicated,

We need to learn how to use what resources we do have, because I’ve heard that we do have resources for social studies online, but nobody knows how to get to them. So I think that that’s a big problem is we need to know how to get to them and how to utilize them with our students.

This desire for online resources and how to use them led to the finding related to professional development for Mrs. Barnes.

Professional development. Not only did Mrs. Barnes desire professional development about how to access various district resources, but she also emphasized a desire for continued and deeper professional development about technology tools she could use in her classroom. When discussing what she would do differently next year, Mrs. Barnes stressed that she would implement more technology in the classroom. She identified a need for more in-depth

professional development, rather than the one-time, short-term method of professional development. In our conversation, she noted,

If I had it to do differently I think I would try to implement more of the technology stuff earlier on in the year. I was very afraid of it and timid because I had never had so much technology, and it was overwhelming at the beginning of the year because they were throwing all these different programs at us but we really weren't <pause> we'd get, like, a half an hour training here and there, so I would want to implement the technology, because I think that that kept the students more engaged and I think that they learned more whenever I gave them an assignment like their Google slides or their Google docs, so I think I would implement that earlier on.

Mrs. Barnes regularly assigned her students to use Google slides to practice vocabulary words. Students selected a photo from the computer to represent the word, typed a student friendly definition, and used the word in a sentence. Students did not collaborate on their slides or share them with others. They created the slides and shared them with the teacher.

Time. In addition to a desire for more resources and professional development, Mrs. Barnes voiced concerns related to time. Angst emerged related to time, including time for professional development and planning, as well as time for students to dive deeply into social studies curriculum content. Mrs. Barnes stressed how limited her time is in the classroom and how it is structured based on the district curriculum maps that require teachers spend five weeks on a unit in the core reading program, and then week six is for research. She noted,

It's the time, but there's just <pause> there's not enough time to go more in-depth. I mean, those Week sixes that we have we can do, like, the project base, but we're still pulling those small groups of kids to make sure that they understand the standards that we were teaching those previous five weeks (for assessment purposes). There's not really a whole lot of time. We had the week six, which they call a Research Week,

that we can do but they also have to take the unit test during that week. So, it's a lot of review. They have a writing portfolio that they have to get done that week, too. So, we have to get that writing sample done and into the portfolio that week. So, our Week Six is pretty packed.

Mrs. Barnes anxieties appeared related to time connected to the district curriculum maps that were used to organize and plan for instruction.

Sub-Question Two

How do teachers' beliefs align with their practices?

Mrs. Barnes's beliefs appeared to align with her practices. She believed that students needed the foundational skills first, and explained that she worked consistently with six of her third-grade students, all non-readers at the beginning of the year, in small groups. She shared that she pulled them in small groups to work on the phonics skills and that all of them were reading when we met in April. She shared she did a large part of her instruction in small groups "because that is where I get the most bang for my buck <pause> It helps them learn more and understand more." Based on my observations, she did consistently pull small groups to work on reading skills.

Sub-Question Three

How do teachers organize, plan for, and provide integrated instruction, including how they use the core English/Language Arts programs and core Social Studies programs?

Most of Mrs. Barnes' organization and planning for integrated literacy and social studies instruction centered around her knowledge of the state assessments her students were required to take in reading and on the school district curriculum maps. Her lessons, often teacher-directed and skills driven, focused on elements deemed important on the state high-stakes assessment that third grade students took in reading. She planned to prepare students to be successful on the assessment and included social studies as an auxiliary component.

The school and district sometimes censored her integrated instruction, especially as it related to the recent political election. Additionally, Mrs. Barnes' instruction lacked connection to current events and lacked integrated technology to support integrated social studies.

Planning based on high-stakes assessment and the district curriculum map. Lesson planning centered on high-stakes assessment and the district curriculum map. Each week, the ten teachers on the third-grade team met for planning. As Mrs. Barnes explained, the team of ten third-grade teachers planned every other week for English Language Arts (ELA) instruction. During those weeks, "ELA is split up into five sections and two teachers work on each section. Comprehension, vocabulary, writing, we have somebody on the standards, and then somebody else does the centers." Based on her initial comments, all the conversation revolved around reading and preparing students for the state assessment. When asked specifically how they planned for the social studies, she indicated it was only when the story in the core reading program connected to social studies. She stated, "If it's a social studies week then, yeah, we'll talk about, but not, not a whole lot." Whether or not it was a social studies week depended on the story in the core-reading program.

Based on my observations, instruction focused on assessment. While it was near the end of the school year, the instruction I observed centered on writing about the main ideas and details in a text and focused on assessment. For example, when students read about someone from history such as Abraham Lincoln or Cesar Chavez, Mrs. Barnes required them to create a graphic organizer that included main ideas and detail. She stated that the purpose was to help them remember what they read, to write a paper about what they read, and to prepare them for next year's fourth grade writing assessment.

Skills driven. Mrs. Barnes instruction appeared driven by literacy skills, with little attention paid to overall meaning or depth based on the readings. On the first day of my observations, students partner read, with assigned partners, a story from the core-reading

program. After reading, students summarized the story. On another day, students completed a graphic organizer about main idea and details. Instruction was explicit about what should go in each section of the graphic organizer to support student writing about what they read. The writing appeared to be based on text-evidence, with no room for additional questions or inquiry related to the topic. Additionally, the social studies content appeared centered on building knowledge, and little exploration beyond the core-reading program. When asked about integrating social studies, she stated,

I feel like right now with the integration we do hit it, but it's more of those comprehension skills that we're looking for instead of being able to really dive in and talk about okay, George Washington, why was he important and what did he do and really talk about how he helped change history. So it would be nice to be able to do more of that instead of just focusing on well, he was important because of this, this, and this because that's the skill that we're working on this week.

Additionally, Mrs. Barnes stated that the social studies they taught were for the purpose of teaching a comprehension skill. She explained her desire to “be able to focus more on the actual social studies piece of it rather than just using it as a text to teach that comprehension standard.”

Mrs. Barnes met each day with small groups of students at her kidney shaped table. In small group instruction, Mrs. Barnes worked with homogenously grouped students to support their phonics skills. She explained the small groups provided her opportunity to meet specific needs based on decoding abilities. After the word-study work with phonics skills, she read the text with students, if they could not read independently read it, and asked them text dependent questions.

Teacher-directed instruction. Each day that I observed, Mrs. Barnes told students what they would learn, the materials they would use, and about the assignments. With the

exception of one-third-grade student, all students worked quietly most of the time. Students worked independently to complete assignments, with little collaboration. When I asked how her centers changed after she moved from kindergarten to third grade, Mrs. Barnes said, “The kids have a list of the centers that they need to complete, and they complete it on their own time instead of me timing them like I did before.” Centers, based on the curriculum map and the skills in the core-reading program, were self-paced independent seatwork. When I asked how she used the technology, since every student has a laptop, she noted, “We can’t just get them a website to go on unless we can go back and check to make sure that they’re really doing the work and that it’s paying off for what they’re supposed to be doing.” She also noted, “I can check their scores on that,” meaning that much of what students do on the laptops is drill and practice to be evaluated and assessed, as opposed to creative work or research that might supplement or disrupt the reading from the textbook.

Censorship. While Ms. Adams self-censored the discussions in her classroom, Mrs. Barnes explained that the district and school leadership censored sensitive topics. For example, during the recent election in 2016 between Hilary Rodham Clinton and Donald Trump, Ms. Barnes said teachers were asked by the school district to refrain from discussion about the candidates and only teach the electoral process. She noted,

We were told not to, because it was such a hot topic and so much controversy around it, so, like, we couldn’t even watch the inauguration on TV. Where some schools did, we were told not to because it was such a big hot-button topic. So, we didn’t bring it in, but whenever you heard kids comment, because of course they’re going to comment, especially at this age. They’re old enough to hear, and so we just had a conversation, “Well, you know, we all have different opinions and different views, and yours isn’t wrong and yours isn’t wrong, but we’re going to keep them to ourselves

right now. We're not going to discuss it," so <pause> and that's pretty much where we drew the line.

Additionally, Ms. Barnes self-censored out of fear of repercussions, which might lead to reprimand, as noted below,

In the back of my mind, you always have that parent that's going to call administration, or they're going to go above administration's head or call district because they don't agree with something that you've said, or you've taught. So, I feel like it's a very delicate tightrope that you have to balance on whenever you're discussing something.

Mrs. Barnes censored classroom conversation due to self-imposed guidelines, based on anxiety concerning consequences that might impact her career, as well as district-imposed parameters that suggested teachers discuss the electoral process, but not the candidates.

Missed opportunities. Based on my observations in the classroom, Mrs. Barnes missed opportunities to connect curriculum to current events, and for students to engage meaningfully with the one-to-one technology available in her classroom.

Lack of connections to current events. Due, in part, to an intense focus on reading comprehension skills in preparation for the state high-stakes assessment, Mrs. Barnes' planning and instruction lacked connections to current events. For example, in learning about how firefighters worked together as a team when reading *Wildfires* by Seymour Simon from the core-reading program, Mrs. Barnes did not discuss the current events happening in her state or her school. At the time, several counties in the state were experiencing a severe drought. Headlines and articles about the fires filled local newspapers and daily news shows on television. The morning that students read this text, a wildfire burned near the school. When I arrived at the school, the smell of smoke was heavy. It was so strong that when I walked into the building that morning, the principal shook her head and told me they had to

make some adjustments to the air conditioning system to try to clear the smoke out of the school building. Yet, before students read the story, Mrs. Barnes did not mention the smoke in the building that morning or the fires in the state.

Another missed instructional opportunity to connect to current events occurred when students read about Dolores Huerta and Cesar Chavez working to support farm workers in the 1960's. In the past several years, higher wages and improved working conditions remain a concern for farm workers in the tomato industry. Recent coverage occurred on local news shows and in the newspaper about protests at a local supermarket and a fast food restaurant chain; yet, this was not mentioned when I observed. Instruction did not focus on comparing and contrasting the work of Huerta and Chavez with the labor issues today. Links could have been made to civil rights, labor, and economics. Engaging students in analyzing the new documents and comparing the current issues to the issues addressed by Huerta and Chavez might have allowed students to use disciplinary literacy and critical literacy, analyze and evaluate sources, and possibly involve students in letter writing to engage with the issue.

Lack of opportunities for students to engage with technology. While students in Mrs. Barnes' classroom did use laptops each day I observed, the laptops were used as word processing tools. Students used the laptops to create weekly vocabulary slide presentations that featured, much like paper and pencil worksheets, definitions, sentences with the vocabulary words, and an illustration. Opportunities for students to engage in research beyond school-approved book lists did not exist. Additionally, opportunities for students to create and invent materials such as infographics, podcasts, or iMovies were non-existent.

Sub-Question Four

In what ways, if any, do teachers use disciplinary literacy practices?

I did not observe Mrs. Barnes using disciplinary literacy practices in her third-grade classroom. Students did research a good citizen of their choice and were required to include more than one source; however, I did not observe discussion about the importance of sources and how they might differ, or the importance of multiple perspectives.

Lack of disciplinary literacy practices. While Mrs. Barnes directed students to re-read the core-reading story about the citizen they researched and create a slide presentation, the instructions did not encourage disciplinary literacy. She did tell students that they could research on a website if they chose to do so. Directions for the slide presentation, taken from my observation notes, included:

Slide 1: Title

Slide 2: Answer the question, “Why is it important to be a good citizen?” Directions stated the slide must include two sentences with at least eight words in each sentence. No discussion amongst students occurred about what it would look like today.

Slide 3: List the qualities of a good citizen. Most students copied this verbatim from a page in the core reading program. Mrs. Barnes reminded students of the list at the end of the Susan B. Anthony story in the reading program.

Slide 4: Include two examples of a good citizen. Mrs. Barnes gave students a sentence starter that read, “_____ is a good citizen because_____.”

Slide 5: Explain the effect of being a good citizen and how it impacts the community.

Slide 6: References

Mrs. Barnes also required one picture on each slide. During this project, students worked independently. While I was in the classroom, student conversations did not occur

about the citizens they researched. However, students experienced choice about whom to research. While Mrs. Barnes told students, “Your good citizen does not have to be a famous person, think about when we talked about community helpers. You could include them in your research,” none of the students researched a community helper that they learned about, such as the firefighters. However, all students researched someone from history, rather than focusing on community helpers. No instruction or conversation occurred about the sources where students found information or the authors of those sources. I did not see or hear conversations about any conflicting information in the sources, or comparison of sources. All of the lessons I observed focused on factual information, with no room for inquiry about topics or differing perspectives.

Mrs. Barnes attempted to engage students in the disciplinary literacy practice by asking students to think of a problem in the community and how it might be solved, which would connect to the NCLCE six practices for effective civics learning, specifically incorporating discussions about local, national, and international issues. Students did brainstorm together at their tables in groups of four about problems in the community that needed to be solved. However, the students did not move beyond the brainstorming to conduct research about the issues, read current information about the issues, or reach out to community organizations already working to solve the problems.

Main Research Question

What are the experiences of teachers integrating literacy and social studies?

Mrs. Barnes’s integrated literacy and social studies instruction, guided by the state’s high-stakes assessments and district curriculum maps, included skills-focused and teacher-directed surface level instruction from the core reading program. She expressed a need for additional resources and professional development related to social studies instruction and technology instruction. Mrs. Barnes’s instruction centered around district curriculum maps

and reading skills; it lacked connections to current events and lacked significant and consequential use of the school's one-to-one technology resources for creation and design, as well as opportunities for reading and writing beyond what could be done with paper and pencil.

Mrs. Clark, Fifth-Grade Teacher

Mrs. Clark had taught for three years. Although she had only been teaching in a public school for three years, she explained to me that she had a great deal of familiarity with various teaching styles due to her son. Her son has autism, and she explained that for most of his public-school career, she attended classes and worked regularly as a volunteer in his classrooms. She noted these experiences provided her with a huge well to draw from when thinking about the various types of teachers and classrooms that operate in schools.

Mrs. Clark's fifth-grade classroom was located on the second floor of the three-story building. After entering the building through the front office area, I entered a walkway with stairs on each end, leading to the second and third floor. After I arrived on the second floor, there were two walkways, moving in the opposite direction of the office area. I took the walkway to the right, and Mrs. Clark's room was the first door on the right. The door opened on the left side of the classroom. Next to the door, Mrs. Clark placed a bookshelf (Figure 11), filled with nine baskets full of novels and a few picture books for students to independently read. On top of the shelf, two green crates waited for students to submit work. Tall, dark gray cabinets lined the rest of the wall on the left of the classroom from the door. Perpendicular to the wall with the cabinets, there was a wall with two large windows. The blinds over the windows remained closed during the time I observed. Between the cabinets and the first window, three posters hang on the wall related to science, including one listing the steps of the scientific method.

In between the two windows, there was a map of the world and a map of the United States. The class laptop cart stood at the end of the wall with the windows, in the corner,



Figure 11. Fifth grade classroom library.

and was covered by a large chart stand. The chart on the stand focused on language objectives and sentence stems related to the objectives. For example, one objective stated, “to evaluate/judge.” The sentence stems connected to the objective included, “I agree with this because ...,” “I disagree with this because ...,” “A better solution would be ...,” and “The factors that are the most important are ...” The wall opposite the cabinets contained a large SMART board flanked on both sides by bulletin boards. On one bulletin board, Mrs. Clark

posted the school vision statement, school goals, and classroom rules. The other bulletin board contained a chart where Mrs. Clark wrote objectives for the class as “I can” statements. Along the wall opposite the windows, Mrs. Clark kept her teacher cart with her computer and document camera. Her kidney table sat next to the cart. On the other side of the cart, a four-drawer file cabinet stood and next to it was a round table where students sometimes worked.

During my observations in Mrs. Clark’s classroom, she taught students about World War II and the Holocaust. She used the novel *The Devil’s Arithmetic* by Jane Yolen as the only text during the first two days I observed. *The Devil’s Arithmetic* (1988), a novel by Jane Yolen, tells the story of a young girl, Hannah, at her family’s Passover Seder. Hannah, the main character, attends but is indifferent about the purpose of the Seder and the stories told by older family members. However, when called on to engage in part of the Seder, Hannah is transported back in time to Poland and a concentration camp. Yolen frequently uses allusion and figurative language in the novel. However, on the third through fifth days, she also used short digital clips about World War II that included information about the rise of Hitler, Germany’s expansion at the beginning of World War II, America’s involvement in the war, and Hitler’s fall. The digital clips included primary sources, including news footage from the actual time period, along with maps and photos of major world leaders during the era. She indicated she did not spend a great deal of time on America’s involvement and Pearl Harbor because she taught students on December 7, 2016 about Pearl Harbor. Based on my observations, students did remember these lessons as they referenced Pearl Harbor, Japan, and the beginning of the U.S. involvement in World War II. She expressed she used important dates in history to teach students about United States history, even if it was not in the curriculum maps.

Sub-Question One

What information do teachers use when making decisions about integrated instruction?

Driven by a desire to know her personal history and storytelling. Mrs. Clark told me that she had a passion for teaching social studies. She said it started when she was growing up. She explained,

I did not know anything about half of my family. I did not grow up with my father, that that whole side was a blank slate. I had no idea what was going on. I didn't know where we came from. I had no history. I found that it fascinated me to not only try to find out my own history, but to learn the history of other people, and then the region, the country, even the world as a whole. And I have a penchant for storytelling. I could mix my love for storytelling with the facts from history, and that people would listen, and that people were hungry for that. They wanted to know where we came from. And I wanted to be the one to tell them.

Needs. Mrs. Clark addressed the same areas of need as Ms. Adams and Mrs. Barnes did, including resources, professional development, and time.

Resources. Mrs. Clark indicated a desire for additional resources. Specifically, she stated, "We need a reading book that truly integrates, and a social studies book." She described a lack of depth in the core-reading program connections.

Professional development. Mrs. Clark said she had not experienced any professional development related to social studies or on how to integrate. She noted,

In previous years, there was quite a bit for reading, basically, any facet of reading you could ever imagine. And I would generally take those because there are so many different nuances, and the reading block is such an important part of the day.

She stated, "I would go and seek out the professional development when it came to literacy because you can never have too many tools or too many options." Mrs. Clark explained that

she participated in extensive training on teaching writing at her previous school. The training included learning to teach to write for a purpose, an audience, and a specific task (PAT).

This year she indicated that her principal provided most of the professional development at the school, and they used the work of Ruby Payne's on understanding poverty.

Time. Mrs. Clark stated that she had to “find the time” to teach social studies. She explained,

I guess I come from a time when social studies was <pause> it was a dedicated time, with a dedicated curriculum, and there was no question about it. You knew you were going to have it during the day. Your teacher knew they were going to give that instruction. Your parents expected you to have that knowledge. And I also come from a time where we ate dinner at the table, and we talked about what you learned during the day. And when it got to the social studies, usually the news was already on, so you parent would tie that in, and it was just a very complex circle of instruction. That doesn't exist anymore. You don't have the curriculum mapped out for you, literally and figuratively. You are not given the time. It's supposedly integrated into your reading block. But unless you actually pick that out and teach it, it can just sit there, without a lot of recourse. (...) Newspapers are not really a thing anymore so parents and children are finding their news through the Internet and not checking sources or seeing if they're reputable. So, I feel like, in just about every facet of life, there is no such thing as social studies instruction unless you have someone who happens to care about it trying to bring it to you. And then that's often a challenge because you have to find the time.

Mrs. Clark suggested the lack of time in her classroom and school connected to a lack of time in everyday life to focus on social studies.

Sub-Question Two

How do teachers' beliefs align with their practices?

Mrs. Clark's beliefs appeared to align with her practices, based on the interview data and the classroom observations. When asked to define literacy, she stated,

Of course, it has to do with reading. That's its most basic. But it also has to do with, I feel, the ability to understand the lesson in its greater sense. Not just knowing how to achieve a skill, such as knowing how to put your letters together, or knowing how to read letters on a paper. You have to be able to connect all the skills together and make them work, even when you do not have, necessarily, the background knowledge or the tools to continue forward.

My observations in Mrs. Clark's classroom aligned with her beliefs that literacy is not only skills but meaning-making. She taught skills within the context of a book but not isolated. She also noted she valued student voices, and I observed her providing students opportunities to share thoughts and ideas every day that I observed in her classroom.

Sub-Question Three

How do teachers organize, plan for, and provide integrated instruction, including how they use the core English/Language Arts programs and core Social Studies programs?

Mrs. Clark used the district curriculum maps as a navigational tool. She sought to understand the goal of the standards and often planned using resources outside of the core-reading program. She indicated that her grade level team met regularly and that she shared her reading and social studies lesson plans with the team. However, she noted that others on the team did not regularly add to her plans or make suggestions.

Student-centered classroom. While Mrs. Clark chose the novel that students would read and listen to as a whole class, the discussion centered on students' questions and inquiries. For example, one student asked what the author meant when she said, "the forest

is boiling with people.” Rather than answering the question herself, Mrs. Clark explained that authors often use figurative language to create a picture in the reader’s mind and explain something with words that create an image, as opposed to explicitly stating something. She asked the class if anyone could explain the meaning of the figurative language. This led to a great deal of discussion amongst the students. Additionally, one student questioned the meaning of the title of the book. This student’s question led to a lengthy discussion about what it might mean, with several students sharing their thoughts. All suggestions made sense, and some created more discussion. During the video clips, Mrs. Clark encouraged students to take notes, but also to write down their questions. After the viewing, students shared questions and discussion followed.

Mrs. Clark wanted her students to think. After my observation one morning, students went to music, and Mrs. Clark returned to the room. When I asked her about the student led discussions in her class, she said, “I’m not here to show off. I want them to show off. I told them I would be wrong, and they would be wrong. We can share our thinking with each other. They just need to be respectful.”

Self-censorship. During my observations, Ms. Clark exhibited self-censorship at various times when discussing World War II, the Holocaust, and the novel *The Devil’s Arithmetic* by Jane Yolen. In the novel, the gas chamber is referred to as Lilith’s Cave. A student asked why, and rather than going into detail, she explained that some people believed Lilith was from the creation story and that she was evil. She stopped short of explaining that some believed Lilith was Adam’s first wife in the creation story and told students that they could investigate it on their own if they wanted to know more. When I asked her why she did not say more, she indicated that she did not want one particular student to tell her parents that Ms. Clark was sharing a different version of the creation story

because she feared that parent would call the school office and complain. She noted that sensitive issues and political correctness necessitated caution in the classroom.

Storytelling. Mrs. Clark told personal stories about family members who fought in World War II. She also used the whole class novel as a storytelling tool. In *The Devil's Arithmetic* by Yolen, the main character is transported from her family Seder to a concentration camp and then back to the Seder at the end of the novel. Some of the characters in the concentration camp are characters at the family Seder, but Yolen does not explicitly state this. Mrs. Clark asked students to talk through the story at the end of the novel to determine who each character from the concentration camp in the story was with whom the protagonist's family members were at the Seder, at the beginning and end of the story. Mrs. Clark used the novel to teach literacy skills, noting the author's choice of vocabulary and her use of alliteration, idioms, and euphemisms. She also asked comprehension questions throughout the discussion. Students practiced predicting and inferring daily as they read the novel. Additionally, she connected the use of the gas oven from Yolen's *The Devil's Arithmetic* to the use of gas ovens in fairy tales, specifically *Hansel and Gretel*. Mrs. Clark also made students aware of the Yolen's use of contradictions in her writing. For example, at one point in the novel, the commandant arrives, which meant that more people would be chosen for the gas chamber. As he arrived, the scene, an early morning, is described to include a brilliant sun, blue sky, and birds singing, which is a stark contrast to the reality of the conditions in the concentration camp.

In addition, Mrs. Clark connected the idea of storytelling to the numbers on the arms of the people in the concentration camps. She reminded students that the characters put a story behind each number. For example, a one meant that the character was alone. Mrs. Clark used personal storytelling and the stories from the novel to connect her students to the historical time period of World War II. She also asked the students to think about what their

numbers might represent. Student conversation around their numbers caused them to reflect on their own families and how a war might affect their lives. By posing the question about students' possible numbers, she made history come alive for the students.

Sub-Question Four

In what ways, if any, do teachers use disciplinary literacy practices?

While Mrs. Clark did teach literacy skills through the class novel, she began discussing disciplinary literacy as she explained how she planned to integrate literacy and social studies. She talked about using the standards as a starting point and moving to integrated curriculum through the standards. She explained, noting,

We have standards for this grade level that have to do with primary and secondary sources. That is something that is probably the easiest way to integrate social studies. So first I had to teach them what that meant, and we used our project to do that. They had to use a biographical figure, and we chose Frederick Douglass because it linked to our core reading program story at the time. And you have to be very careful with those types of sources because they get very lengthy and very wordy and that can definitely confuse students. I just took snippets out, and I used that to teach not only what the sources were and to teach academic sources that were reputable, versus Wikipedia, where you don't really know where that information is coming from. And then, we used it to build a greater picture of the person himself. So, we found letters he had written from Ireland. So, then we linked that to the maps. He traveled from here to here. And that we used that to talk in a great sense as to where, you know, what was going on during that time in that country, and what was going on here. So, I branched out from that using just that one start with the sources.

In the lessons described above, Mrs. Clark taught about primary and secondary sources, sourcing documents to determine who authored them, using multiple documents to deepen

understanding about a person or event, contextualizing a time period, and geography. Additionally, she shared student work samples of projects on the Great Depression that students completed based on research done in class. In one student work poster that she shared, there was evidence of the use of primary source documents and analysis.

I also observed Mrs. Clark helping students make connections about World War II across multiple texts, including maps, a novel, and multi-media texts. Below are two samples of exit tickets students completed one morning after reading the end of *The Devil's Arithmetic* and then viewing three brief movie clips about World War II. Students were required to write three things they learned, two things that surprised them, and one question they still had after viewing the video clips. One student wrote,

Nazis and Hitler wanted world domination. Pearl Harbor happened in 1941. Japanese people were treated unequally. After a while the ships were started to be sent every 4 hours. There were more than 2 leaders who wanted world domination. Why was it so hard for everyone to get along and equal?

Another student wrote, "Hitler had a big ego. He hated Jews even though he was one of them. Japan had not lost a war for 2,000 years. Hitler was short. The dead baby photos. What was the meaning behind the Nazi symbol?"

Finally, Mrs. Clark consistently asked questions with multiple answers and encouraged students to ask questions based on their learning. For example, she asked students why the author might have chosen the word arithmetic for part of the title. One student said perhaps that it was because you have to solve problems in math and in the concentration camps they had to solve problems. Another said that in math you have to think about what to do next, and the people in the concentration camp had to think about what they needed to do to survive. Mrs. Clark encouraged students to let their thinking "percolate" and take time before answering questions or commenting. Several other students volunteered their

thoughts about Mrs. Clark's question. Students respectfully listened and agreed or disagreed. She encouraged students to seek text evidence to answer questions but to look beyond the text to ask more questions.

Missed opportunities. Mrs. Clark missed opportunities to discuss the Japanese internment camps in the United States during World War II, even though it was briefly mentioned in one of the video clips she showed to the students and one student even mentioned it on an exit ticket. Often, this part of our history is not included in social studies text on World War II. Moreover, she did not address current events such as the refugee situation around the world. Additionally, when discussing the atrocities of World War II, students brought up the ideas of prejudice, bullying, and individuality. Mrs. Clark did not use those student connections to encourage active participation in school governance or the community.

Main Research Question

What are the experiences of teachers integrating literacy and social studies?

Mrs. Clark's integrated literacy and social studies instruction, guided by her desire to know her own history and storytelling, included student centered instruction that facilitated meaning making and higher-level thinking. She indicated a need for resources, professional development, and for time to plan effective instruction. Mrs. Clark used multiple texts, both print based and digital, to examine multiple viewpoints and primary and secondary sources. While she had not heard the term disciplinary literacy, she implemented some disciplinary literacy practices.

Conclusion

The three elementary teachers in this case study research experienced some common needs, including a need for resources, professional development, and time. However, they had different ideas about how those resources should be allocated, what they considered

priority resources, and the various types of professional development that would be most meaningful for them. They were guided by diverse factors and constrained by others. Additionally, all three teachers missed opportunities, especially in the area of critical literacy. These commonalities, the differences, and constraints will be explored across the cases in Chapter Five.

CHAPTER FIVE: CROSS CASE ANALYSIS

In Chapter Four, I shared the stories of Ms. Adams, Mrs. Barnes, and Mrs. Clark based on interviews, observations, and artifacts. I attempted to situate their experiences in their personal, school, district, and classroom contexts. In this chapter, I summarize the findings, looking across the cases for similarities and differences to elucidate the complexities of teachers' experiences integrating literacy and social studies in an elementary school.

Cross Case Analysis

To conduct the cross-case analysis, I analyzed the themes created from the individual cases. Then, I looked at the data for all three teachers to identify evidences of similarities and disparate data within the themes. (Creswell, 2013; Janesick, 2011; Merriam, 2009).

Below, I explain findings related to teachers' beliefs and practices, curriculum maps, the lack of available resources, a desire for professional development, a lack of writing instruction, missed opportunities for critical literacy, and concerns about censorship.

Conflicts between Beliefs and Practices

Each of the teachers in this research noted that students needed to collaborate, based on their classroom design as well as conversations; yet, two of the three teachers' practice differed greatly from their beliefs. For example, Ms. Adams, the kindergarten teacher, spoke about her "favorite" blog and her beliefs about children needing to be active. In her favorite blog, the author discusses alternative seating, and Ms. Adams wanted to use it the following year. She said students need opportunities to move and interact because they are so active. Yet, she controlled all the student movement in her classroom, and she directed students to work on their own at their seats during writing. All three teachers arranged the desks in their

classroom in groups of four or five, but only Mrs. Clark allowed opportunity for discussion of ideas and writing on a consistent basis. I observed few opportunities for student interaction in the kindergarten and third-grade classrooms. When writing, students were told not to talk but to work on their own writing in kindergarten and third grade.

Each of the teachers believed curriculum integration was beneficial to students; yet, I observed limited integration beyond basic memorization in kindergarten and third grade. When I examined these data from the crosswalk I developed, there was little movement beyond the knowledge acquisition section. Students did not engage in discussion beyond the local level, and that was often absent in the classrooms. I did not observe elementary students participating in community service, school governance, or simulations related to social studies instruction.

Map as Martinet, Guide, or Navigation Tool

Curriculum maps are a critical piece of the planning and instruction in this school district. The teachers in this research study used the curriculum maps in three distinct ways. Ms. Barnes, the third-grade teacher, viewed the curriculum map, as well as the core-reading program, as a martinet, or disciplinarian, demanding its own way, with no room for variation. It was a mechanical, scripted curriculum. Like someone on a people mover, Mrs. Barnes followed the district curriculum maps, adhered to the stories in the core-reading program, and did not allow students to take any side roads. Mrs. Barnes followed the curriculum map and sought direction about which moves to make based on the pressures of the high-stakes assessments, and the district-adopted core-reading program. She assumed control and placed students with her on the people mover to attempt to achieve success for all on the high-stakes assessments. Using the maps as a martinet provided little context for students, minimal authentic opportunities for connected content, and limited class discussion beyond rote learning.

Ms. Adams, the kindergarten teacher in the study, used the curriculum maps as a guide, permitting her to move in the right direction and stay focused on important points, but did not allow for exploration outside of the key points on the journey. She moved students toward the destination on the curriculum map by pointing out the window from point A to Point B, but did not allow students to do any exploration on their own. Little opportunity was afforded students to ask questions, explore different viewpoints, or investigate side roads. She did not adhere to the core-reading program texts at all times but did follow the suggested sequence of standards on the curriculum map. Ms. Adams used the map as a guide, so students couldn't make any false turns, off the path. For example, when assessing students' prior knowledge about what police officers do, a Hispanic female kindergarten student said, "they shoot people." The comment was a distraction and off the path or not on the teacher's map. The teacher immediately discounted the comment, asked the girl to ignore the distraction, and moved on towards the destination on the map. Ms. Adams used the curriculum map and based on her commitment to the map, she had to move back to the map.

In contrast to Ms. Adams and Mrs. Barnes, Mrs. Clark viewed the curriculum maps as a navigator, permitting her to use the map as a reference, and the compass to ensure movement in the general direction of the maps. She led her students on a tour using the curriculum maps and allowed exploration of side roads rather than just taking the interstate and the quickest route possible. She provided students opportunity to explore, ask questions, discuss, and debate the content. For example, when reading the novel, *The Devil's Arithmetic*, students explored racism, prejudice, and segregation, all after students asked questions or made comments about the topics. Students interpreted the various possible meanings of the title and respected each other's opinions while listening to each other explain their thinking. The navigation viewpoint allowed Mrs. Clark and her students to maneuver through the terrain of the learning process together.

All three teachers viewed the questions for higher order thinking on the curriculum maps as beneficial to them when planning and to their students. However, only Mrs. Clark implemented the higher order thinking questions in her classroom when I observed.

Lack of Social Studies Core Curriculum Materials

All three teachers voiced concern that the district curriculum maps limited the information related to social studies. Each of the teachers shared a weekly curriculum map with me. On the six-page curriculum map, one fourth of one page was devoted to the science or social studies correlation. In that section, depending on the story in the core-reading program, the science or social studies standards that related were listed. There were approximately three bullet points with strategies for integration, including ideas such as partner discussion, re-reading of a text selection with students sharing related examples, and a modification of the week six research project to include political cartoons.

All three teachers noted the lack of social studies core curriculum materials since the requirement to integrate was implemented several years ago. Ms. Adams and Mrs. Barnes indicated that social studies core materials were not used at their previous schools after the core-reading program was adopted because the core reading program integrated the curriculum. The teachers at the school where this research was conducted were not given any social studies core materials. However, even though the district provided limited social studies curriculum materials, except the digital video clips that were available to Mrs. Clark and the others, Ms. Adams, the kindergarten teacher, and Mrs. Clark, the fifth-grade teacher, both used maps on their classroom walls to supplement their social studies instruction. Mrs. Adams had a map of the United States on her wall and when she read aloud about a place or a monument, such as the White House, she would make a marker to identify that place, and put it on the map in the correct location. Mrs. Clark placed a world map on her classroom wall

and referenced it as students viewed and discussed videos about Hitler's movement across Europe.

An Appeal for Professional Development

Multiplicities of ideas abound about effective and meaningful professional development for teachers. The three teachers engaged in this research each suggested their desire for professional development. However, each teacher had distinct and varying suggestions for meaningful professional development. Ms. Adams, the kindergarten teacher, advocated for teacher professional development inclusive of new literacies, including social media. She also indicated that differentiated professional development should be offered, especially for kindergarten teachers. Mrs. Clark, the fifth-grade teacher, proposed choice in professional development that grouped teachers by interest in a professional learning community around topics of importance to the teachers. Third-grade teacher, Mrs. Barnes, discussed the importance of ease of access to professional development offerings. While the teachers each explored different types of opportunities for professional development, they also mentioned several barriers inhibiting their professional development.

Lack of Writing Instruction

Writing is a part of effective literacy instruction (Christianakis, 2011; Cunningham & Allington, 2011; Dyson, 1982, 1990; Mackenzie, 2011); yet, I observed minimal writing instruction. In this district, writing instruction should occur in the literacy block that I observed in each classroom. In Ms. Adams's kindergarten classroom, students did write each day. Students wrote after their whole class read aloud, every day. However, the writing followed a similar format and the emphasis was on mechanics more than content. Additionally, Ms. Adams allowed the students to use the shared chart she created with the students as a support on some days, but not on others. Students also had opportunity on a few days to write in the writing center, but I did not observe this work being shared or

examined by the teacher. In third grade, students wrote to prepare for the fourth grade-writing test, to write vocabulary sentences, and to create power points with basic facts. I did not observe evidence of critical reflection on the reading through writing. Fifth-grade teacher, Mrs. Clark, encouraged students to write their thoughts and questions when viewing the video clips on World War II, and to write exit tickets to demonstrate learning. However, I did not observe students engaging in writing that allowed for rich development of topics, or critical thinking to unpack the content read in their book or viewed in the video clips.

Opportunities

Professional development through social media sites is a relatively new field of exploration in the current literature. Yet, Ms. Adams regularly uses social media sites as a tool for her own professional development. She stated, “I tell everybody, ‘You find your top three blogs and you follow them on everything: Facebook, Instagram, Twitter.’” She spoke with excitement and noted,

My absolute, 100 percent favorite one [blog] is Mr. Greg Smedley, <pause> I think his blog is called Kindergarten Smorgasbord. I love that man. He’s inspired me. He’s gotten rid of all his desks and chairs, and I am almost 100% that I’m going to do that next year. Especially with <pause> I’m seeing more active children; they need to spread out.

Ms. Adams also shared that she regularly uses Pinterest to locate the crafts students create that connect to their social studies content. For example, when teaching the unit on U.S. symbols, she taught about the Liberty Bell. After students listened to a read aloud about the Liberty Bell, Ms. Adams and the students created a graphic organizer of what students learned. Subsequently, students went to their seats and wrote three sentences explaining what they learned about the Liberty Bell. After students each read their paper to the teacher, each student created a mock Liberty Bell out of a plastic cup, covered in tinfoil.

The students then cut a crack in the cup to simulate the crack in the Liberty Bell. Students attached their Liberty Bell to their papers, and Ms. Adams displayed them in the classroom. Ms. Adams stated that she found the idea on Pinterest, along with other ideas that linked to curriculum throughout my observations in her classroom.

Professional learning communities (PLCs), often considered as a valuable form of professional development, offer teachers space to work on topics of mutual interest. Mrs. Clark advocated for a professional learning community related to social studies, in schools, in districts, and across the state. She said, “I feel like if our district and districts across the state would allow <pause> like-minded people to have time to maybe have some sort of professional development with other teachers in other schools, that we could <pause> share what we do.” She indicated that much of the PLC work at her school, led by administration, focused on reading, specifically related to differentiation and small group activities. She indicated that she could not remember any specific professional development related to integrating literacy and social studies.

Mrs. Barnes, the third-grade teacher, suggested she wanted professional development to be provided with more follow up, specifically related to technology. She stated,

I was very afraid of it [technology] and timid because I had never had so much technology, and it was overwhelming at the beginning of the year because they were throwing all these different programs at us, but we really weren't, we'd get, like a half an hour training here and there, so I would want to implement the technology, because I think that that kept the students more engaged and I think that they learned more whenever I gave them an assignment like their Google slides or their Google docs.

Mrs. Barnes suggested that with follow up, she would have utilized the technology, specifically the student laptops, more effectively to engage students in reading, social studies, and research.

Barriers

While each of the teachers suggested ideas for improvement in professional development, they also discussed barriers to professional development, including costs, lack of follow up, lack of differentiation, and changes in district technologies without training. Ms. Adams mentioned that professional development was often at her own expense or as she said, “on her dime” and on her own time. When discussing in-school professional development, Ms. Adams mentioned a lack of depth and differentiation. Additionally, when asked about professional development related to integrated literacy and social studies, she noted, “They always talked about integrate social studies and science, but they never went into depth.” She then pondered and noted, “But maybe they did with other grades because kindergarten <pause> is like their own island. We’re a different breed.” Ms. Adams explained that an organization affiliated with a nearby college provided some professional development related to civics, primarily related to standards and a few strategies for integration. However, because she believed she already knew the standards, she noted she “didn’t really learn anything.” The professional development provided by outside sources was a couple of days before school started, and there was not follow up once the school year started, at least not in the primary grades. Mrs. Barnes, the third-grade teacher, also indicated a concern related to the lack of follow up to professional development. She said that follow up to the technology related to the use of student laptops would have been more meaningful for her, rather than a short, one-time training.

Ms. Barnes also noted that the district's new online professional development scheduler that allowed teachers to sign up for professional development was not user friendly. She stated,

It's <pause> difficult to find the classes that you need to get. Like today I was trying to find the ESE class I have to take for my certification, and I can't find it on there. I know where to go to look for it. (...) The last one, I could just type in ESE and all of the ESE courses would pop-up and this one, it says no courses offered. You have to actually know the title of the course that you want to take. (...) I think there should have been some training on how to use the page before it was thrown at us.

Teachers also identified time as a barrier to professional development. Teachers rarely have time to attend professional development during the school day, so if they do attend a professional development, it is after school, on weekends, or during the summer. Additionally, they suggested the time spent in grade-level planning meetings did not enhance their integrated curriculum development.

Censorship

All three teachers expressed they avoided teaching sensitive subjects for fear of repercussions, with parents, administration, and the district. Ms. Adams avoided any information other than facts about what police officers wore, and the tools they used. She dismissed a student's comment about a controversial issue related to police officers and their work. Ms. Barnes explained the district censored discussion around the recent election, at least as it related to the candidates. Finally, Mrs. Clark indicated she avoided sensitive topics for fear of parent complaints.

Missed Opportunities

Connections to current events. All three teachers missed opportunities to connect literacy and social studies to current events. Instead of rich, complex conversations, the

teachers in this study avoided connecting the stories in the core-reading program to current events. Ms. Adams, the kindergarten teacher, missed opportunities when sharing about police officers. A School Resource Officer (SRO) with the local sheriff's department remains on campus full time at the school where this research took place. When learning about police officers, Ms. Adams missed an opportunity to connect the SRO's role to what students were learning from the book she read. When reading *Wildfires* by Seymour Simon, Mrs. Barnes, the third-grade teacher, missed opportunities to discuss the vast amount of fires in her state, the damage caused by the fires, and she missed an opportunity to discuss the role of citizens to protect the environment by using caution when drought conditions are present. Mrs. Clark, the fifth-grade teacher, missed an opportunity to connect the idea of segregation and prejudice during World War II to the segregation of refugees today.

Collaborative planning. All three teachers participated in grade level meetings; however, based on the explanations of what occurred in the meetings, it appeared compliance, not collaboration, was the impetus. Teachers in this research study did not experience grade level teams that worked to meet the needs of students, but teams that forged ahead to follow curriculum maps and achieve passing scores on the state ELA assessment.

Critical literacy. Critical literacy engages students in reading the world; yet, all three teachers missed opportunities to connect literacy and social studies to the real world. Ms. Adams's kindergarten classroom lacked critical literacy instruction. For example, when sharing a YouTube video of real police officers to connect to her unit on community helpers, she selected a video with all Caucasian officers. This video was shared in a classroom with approximately 80% Latino student population. Mrs. Barnes did not connect being a good citizen to being responsible when there was a serious drought in her area, even when reading

texts about wildfires and firefighters. Similarly, Mrs. Clark missed the opportunity to connect the plight of the Jews and segregation to the refugees currently in the daily news.

Conclusion

The teachers in this research study all expressed a desire to integrate literacy and social studies, yet their beliefs did not always align with their practices. Their practices, sometimes guided by district curriculum maps, state assessments, a lack of materials, and censorship, lacked substantial, if any, critical literacy and disciplinary literacy. Rather than focusing on social studies instruction as a tool for active lessons that transformed students' ways of thinking, most lessons focused on fact-based, knowledge acquisition. Because of the censorship, teachers missed opportunities to connect the curriculum to students' lived experiences and current events and to develop critical literacy skills.

CHAPTER SIX: DISCUSSION AND IMPLICATIONS

This study examined the experiences of three elementary teachers tasked with integrating literacy and social studies. Using a case study approach that involved interviews with each teacher, observations, lesson plans, and photographs, I examined the teachers' experiences implementing integrated literacy and social studies. The following sub-questions guided the research study: (1) What information do teachers use when making decisions about integrated instruction?; (2) How do teachers' beliefs align with their practices?; (3) How do teachers organize, plan for, and provide integrated instruction, including how they use the core/English Language Arts programs and core Social Studies programs?; (4) In what ways, if any, does the teacher use disciplinary literacy strategies to support social studies instruction? The findings of this study align with other research related to teachers' experiences in the classroom (Borg, 2003; Duffy, 1982; Griffith, 2008; Griffith, Baumi, & Barksdale, 2015; Hargreaves & Moore, 2000; Meidl, 2013; Roehrig, Bohn, Turner, & Pressley, 2008; Yilmaz, 2008). In addition, findings suggest several implications for professional development, teacher education, and policy.

The research findings are discussed below, first by each sub-question, and then in a broader sense to extend the conversation about integrated literacy and social studies instruction, and implications for researchers, educators, and others whose goal it is to support teachers in their efforts to integrate literacy and social studies.

Sub-Question 1: What Information Do Teachers Use When Making Decisions About Integrated Instruction

My research findings indicate that the three teachers in this school used highly personal information when making decisions about integrated instruction, as well as the core reading program, district curriculum maps, and personal resources. The teachers all included personal stories - histories of their families, as information that guided their decision-making. Ms. Adams' talked about her father's influence on multiple occasions, labeling him "a true blood American" and noting that he has "taken me to almost every area of the United States." Mrs. Clark also used personal information, but it was her lack of the knowledge of her history that guided her decision-making about integrated instruction. She stated that could use her "penchant for storytelling" to share "where we came from."

Given Ms. Adams' personal history, and her love of her country, I posit that her strong reaction to the young kindergarten student who said, "They shoot people" when discussing police officers, is because the child's comment disrupted her perception of the United States and the role of police officers. The child's symbols, or words, did not align with the symbols from Ms. Adams' history and lived experiences in the United States. I understand this love of country because I grew up with a dad who served in the Navy, and I have a son who serves as a police officer. I understand the disequilibrium that occurs when anyone says something similar to what the kindergartner said, but I also understand that my white, middle-class world affords certain privileges that do not align with the world others experience in their daily lives. Extending our work with teachers in classrooms to move beyond our worlds, to the worlds of our students, is key if we are to honestly include current events in our social studies instruction, as well as engage in problem solving for a better, more just future.

Teachers also used district created curriculum maps to guide their decision-making about literacy and social studies instruction, although in vastly different ways. Resources, or a lack thereof, guided teachers' decision-making, especially as it related to what books and materials to use when teaching. Finally, teachers' own professional development guided their decision-making related to integrated curriculum.

Sub-Question 2: How Do Teachers' Beliefs Align with Their Practices?

Findings from this question indicate incongruity between beliefs and practices. While the kindergarten and third grade teacher demonstrated alignment between their belief and practice about the importance of foundational skills in reading, I did not collect evidence to support their belief that students should collaborate and that learning is social. Additionally, I did not collect evidence to support their belief about student-centered classrooms. However, the fifth-grade teacher's lessons did support her beliefs in student centered instruction and the importance of dialogue in the classroom.

Perhaps there were disconnects between beliefs and practices due to the many mixed messages from the district and state. For example, our state mandated integrated literacy and social studies instruction, but to my knowledge, and based on the teachers in this study, has provided little, if any, professional development to support teachers in how to integrate. Additionally, given the message that the school context would center on civics instruction, one would assume that adequate materials and resources would be supplied. However, the lack of resources, including a core social studies program, sent an inconsistent message to the teachers. This lack of congruence between mandates and practice by the state and district may have led to the discordance between teachers' beliefs and practices.

Sub-Question 3: How Do Teachers Organize, Plan For, and Provide Integrated Instruction, Including How They Use the Core English/Language Arts Programs and Core Social Studies Programs?

The kindergarten and third grade teacher in my research study provided teacher directed, skills based instruction, centered on the skills outlined in the district curriculum maps. Based on my understandings of the classroom experiences of these three teachers, I believe teachers' reliance on the curriculum maps and skills based instruction is based on a convergence of symbols, or messages, from others about the work they do. First, there is no doubt that high-stakes testing is the priority in most schools, with the emphasis on success for all on the test (Boyle-Baise, et al., 2008; Fitchett & Heafner, 2010; McMurren, 2007; VanFossen, 2005; Wills, 2007). The high-stakes tests are often skills based, and not based on problem solving skills, critical literacy, or critical thinking. Due to the enormous pressure put on teachers, schools, and districts, including scores reported in newspapers, the tests cannot be ignored. Teachers may feel the district curriculum map designers know more about what is on the assessment, so therefore they trust them to develop curriculum maps that are geared to help their students succeed on these high-stakes assessments. In addition to the high-stakes test pressure, teachers today receive mixed messages from the public. Since *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983), reports abound about the low performance of our schools and teachers often receive the blame. As a former teacher, I can attest to the fact that it is difficult not to take these messages to heart. Messages in the media that belittle teachers and question their abilities make teachers question their abilities. Some, not all, become "adopters" (Hewitt, 2006) of curriculum, using what outside experts provide. Perhaps this is a mode of self-preservation. Yurdakul (2015) suggests that teachers' use of an adopted curriculum is out of obligation, but I suggest it may be a method of protection. If teachers are held

accountable for scores on high-stakes assessments, when they adopt curriculum, the curriculum is decided upon by others, and thus, the scores may be reflected back on others. However, if the teacher adapts the curriculum, and makes changes that are off course, then the teacher holds more responsibility. Additionally, Mrs. Clark, the third grade teacher, was teaching a new grade level during this research. Teaching a new grade level is always a challenge, and she relied heavily on her grade chairperson to guide her decision making. Based on interview comments, the grade chair focused heavily on the third grade assessment, as well as following the curriculum maps. This aggregation of factors - high stakes assessments, a new grade level, and public perception, may have led to the third grade teachers' heavy reliance on the curriculum maps.

Ms. Adams, and Mrs. Barnes, the kindergarten and third grade teachers, provided teacher led instruction. Ms. Adams suggested this occurred because her kindergarten students needed structure and routine. Based on my observations and conversations with her, I would suggest that she is the one who preferred the structure and routine. As noted earlier, she provided students with little time for choice activities, and when they did choose what to say, she carefully controlled it. Mrs. Clark, appeared uncomfortable with the third grade standards and state assessment, so she controlled what she could, and that was her classroom.

Finally, the teachers also censored content when providing instruction.

Sub-Question 4: In What Ways, if any, Do Teachers Use Disciplinary Literacy Strategies to Support Social Studies Instruction?

The kindergarten teacher in my study did not demonstrate the use of any disciplinary literacy practices, or critical literacy practices to support disciplinary literacy. The third grade teacher did engage students in research related to a famous person from history, but evidence did not occur on the days I observed of the disciplinary practices of sourcing,

examining multiple perspectives, or the use of primary sources. Additionally, there was little evidence of student collaboration, higher-level questioning, or the use of technology as a research tool.

The fifth grade teacher in this study did organized around the skills outlined on the district curriculum maps, but only used it as a tool, often selecting various materials that integrated literacy and social studies, allowed for rich discussion, and critical literacy. She did acknowledge primary and secondary sources, multiple texts, multiple perspectives, and sourcing. Additionally, she engaged students daily in answering questions with multiple answers and encouraged student questions related to events in the historical fiction novel they read, and the videos related to the historical time period they studied.

While the findings shared throughout this study do not create a picture of a rigorous integration of literacy and social studies like that of Mitra and Serriere (2015) in *Civic Education in the Elementary Grades: Promoting Student Engagement in an Era of Accountability*, I believe the teachers' voices from my study provide a list of ingredients necessary for successful integration. First, the teachers voiced the need for adequate resources, including books and other materials, personnel, and professional development. Additionally, the teachers' voices identified the importance of strong leadership at the state, district, and school level. Teachers' voices expressed a strong desire to focused professional development, and also for support in teaching sensitive topics. Below, I share my recommendations for curricular change, as well as recommendations for policy and practice (Figure 12).

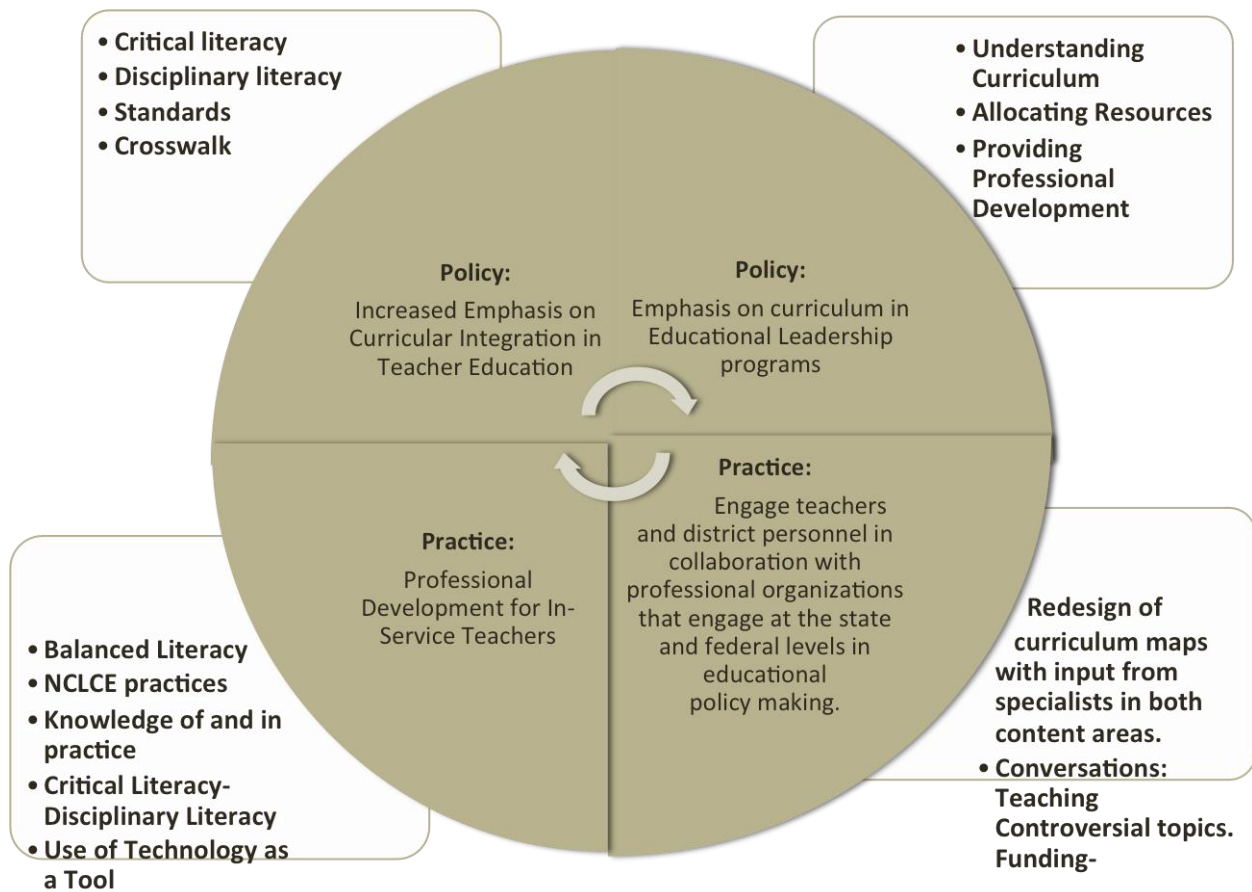


Figure 12. Recommendations for policy and practice.

While efforts to increase social studies instruction include the Justice Sandra Day O'Connor Act, state, and district mandates to integrate literacy and social studies, this research seems to indicate the reverse may have occurred in this district. Several factors contribute to that decrease in social studies instruction, particularly the district's choice to eliminate core social studies materials, aside from what is provided in the core-reading program, and a lack of professional development on effective literacy instruction, effective social studies instruction, and effective use of technology. State law requires all teachers to integrate literacy and social studies at the elementary level. However, all three teachers noted the lack of social studies core curriculum materials. I wonder if this absence of

materials signaled to teachers that social studies is insignificant. If a district decides they are not going to fund the resources required for a specific discipline, what message does that send to teachers? Based on the interviews and conversations with teachers, teachers indicated that the district believed the core-reading program provided sufficient social studies content in its materials. However, the Florida Joint Center for Citizenship (FJCC, 2014) conducted a correlation of all core-reading programs in the state and found that civics benchmarks are met at varying degrees in the core-reading programs. Table 6 indicates the level of coverage in this district's core-reading program for each grade level in this study based on the FJCC online report.

Table 6

Data Correlating Core-Reading Program Texts to Civics Benchmarks for District (Adapted from Florida Joint Center for Citizenship, See Appendix J for copyright permission)

	Introductory Correlation (a text that can be used as an introduction or hook to teach a benchmark)	Mentioned Correlation (a text that covers part of a benchmark)	In-depth Correlation (a text that covers most or all of the content included in a benchmark)
Kindergarten	79	23	5
Third Grade	34	19	20
Fifth Grade	70	45	38

While an introductory correlation to 79 kindergarten texts in the core reading program may seem like a large number, the correlation indicates that those texts could “be used as an introduction or hook to teach a benchmark” (FJCC, 2014, para. 1). In order for teachers to use the resource and expand beyond the hook, the school and district would need to emphasize the importance of integration and emphasize the text as a starting point for

curricular integration, not the only point of integration. Findings from this study suggest that teachers did not move beyond the introductory phase in the core-reading program to more robust social studies instruction. Teachers in this study appeared to view the links to social studies in the textbook as nonessential, except as they related to teaching the reading content and skills. This correlation of coverage in the core-reading program with the civics benchmarks indicates a lack of focus on social studies. For example, Ms. Adams used a song from the core reading series but failed to implement balanced, comprehensive instruction or integrated literacy and social studies instruction. Ms. Adams used the core reading series digital content to conduct a shared reading or singing of the song “You’re a Grand Ole’ Flag” (Cohan, 1906). While students followed along with the words as the song played, no discussion about the meaning of the words occurred when I was present in the classroom. The teacher did use the song to work on explicitly teaching rhyming words, asking students what words rhymed in the song. Later that same day, when Ms. Adams reviewed the core reading vocabulary word “country” by reading the definition provided on the screen, and noting that the picture was a map of our country, she did not extend the reading content to integrate social studies by pointing out where the U.S. symbol that they would be learning about later was located, or where the city the students lived in was located on the map. In third grade, Mrs. Barnes used the core reading series to ask students to research famous Americans that made a difference; however, she did not specifically teach social studies skills related to primary and secondary sources or examining multiple perspectives.

Yet, the district promotes the core-reading program as a tool to integrate literacy and social studies. Perhaps with additional resources and professional development for teachers, this tool might be of value, but when expected to stand alone, it is not sufficient. Relying only on a core-reading program to provide adequate materials and resources to teach social studies cannot be considered acceptable for teachers or students. According to the NCLCE

(2014) effective practices for civics instruction, the sharing of knowledge in the areas of government, history, law, and democracy is the starting point for effective civics instruction. The robust connections to current events, at the local, national, and international level were missing from each of the classrooms. With one-to-one laptops in the school, news stations, videos, and other current, relevant content should have been accessible to the teachers for use in integrating literacy and social studies. Furthermore, opportunities for students to participate in school governance or simulations were absent on the days I observed and in the lesson plans that were shared with me. Perhaps these elements would have been included in more lessons if teachers had been provided more focused professional development on integrating literacy and social studies.

Support for Professional Development

I propose that one necessary ingredient for successful integration of literacy and social studies is professional development (Borko, 2004; Valli & Stout, 2004) delivered collaboratively between content and literacy experts. Brugar and Roberts' (2017) recent research demonstrates a positive impact on student and teacher learning when professional development was delivered collaboratively with teachers engaged in the planning, and provided by a literacy specialist and a social studies specialist. Furthermore, this professional development occurred over a five-week period, with sustained support for classroom teachers. As Mangin and Dunsmore (2015) assert, if we truly want a shift in instruction, mandates alone are insufficient. Based on the findings in my research, teachers may benefit from professional development in balanced literacy, the NCLCE (2014) six practices for effective civic learning, knowledge in and of practice (Feiman-Nemser, 2001), critical literacy, disciplinary literacy, and support for the use of technology as a 21st century tool for research and creativity.

Pedagogical Content Knowledge

The teachers in this research study all expressed a desire to teach social studies, and two had advanced coursework in social studies. Whether or not the three teachers in this research had ample pedagogical content knowledge in literacy and social studies instruction was unclear; however, I did not observe it, and they did not demonstrate extensive pedagogical content knowledge related to integrated literacy and social studies instruction.

I did not observe vast literacy pedagogical content knowledge, based on Cunningham and Allington's effective literacy practices. For example, Cunningham and Allington (2011) identify "a lot of reading and writing" as one of the components of effective literacy instruction. Shared reading is one way to integrate plenty of reading and writing in the elementary classroom. Frey, Lee, Tollefson, Pass, and Massengill (2005) define shared reading as a teacher read aloud "with a large group of students. Students either have their own copy of the book or can see the shared big book" (p. 275). Shared reading as a pedagogical tool includes opportunities to work with a book over several days and use the same book to teach more than one concept, thereby leading to a more balanced comprehensive approach to instruction, including phonics, vocabulary, and comprehension. The kindergarten teacher in this study indicated she used a different book each day to teach because she thought the kids would get bored with the same book each day. However, fifth grade teacher Mrs. Clark did implement shared reading with *The Devil's Arithmetic*. I posit that if Ms. Adams's pedagogical content knowledge included how to use the same book over several days to teach multiple concepts, her classroom literacy instruction may have been more balanced and comprehensive. Additionally, it may have provided opportunities for her to move beyond the knowledge level with the social studies content to a higher level that included connections to current events, meaningful involvement in the school or community, or participation in simulations related to the social studies content.

Additionally, effective literacy instruction includes multiple opportunities for various types of writing, but is often overlooked (Cutler & Graham, 2008; Mackenzie, 2011; Mo, Kopke, Hawkins, Troia, & Olinghouse, 2014). Yet, limited writing occurred in the kindergarten, third grade, and fifth grade classrooms when I observed. Ms. Adams's students focused on writing facts, and conventions. However, little writing occurred to connect their new learning to the real world. Mrs. Barnes's students wrote about famous people but did not have opportunity to expand their learning beyond the slide requirements outlined for them. Fifth grade students in Mrs. Clark's class wrote notes and an occasional exit ticket to document their learning, but missed opportunities to write and create documents that might have connected what they learned about World War II and the Holocaust to the world today. They might have engaged at a deeper level if offered the opportunity to participate in a simulation and write as one of the characters from the class novel or write as one of the leaders during World War II.

Furthermore, if teachers had professional development related to the technology in their classrooms, students might have been able to write and create infographics or digital documents similar to what they see in out of school contexts. An infographic would provide opportunity for students to compose texts similar to what they see on social media, rather than privileging the print-based text prevalent in schooling (Christianakis, 2011; Dyson, 1990). In developing an infographic, students would be required to read text from multiple perspectives, determine importance, analyze various graphics, and create something original to demonstrate their learning.

Effective social studies instruction includes problem solving connected to local, national, and international events (C3 Framework, 2013; Guilfoile & Delander, 2014). While Mrs. Barnes attempted to engage her students in problem solving, the lesson did not progress from an assignment for a grade to one of the NCLCE (2014) practices for effective civics

instruction, a meaningful community project. Duke's (2016) recent research points to the importance of project-based learning in integrated curriculum to "produce significant social studies learning compared to status quo instruction" (p. 16). But, for project-based learning to be more than an assignment, the classroom teacher must engage in lesson planning that incorporates all the components to fully integrate meaningful curriculum.

To counter the lack of integration in literacy and social studies, as is required by state law, teachers need support in developing their literacy and social studies pedagogical content knowledge. Research indicates that professional development is "woefully inadequate" (Borko, 2004, p. 3) and not sufficient to meet the complex needs of teachers in today's classrooms (Borko, 2004; Valli & Stout, 2004). Feiman-Nemser (2001) asserts we must "create the structures and culture that enable all teachers to continue learning in and from practice as they address the complex challenges of public education" (p. 29). Research indicates that, when integrating, one content area may suffer and indicates that it sometimes assumes a content area does not have pedagogy of its own (Boyle-Baise, et al., 2012). Each of the teachers in this research engaged in advanced coursework in social studies, specifically history, yet lacked coursework or professional development that would engage them in teaching the integrated content effectively. In order to improve reading instruction, Bond and Dykstra (1967) note that training teachers is key. Shanahan (1997) stressed that teachers need to plan for integrated curriculum. I would assert that to improve integrated literacy and social studies instruction, providing teachers with content knowledge and pedagogical content knowledge is fundamental for planning. The teachers in this study, though expected to integrate literacy and social studies, received little professional development in how to integrate the two subject areas in a meaningful way. Simply providing the standards for each content area is not enough.

It is my belief that using the Powell crosswalk developed as part of my methodological process as a tool in planning for integrated curriculum may support teachers as they engage in integration that supports both effective literacy instruction and effective social studies instruction. Providing professional development that helps teachers develop understanding of a crosswalk that includes components of effective literacy instruction (Cunningham & Allington, 2011) and components of effective social studies instruction (NCSS, 2013; Guilfoile & Delander, 2014) empowers them as professionals to create lessons, rather than rely on outsiders to develop lessons. Additionally, providing understanding of the components of effective integrated literacy and social studies instruction would enable teachers to develop rigorous lessons related to the readings in the core-reading programs and other curriculum materials provided by the district. I would caution that the tool is to be used to aide in planning, not for evaluation. It is a scaffold, or support for teachers and should be used to empower them to develop rich, integrated lessons.

In the center of Figure 12 below, there is an intersection of all three areas: social studies content knowledge, literacy content knowledge, and pedagogical content knowledge. Much like the Technology Pedagogical Content Knowledge (TPACK) framework, I propose that this area is where the integrated instruction could occur when teachers have a rich understanding not only of the content and general pedagogical practices, but pedagogical practices that encourage and support more fully integrated curriculum.

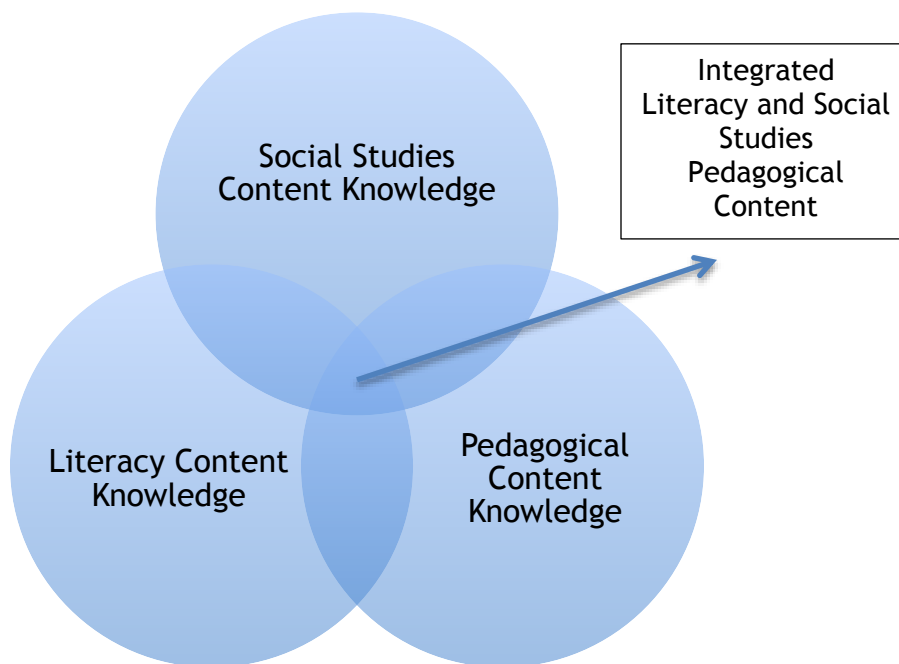


Figure 13. Integrated literacy and social studies model.

Literacy content knowledge is important, understanding that reading instruction includes teaching for meaning, vocabulary, fluency, phonics, phonological awareness, oral language, fluency. It also includes teaching writing and critical literacy. Literacy pedagogical content knowledge is about how to teach. Cunningham and Allington (2011) provide teachers with a guide to teach literacy, including balanced comprehensive instruction, a lot of reading and writing, and more. However, even within their guide to effective literacy instruction, there are components that teachers need to understand in order to effectively teach literacy. Ms. Adams effectively used fiction and non-fiction in her classroom to engage students in the topics of study on an almost daily basis. For example, when learning about police officers, she read aloud a non-fiction text about police officers, and then played a digital version of *Officer Buckle and Gloria* (Rathmann, 1995). Yet, Ms. Adams explained she did not use the same story more than one day because students would

get bored. However, if she had an awareness of the pedagogy of rich shared reading practices, her students may not be bored during a shared reading of the same book over several days.

Social studies content knowledge was evident in this research. Yet, teachers in this study did not demonstrate the pedagogical practices to support robust social studies instruction. Each of the teachers missed opportunities to connect to current events at the local, national, and international level as suggested by the NCLCE (Guilfoile & Delander, 2014) six practices for effective civics learning. Mrs. Clark did practice what Fogarty (2009) identified as sequenced integration by reading a historical fiction text about World War II and viewing digital media and primary source material about World War II. However, to engage students further in robust integrated curriculum, she could have engaged students in a simulation by asking children to imagine they were friends with Jews during that era. Writing as if they were the characters in the novel, students could have written letters to explain how their family helped the Jews in their neighborhoods. A lesson such as the one described here would align with several components on the Powell crosswalk developed to integrate literacy and social studies. This lesson would engage students in writing, higher-level thinking, balanced instruction, knowledge of the time-period, evaluating sources, and a simulation.

I am not proposing the crosswalk as a formula, with boxes to be filled, or as a checklist, with items to be marked off, but rather as a framework or guide, or tool, to assist teachers in thinking about the components and pedagogical content knowledge of an integrated literacy and social studies curriculum. When teachers engage in professional development, and utilize effective tools, they do not merely “adopt” curriculum developed by others, but they “adapt” the curriculum to meet the needs of all learners in their particular milieu (Yurdakul, 2015). The use of the tool may create teachers who are independent in developing robust integrated curriculum, rather than teachers who rely on the

curriculum maps like welfare (Graves, 1976). Graves asserted that children became dependent on teachers to provide writing prompts and with that, became dependent on teachers to control decisions related to writing and felt the need to acquiesce to the teacher's voice in their writing. I would assert that two of the three teachers in my research relied on the curriculum maps as welfare, giving control of curricular decision making to others and trying to align decisions with others. Providing teachers with my crosswalk would legitimize teachers' curricular decision making about integrated literacy and social studies, and also provide a road map with guidance about routes to travel.

Teachers are professionals and need opportunities to refine their craft. Teachers need resources to empower them to plan and deliver effective lessons that empower their students. Allowing teachers time to interact with the crosswalk, their resources, and each other may enrich teachers' experiences, lesson plans, and lesson implementation, ultimately impacting student learning.

Teachers need professional development that provides ideas for planning that moves students beyond the knowledge level of acquisition in content areas. All three teachers attempted to focus their lessons on big questions such as: Why are community helpers important?; What makes a good citizen?; and How did World War II impact the world? However, most lessons did not include examining multiple perspectives, multiple sources, or discussing the differences in multiple sources. Moreover, students rarely moved from rote memorization and knowledge acquisition to asking questions or taking action. The NCLCE framework of six proven practices for effective civics instruction includes engaging students in simulations and participation in school governance. While Ms. Adams created "fun" activities to involve her students, she did not discuss what it means when students become "construction workers" or "police officers" by wearing a hat. The simulation ended with the wearing of part of a uniform, rather than a discussion about the responsibilities of wearing

the uniform. During the time that I was present in the classroom, a follow up discussion about the uniform or the importance of the work did not occur; nor did any discussion about the importance of the U.S. symbols taught, but rather a focus on facts about the symbols such as location and how they were created. Mrs. Barnes's lessons focused on rote memorization, with little emphasis on asking questions or linking the memorized content beyond the textbook to the world today. Mrs. Clark's lessons on World War II did focus on prejudices and treating others dreadfully because they were different; yet, the connection to bullying in the schools was missing. Perhaps, if the teachers in this study were provided with planning time with the crosswalk, it would have pushed the teachers' thinking beyond content and acquisition of facts to thinking about integrated pedagogical content knowledge and critical literacy.

Professional development focused on Cunningham and Allington's (2011) ideals for literacy instruction could strengthen knowledge about effective literacy instruction. Understanding of the C3 Framework and/or the NCLCE framework would facilitate deeper engagement with the social studies content beyond the knowledge level and provide opportunities for students to analyze multiple sources, examine counter narratives, and pose questions for genuine discussion and problem solving.

Once teachers understand the components of effective literacy and social studies instruction, they can, then, plan for effective instruction in both content areas if they are given the time. They can search social media sites for lessons and resources, use Internet resources to locate primary source documents (Berson & Berson, 2014; Brush & Saye, 2009), and work collaboratively in face-to-face and online professional learning communities to support each other's professional growth (Wenger, 2011).

In addition, a content coach could support teachers' professional development through sustained support, modeling, and feedback. Professional development, provided over time

and situated in teachers' specific milieu, can facilitate change in practice (Fishman, Marx, Best, & Tal, 2003; Mangin & Dunsmore, 2015). Research indicates coaching for in-service teachers supports teachers in keeping "their head above water" (McKenna & Walpole, 2008, p. 5) and aids in curricular adaptation based on the needs of students in a particular classroom context.

We must provide professional development that is supported over time in order to strengthen the pedagogical content knowledge of teachers. The teachers in this study clearly indicated a desire to integrate literacy and social studies; however, the interviews and observations revealed a lack of knowledge about pedagogies to support rigorous social studies instruction and integration of literacy and social studies. Professional development currently centers on what the standards are that connect the two disciplines, but little, if any, professional development has been offered to teachers about how to effectively integrate literacy and social studies.

Additionally, this research indicates the necessity of professional development on the use of technology. Teachers in the third and fifth grade classrooms in this research used technology as a substitute for traditional assignments. For example, Mrs. Barnes assigned students a basic vocabulary exercise, but instead of using paper and pencil, the students used a word processing program to type definitions, sentences, and locate a picture to represent the word. Mrs. Barnes's students did use their laptops to create a power point with facts learned about good citizens from their core reading stories, and the students were permitted to use one or two websites to conduct research. However, the students' products that were shared did not demonstrate critical thinking or analysis of multiple perspectives. In fifth grade, Mrs. Clark used technology to share video clips from World War II to teach students about Nazi expansion in Europe. However, neither teacher utilized the technology for students to conduct in-depth research, explore websites related to content with multiple

perspectives, or to create and generate information. Mrs. Clark shared an example of a student created poster on the Great Depression era. It was clear from the poster that the students understood the time period. However, with the one-to-one laptops in the classroom, students might have used the laptops to create digital books, infographics, iMovie's, or podcasts to teach about the era. Additionally, students could have moved beyond learning about the atrocities of the Holocaust to creating public service announcements about the importance of equal rights or steps to prevent bullying. Professional development for teachers would propel teachers along the TPACK continuum from the entry stage to the inventive stage of implementation (Beeson, Journell, & Ayers, 2014), which would not only increase their use of technology but student use of technology and empower students to make a difference in their school community. Berson and Berson (2013) recommend using digital resources to support increased integration, and increased use of historical documents.

A Redesign of District Curriculum Maps

The district where this research occurred provides all teachers with a curriculum map for ELA with integrated social studies and science. In doing so, their aim is to support teachers' use of the core-reading program and connect it to English/Language Arts standards, science standards, and social studies standards. By providing the curriculum map, I wonder if they are not scaffolding but, instead, constraining teachers. The resource is a minimum, an outline, but it is unclear if teachers realize that they can go beyond what is on the curriculum map. Teachers look to the district maps for what they should be teaching, rather than seeking connections that can be made in the text. The connections on the maps are often brief and not in-depth. By relying so heavily on the maps, teachers and students do not receive extensive support in any areas other than the ELA.

While a road map or curriculum map gives the illusion of meeting the objectives and arriving at a designated place, veering off the pre-planned route creates uncertainty because

teachers cannot predict where students will take them. Viewing the curriculum maps differently impacted teachers' choices regarding planning, resources, and implementation in the classroom. If teachers do not know the content well enough to keep moving in the right direction, then it can be frightening. Having explored the content, anticipating student questions and concerns, an awareness of current events, and pedagogies in advance of embarking on a journey could help alleviate some uncertainty. Without viewing the curriculum maps as a navigator, the teachers in this study often provided students with negligible choice in terms of materials, differentiation in tasks and products, and minimal collaboration. Little opportunity was afforded students to generate questions, search for answers, or engage in discussion about the questions. Therefore, instead of an exciting journey of exploration, the teachers took students and placed them as passengers on tour bus, pointing out only select points of interest. Gelfuso and Dennis (2017) posit

When a teacher departs from her/his initial understandings about content and develops the habit of making instructional decisions based on curriculum maps (and is rewarded for doing so by teacher evaluation practices), she or he fails to benefit from opportunities to create deeper understandings about content. In an insidious way, the teacher, by following district mandates and grade-level planning norms does not have the opportunity to further develop her or his PCK, perhaps without even noticing. (p. 77)

Curriculum maps must be developed with input from content area specialists in all curricular areas, not only in the tested areas of reading and mathematics. Furthermore, I posit that the curriculum maps should crosswalk the standards for teachers so they can visualize the overlapping areas related to literacy and social studies. This research supports the understanding that a lack of pedagogical content knowledge along with curriculum maps

may impede teachers' integration of content. Teachers need opportunities for differentiated professional development, over time, with continuous feedback.

Time, Restricted and Regulated.

Research establishes that due to high stakes testing, reading instruction, and mathematics instruction, social studies instructional time in most elementary classrooms is limited (Bailey, Shaw, & Hollifield, 2006; Bolick et al., 2010; Boyle-Baise et al., 2008; Fitchett & Heafner, 2010; Heafner & Fitchett, 2012; McMurren, 2007; VanFossen, 2005; Wills, 2007). Additionally, time for social studies instruction is frequently restricted due to district and school requirements. Not only is the allocated time for social studies restricted, the time given in the three classrooms observed in this study was often regulated, through curriculum maps, a lack of resources, or district testing requirements. If we believe that integrated instruction meets the needs of the learners in our classrooms (Field, Bauml, & Ledbetter, 2011; Holloway & Chiodo, 2009), a way must be found to move from controlling the curriculum through curriculum maps, multiple required assessments, and mandates, to providing teachers with autonomy and resources to support their professional identities. Teachers need time to plan for integrated instruction. Time during the literacy block appeared structured by the district curriculum maps, and in most classrooms, time was connected and driven by the core-reading materials. The curriculum maps provided minimal support for social studies instruction. If the core reading program text did not connect with social studies, then the teachers expressed concern about their power and facility to switch topics and teach other content. State, district, and school assessments frequently restricted teachers' time for instruction, especially in third and fifth grade. According to research by Anderson (2014) and Mitra and Serriere (2015), school and district leaders who allocate time for social studies appear to improve the amount of time appropriated throughout the day for social studies instruction. Given these findings, and the findings from my research, it is

imperative that leadership budgets time for social studies on a daily basis. In addition to setting aside time for social studies, teachers' voices indicated a need for freedom to teach sensitive topics, often linked as a necessary part of the social studies curriculum.

Censorship and Sanitizing the Curriculum

Authentic, democratic citizenship education must begin first with the lived experiences and political existence of students in the classroom.

(Biesta, 2007, p. 307)

In a special issue of *Social Education* (2010) on academic freedom, Patterson identifies several factors that influence teachers' decisions to censor themselves, including fear of repercussions, high-stakes testing, lack of preparation to teach sensitive topics, and a lack of understanding of the concept of academic freedom. Patterson suggested that teachers who receive administrative support teach controversial topics more frequently than those without perceived administrative support. Due to the contextual factors, including a school in its infancy, teachers and administrators that were new to the school, overcrowding, and grade-level teams that were not functioning as true professional learning communities, it appears that the teachers in this study did not perceive sufficient support to freely teach controversial topics.

Owing to fear of repercussions, teachers in this study self-censored and sanitized the curriculum, rather than beginning with the lived experiences of their students. Berson and Camacia (2013) assert, "Although children are able to engage with challenging topics at a young age, critical issues are kept out of the early childhood curriculum" (p. 72). Additionally, they noted that by circumventing problematic topics, teachers may limit students' abilities to develop the skills necessary to participate as global citizens, seeking solutions to social justice issues. The conversations around police officers in kindergarten and the Holocaust in fifth grade demonstrated that teachers did not have confidence in their own

abilities to discuss difficult topics with children, and they did not express confidence in support from school and district officials if there was a concern from a parent related to sensitive topics. This fear of repercussion might also have restricted their connections to current events, such as the current farm workers protests related to fair wages and the concern about police officers “shooting people.” Schneider (2001) asserts that teachers’ personal beliefs and internal pressures, as well as external pressures from the community influenced their decision- making. Additionally, she asserts that writing and literacy are about “voices, thoughts, ideas, and experiences of real and sometimes ‘messy’ people” (p. 424). In minimizing the comment about police officers shooting people, Ms. Adams covertly sent a message to one student that her voice was irrelevant and to other students that questions presenting the community helpers in a negative light were not appropriate.

If we expect teachers to integrate literacy and social studies, we must examine the idea of censorship in the classroom. As noted earlier, the use of thematic text sets, when thoughtfully planned around a big idea or theme, connecting to ELA standards, social studies standards, and the C3 Framework, may be one way for teachers to integrate and engage students in controversial topics. As Tschida and Buchanan (2015) stated, “Simply reading about a topic ... does not constitute meaningful social studies instruction” (p. 40). Teachers must plan to engage students in comparing and contrasting multiple texts (Tschida & Buchanan, 2015), examining multiple perspectives and counter narratives, and analyzing primary sources (Barton & Levstik, 2004; Bickford, 2013; VanSledright, 2002). Bickford and Rich (2015) suggest teachers can guide students to create timelines using primary sources to facilitate students’ development of a more accurate depiction of history than is often detailed in some children’s literature. In addition, they must move beyond disciplinary reading to communicating learning and taking action (C3 Framework, 2013; NCLCE, 2014).

In the elementary classroom, and specifically in the classrooms in this study, teachers use stories to engage students. Rudine Sims Bishop (1990) posited that stories act as mirrors that reflect our own lives, or windows that open up new worlds. I would suggest that this idea of stories as windows and mirrors must also include digital texts. When teachers sanitize the curriculum and only offer mirrors of their own worlds, students do not learn to think like historians or to question the world. They do not learn to think critically or to question sources. They do not look for counter narratives. Adichie (2009) warned of the “single story.” She spoke of the importance of multiple perspectives rather than single narratives. Stories abound in ELA and social studies. For our democracy to flourish, for students to think like historians, for students to participate in our global society, teachers must engage students in rich narratives that examine stories through various lenses, so they can pose questions and take action to solve problems that are part of their lived experiences, and problems that we do not even know exist at the moment. We must facilitate honest conversations that are developmentally appropriate to engage students in problem solving in elementary school, so they can be productive adults in society.

In addition to using text sets and stories to tackle sensitive topics in the elementary classroom, project-based learning supports teachers’ as they engage students in literacy and social studies topics (Duke, Halvorsen. & Strachan, 2016; Parsons, Metzger, Askew, & Carswell, 2011). Finally, the use of read-alouds, both fiction and non-fiction, may be a tool to facilitate conversations about difficult topics such as homelessness, bullying, environmental issues, and racism.

A Continuum of Integration

Based on the three teachers in this study and their experiences, skills-based instruction did not lend itself to a deeply integrated curriculum. Understanding that skills are necessary to make meaning is critical to teaching. However, learning skills to pass an

assessment shifts the emphasis to the skills as an end in themselves and not as a tool to help students comprehend (Afflerbach et al., 2008). If we are to develop literate, productive citizens, how do we negotiate the demands of high-stakes assessments with the goal of developing productive citizens? I do not believe it has to be a dichotomous goal. In teaching students to analyze text, examine multiple sources, explore context, and think critically, we prepare them for high stakes assessment, as well as a literate life (Berson et al., 2017; Kamil, Borman, Dole, Salinger, & Torgeson, 2008).

Student Agency

While the marginalization of social studies is well established, and social studies instruction has been on the “back burner” (Houser, 1995, p. 155) due to the focus on reading and mathematics, little is understood about the teachers’ experiences when integrating literacy and social studies as required by the Justice Sandra Day O’Connor Act (2010). In order to effectively integrate literacy and social studies, we must first work to understand the experiences of the classroom teachers tasked with implementing integrated literacy and social studies.

Based on the findings from this research, it is imperative that we as teacher educators focus on the classroom teacher not to evaluate but to support and strengthen the lessons delivered. We must empower teachers to develop lessons that not only increase students’ content knowledge but provide opportunities for students to engage with the content at high levels and with a critical literacy lens. Au (2009) suggests that effective social studies necessitates that teachers and students question and analyze information to understand history and to change society. As such, social studies empowers students as “agents of transformation in classrooms, schools, and communities” (p. 25). This aligns with the C3 Framework and the NCLCE Six Proven Practices for Effective Civics Learning that calls for students to communicate and take action.

Implications

Although the findings of this research examined the experiences of teachers implementing literacy and social studies, teacher educators, administrators, school district personnel, and policy makers must reflect on what the findings mean for the broader community in education. I suggest the following recommendations for policy changes as a result of this research. First, professional development must be provided to teachers in various formats to support their continuous learning as educators. Denton and Sink (2015) assert that teachers need more than time to plan for integrated instruction. They suggest teachers need continuous training and resources. When mandating curriculum integration, we must provide professional development to extend teachers' understanding of the concept of integration and provide content knowledge and pedagogical content knowledge about the separate disciplines in order to then move to a place where we can provide professional development about meaningful integration. In order to successfully integrate literacy and social studies, teachers must be allowed academic freedom to discuss controversial topics.

One pedagogical tool for teaching about sensitive topics in the elementary classroom, specifically when teaching history and social justice issues, is children's literature. Historically accurate children's literature, written about difficult topics such as the Holocaust, racial discrimination, poverty, and other social injustices, personalizes the facts through story telling. Many children's authors tell the stories of the Holocaust, a great tragedy in the history of the world, through books that invite the reader to see hope, while revealing the horrors of the time period. *The Devil's Arithmetic* (2004) by Jane Yolen, used by fifth grade teacher Mrs. Clark in this research study, explores the atrocities of the Holocaust through time-travel. Yolen's use of time-travel allows the reader to connect with a modern-day girl, and then experience her life in a concentration camp. At the end of the

novel, however, Yolen allows the reader to return to the modern day, where the protagonist is remembering, but not experiencing the evils of the Nazis (Jordan, 2004).

Lois Lowry's novel *Number the Stars* (1990) tells the story of Annemarie Johansen, a ten-year-old Danish girl, who hides Ellen, her best friend, a Jew. In the novel, Annemarie's family takes enormous risks to help those treated unjustly by the Nazis. Lowry shares enough information that older readers, with some background knowledge, can use their imagination to fill in the gaps left by the first level theme of the story. Jordan (2004) asserts, "By choosing to represent the good side of humanity, Lowry has alleviated some of the horror innate in any discussion of the Holocaust and given children some basis for hope in mankind" (p. 211). Lowry focuses on the courage of Annemarie and her family during the tragedies of the Holocaust with underlying themes related to prejudice and segregation.

Baseball Saved Us (1993) by Ken Mochizuki tells the story of the Japanese in the United States internment camps during World War II. Told from the view of the child protagonist, the reader learns about what happened to Japanese Americans after the bombing at Pearl Harbor. On the surface, Mochizuki's choice to focus on the game of baseball provides a way for the reader to think about winning and losing, without the focus on the war. However, those with background knowledge about the treatment of Japanese Americans during World War II in the United States understand that dignity and social justice are also a part of the story.

While the Holocaust and children's literature focus on the atrocities of Hitler and World War II, *The Other Side* (2001) by Jacqueline Woodson, addresses another social injustice. It tells the story of an African American girl, Clover, and her new Caucasian neighbor, Annie, in the 1960's. A fence between the two houses physically separates the girls, but the fence acts as a metaphor for the separation experienced by blacks and whites in

that era. In the story, Woodson beautifully illustrates how fences can be torn down, and friendships made, between those of different races.

Fly Away Home (1991) by Eve Bunting addresses the sensitive topic of homelessness. Bunting's authorial choices invite the reader into the life of a young boy living in an airport with his dad. In the story, the boy and his dad move from terminal to terminal, making friends with other homeless families, and learning the rules that will help them remain unnoticed. However, instead of hopelessness, the story focuses on the hope the boy finds when a bird, trapped inside the airport, finds freedom.

Each of the books mentioned above deals with a sensitive issue, but the authors chose to offer glimpses of courage and confidence, hope and heroism, and dignity and determination. These authorial choices help the child reader to digest the difficult topic, without causing undue trauma. Of course, reading a fictional book introduces the topics, but to provide true integrated instruction, elementary educators must share informational text, autobiographies, biographies, primary sources and offer first-hand accounts of these events to share authentic details of the time period. As students see connections between the fictional stories shared and the primary documents that illustrate and clarify the actual historical events, or real social justice issues today, students can then be led to problem solve and discuss how to take action to ensure these social injustices are not continued.

The findings from this research indicate that teachers need professional development to support their understandings of academic freedom, especially as it relates to sensitive issues. Additionally, findings about professional development indicate a desire by teachers for differentiated professional development, both digital and face-to-face, over time. Finally, as a community, we must advocate for time to integrate literacy and social studies, to focus on culturally relevant pedagogies that facilitate student learning, and time for professional development, rather than test preparation.

Additionally, we must, as a community, engage teachers and district personnel in collaboration with professional organizations such as the International Literacy Association and the National Council for the Social Studies. These organizations engage at the state and federal levels in educational policy making, and teachers must become active participants in the policy making that impacts their daily lives, just as they want their students to become informed, active, and engaged citizens.

Two policy recommendations emerged from my study. First, I believe an increased emphasis on curricular integration is necessary in teacher preparation programs. In coursework, we must share the components of critical literacy and disciplinary literacy, and examine the intersections of literacy and social studies in the standards. Standards must be studied and we must facilitate conversations and planning about the overlaps in the content areas. Furthermore, I believe the crosswalk I developed could support more rigorous integration of literacy and social studies instruction in the classroom.

In addition, I believe there should be an increased emphasis on curriculum in teacher leadership programs at the graduate level. School and district leaders must understand the importance of provide teachers with professional development that is sustained and focused. Leadership must also be provided with a rich understanding of curriculum and the importance of all subject areas, not only the tested areas. They must understand their role in setting expectations about what is taught and when. Finally, they must understand the importance of allocating funds for resources necessary to carry out mandates, not just simply expect teachers to spend their own money on required materials.

If our goal is to educate children so they can engage as productive citizens, teachers' voices must be heard. Teachers need professional development to support their continuous growth, and educators at all levels need to engage with professional organizations to advocate for their needs related to mandated curriculum and policy. Finally, an increased

focus on integrated curriculum is necessary in pre-service teacher preparation and in the preparation of our school leaders.

Recommendations for Future Research

As a result of the findings of this research, further research seems appropriate. Given the disconnect between what the teachers in this study stated and the ways they implemented instruction in their classroom, continued research about the misalignment of beliefs and actions in the classroom is needed. Moreover, I would like to research further the ideas of student-centered classrooms versus teacher-centered classrooms as they relate to integrated curriculum, specifically addressing the idea of a continuum of integration based on a continuum of student- or teacher-centered instruction. Additionally, research on censorship, both self-imposed and censorship by others outside of the classroom, should be explored, specifically, in the elementary classroom. I would like to understand what factors cause teachers to self-censor, why district leaders choose to censor what teachers can say and do in the classroom, and most importantly, how we can empower teachers to discuss sensitive issues without fear of repercussions. Furthermore, I would advocate for research that reaches out to communities to discuss appropriate ways to facilitate conversations about sensitive topics, without fear of indoctrination. Additionally, I would like to explore how teachers who plan for instruction using the Powell crosswalk developed in this study implement integrated literacy and social studies instruction, as well as the learning of students in the classrooms where this occurs.

As a teacher educator, there are several areas I would like to research. First, I would like to study the types of training pre-service teachers get in the area of teaching sensitive topics, including but not limited to sensitive topics in children's literature. I would like to research pre-service teachers' use of the Powell crosswalk in planning integrated lessons and follow them into their careers as educators to document their experiences with integrated

curriculum. Further, as teachers implement instruction beyond rote memorization, I would like to explore development of student agency in the classroom and beyond.

Conclusion

The marginalization of social studies in recent decades is well documented in the research literature (Au, 2007; Bailey et al., 2006; Berson & Camicia, 2013; Boyle-Baise et al., 2008; Brophy & Alleman, 2009; Fitchett & VanFossen, 2013; VanFossen & McGrew, 2008). Researchers suggest integrated curriculum may reduce the narrowing of the curriculum due to high-stakes assessment, specifically as it relates to social studies instruction. This research explored the experiences of teachers integrating literacy and social studies during the literacy instructional block. The findings suggest a misalignment between teacher beliefs and practices. Findings from this study align with other recent research that suggests teachers need time for planning and collaboration, sufficient resources in all subject areas for integration, and meaningful professional development. Findings indicate professional development on the components of effective literacy instruction; effective social studies instruction, critical literacy, disciplinary literacy, and integrated curriculum may benefit teachers and students as we strive to engage students in meaningful literacy and social studies. Moreover, findings from this research indicate teachers are limited by censorship, both self-imposed and other directed.

When I began this research, I was uncertain about what I would learn. My guiding research question asked, “What are the experiences of elementary teachers integrating literacy and social studies instruction?” I read the literature and predicted I would hear teachers describe their efforts at integrating literacy and social studies, especially since I planned to conduct the research at a school publicized as an institution focused on civics. I expected to learn of teachers implementing disciplinary literacy strategies to support

integration and a focus on the various disciplines. Instead, I heard the voices of three teachers, each one passionate about literacy, social studies, and their students' learning.

Each of the teachers yearned for more time to do the best job possible integrating literacy and social studies for their students, time for professional development, time for collaborative planning, time in the classroom not restricted by mandates, curriculum maps, standardized assessment goals, or core reading programs. Each of the teachers desired additional resources to support their students as readers, writers, problem solvers, and citizens of the United States.

Each of the three teachers proposed professional development to support their continued growth as educators. They wanted choice in the format of professional development, they wanted ease in access to professional development, and they wanted professional development to support their use of the one-to-one technology in their school. The teachers needed professional development to support student learning in both literacy and social studies. They needed professional development on the pedagogies to support literacy and pedagogies to support social studies, and ways to authentically integrate the two disciplines. Additionally, I observed teachers fearful of addressing sensitive topics in the classroom. I observed teachers who avoided controversial subjects because they were directed to do so, or because they were uncertain about parent response to sensitive topics.

As educators, researchers, and policy makers, it is imperative that we listen to the teachers in this study, the ones tasked with ensuring that we educate our future citizens. We must meet the needs of teachers. We must provide time, resources, professional development, and security for teachers to implement the mandates passed by outsiders. We must support our teachers as they prepare our children to become literate citizens of the United States and our future leaders.

The goal of this qualitative case study was to understand the experiences of three elementary classroom teachers tasked with integrating literacy and social studies. As a former elementary classroom, it was important for me to position the classroom teachers in this study as professionals, able to explicate their experiences. By allowing me into their classrooms and spending time with me in formal and informal interviews, the three elementary teachers in this study clearly identified essential ingredients necessary for literacy and social studies integration. Mandates alone are not sufficient to support the integration of literacy and social studies. Through my data analysis and interpretation, and consistent with the findings of Anderson (2014), the three teachers in this study identified the need for strong leadership at the school, district, and state level to ensure that social studies are taught.

Strong leadership guarantees several important ingredients for successful integration. First, strong leadership prioritizes the integration of both subject areas, without marginalizing either, recognizing that critical literacy and disciplinary literacy will lead students to higher-level thinking and participatory citizenship. Additionally, strong leadership recognizes the importance of academic freedom to teach controversial topics. Students are not naïve; they recognize the injustices in the world, as did the kindergartener in this study who said, “Police officers shoot people,” and the fifth grader who noted that there were dead children in the primary source photos from World War II. Strong leadership will provide opportunities for teachers to allow students to talk about elections, candidates, and evaluate the various platforms using critical literacy and disciplinary literacy skills.

Next, strong leadership guarantees that the teachers have sufficient resources necessary to engage students in the English Language Arts and social studies, using critical literacy and disciplinary literacy strategies to bridge the two areas. The teachers in this study did not have any core social studies materials, and lacked sufficient classroom library

books to connect to social studies topics. Classroom library books with narrative texts related to social studies content, biographies, and multiple texts from various perspectives are necessary to support integrated curriculum. Moreover, they did not have adequate personnel or instructional coaches to support their pedagogical understandings of integrated literacy and social studies. Furthermore, the teachers needed time - time to teach, time to plan, and time for professional development focused on integrated curriculum.

Strong leadership provides teachers with necessary professional development to continue their growth in subject area knowledge and subject area pedagogies. Critical literacy and disciplinary literacy act synergistically to support teachers and students in understanding and analyzing the content of ELA and social studies. Professional development in both these areas would enhance teachers' capacity to integrate the two subject areas. Additionally, professional development connected to the use of technology would give teachers an avenue to access local, national, and international news and events related to the curriculum, as well as access to digitally archived primary sources. Professional development must be sustained and scaffolded, with adequate resources, and opportunities for practice and receive feedback in their practice (Brugar & Roberts, 2017; Shulman, 1986).

Additionally, it is important for teachers and district leaders to engage with professional organizations to learn and grow. Moreover, teachers and district leaders need to engage to learn about policy expectations. Professional organizations interact with federal and state agencies, and it is important for teachers to participate so their voices can be heard when policy decisions are made.

These ingredients have the potential to transform teachers' experiences, and student opportunities. The marginalization of social studies is prevalent (Au, 2007; Boyle-Baise, et al, 2008; Brophy & Alleman, 2009; Pascopella, 2005; Vanfossen & McGrew, 2008; Kinniburgh & Busby, 2008; VanFossen, 2005). The three teachers in this study each

demonstrated a passion for teaching social studies and had some autonomy to do so; yet they needed the school and district leadership to empower them through professional development that focused on how to integrate effectively. Anderson asserts, “Teachers are increasingly beholden to organizational stability, inaction, and standardization” (p. 92). Due to the many contextual factors, including challenges common to opening a new school, building a school culture of collaboration, overcrowding, and lack of resources, the data indicate instability. Data demonstrated that trust and empowerment had not yet been established in this school, but was needed to further the empowerment of teachers in planning for integrated curriculum to support student learning. The time is now to move beyond mandates to provide adequate leadership, resources, time, and professional development to support teachers in the integration of literacy and social studies. We must make the curricular and policy recommendations a reality for our teachers, and for the students they serve.

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doi: 10.1080/14926151003778266

APPENDICES

Appendix A: Participant Recruitment Invitations



Re: Request to participate in a Research Study
 Proposal #00028024
 Title: Experiences of Teachers Integrating Literacy and Social Studies

Dear _____,

I am a doctoral candidate at the University of South Florida in Tampa, Florida. I am emailing to request your participation in my research study. The research study is titled: Experiences of Teachers Integrating Literacy and Social studies. The Proposal # is 00028024.

You are being asked to participate because you work at a civics academy and integrate literacy and social studies as part of your curriculum. The purpose of the study is to understand teachers' experiences as they integrate literacy and social studies. I would like to observe in your classroom for 9 days during your literacy instructional block. I am also requesting your permission to interview you, once at the beginning of the study, and once after I complete the observations. Each interview will take about one hour of your time.

Your participation would be voluntary and you may choose to excuse yourself from the study at any time. If you have any questions or would like to discuss this before you accept or decline this request for participation, you may contact me, Rebecca Powell, at 863-221-5978 or rlpowell@usf.edu.

Sincerely,

Rebecca L. Powell
 Doctoral Candidate, University of South Florida
rlpowell@usf.edu

__****

Appendix B: Research Approval

IRB Approval

Study Identification Information

You must complete all of the required questions on this page to create your Human Research Application. As you continue through the application, you will automatically be guided to the appropriate pages needed to complete your submission.

1.1

- 1.1.1 * **Study Title** (*this title must be the same as the title on your protocol, Investigators Brochure and most cases, informed consent document*):
Integrating Literacy and Social Studies: Elementary Teachers' Experiences and Practices

* **Short Title** (*this title is used throughout the site to identify the study*):
Experiences of Teachers Integrating Literacy and Social Studies

- 1.1.2 * **Brief Study Description:**

This interpretivist, multi-case study research will study 3 individual cases to grasp the experiences of 3 teachers integrating literacy and social studies instruction. I will attempt to systematically collect and analyze data (Hatch, 2002) and to engage the participants in member checking to ensure their voices are heard and represented. The data sources collected, including interviews, observations, lesson plans, texts, and artifacts, align with my attempt to engage the participants in analyzing the data alongside me. I will interview each teacher twice once at the beginning of the research study and once after nine observations. I will observe each teacher 9 times during their literacy instructional period, which according to the district includes integrated social studies instruction.

- 1.1.3 * **Is this research being conducted to fulfill an educational requirement (such as a dissertation or thesis)?**

Yes No

- 1.1.4 * **Does the University of South Florida and/or any of its senior officials have a potential conflict of interest related to this research (e.g. an ownership interest in an entity related to the research; a patent, trademark, copyright or licensing agreement in the test article or method being studied)?**

Yes No

If you answered Yes to this question, before proceeding with the completion of this application please contact the USF Conflict of Interest Program at 813-974-5638 or coi-research@usf.edu for assistance in determining whether there is an institutional conflict of interest. Please note that the USF COI Committee may require human subjects research with a related institutional conflict of interest to be reviewed by an external IRB.

- 1.1.5 * **Principal Investigator / Student Investigator:**

Rebecca Powell

You are listed automatically as a Study Coordinator. If there is someone else on the study that will assist with the IRB regulatory processes, they should be listed as a Study Coordinator and/or Secondary Study Coordinator.

- 1.1.6 **Study Coordinator / Primary Regulatory Specialist:**

Study Identification Information

You must complete all of the required questions on this page to create your Human Research Application. As you continue through the application, you will automatically be guided to the appropriate pages needed to complete your submission.

1.1

1.1.1 * Study Title (*this title must be the same as the title on your protocol, Investigators Brochure and most cases, informed consent document*):

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1.1.3 * Is this research being conducted to fulfill an educational requirement (such as a dissertation or thesis)?

Yes No

1.1.4 * Does the University of South Florida and/or any of its senior officials have a potential conflict of interest related to this research (e.g. an ownership interest in an entity related to the research; a patent, trademark, copyright or licensing agreement in the test article or method being studied)?

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If you answered Yes to this question, before proceeding with the completion of this application please contact the USF Conflict of Interest Program at 813-974-5638 or coi-research@usf.edu for assistance in determining whether there is an institutional conflict of interest. Please note that the USF COI Committee may require human subjects research with a related institutional conflict of interest to be reviewed by an external IRB.

1.1.5 * Principal Investigator / Student Investigator:

[Rebecca Powell](#)

You are listed automatically as a Study Coordinator. If there is someone else on the study that will assist with the IRB regulatory processes, they should be listed as a Study Coordinator and/or Secondary Study Coordinator.

1.1.6 Study Coordinator / Primary Regulatory Specialist:

Rebecca Powell

1.1.6a Secondary Study Coordinator / Regulatory Specialist: ?*The PI does not need to be listed as a Co-Investigator or Key Personnel.***1.1.7 * Are there any Co-Investigators/Faculty Advisors involved in this study? If you are a student, you *must* list your Faculty Advisor as a Co-Investigator.** Yes No**If yes, please add Co-Investigators:**

First Name	Last Name	Organization	Profile
Danielle	Dennis	Teaching and Learning	00000872

1.1.8 * Are there any Key Personnel on this study? ? Yes No**If yes, please add Key Personnel/Study Staff and assign roles for their participation on the study:**

Name	Organization	Roles on Study	Other Role On Study
There are no items to display			

1.1.9 Is this study a resubmission of a study previously reviewed and/or approved by the USF IRB or another IRB? Yes No**If yes, please provide the Title and USF IRB/Pro Number if previously submitted to the USF IRB. If submitted to an external IRB, include the name of the IRB, date of submission and outcome of the review.**

ID: Pro00028024

View: 1.2 Researcher Training Records

IRB Researcher Training Records

The following information is taken from the IRB training records on the Researcher Profiles of each study team member.

1.2

For more information on completing IRB Educational Requirements, please visit the [Human Subjects Education](#) page.

1.2.1 Principal Investigator: [Rebecca Powell](#)
CV/Biosketch: [Rebecca Powell's CV. 2017\(0.01\)](#)
Certification Renewal Deadline: 7/6/2019

Education Status: [Certification current](#)

1.2.2 Study Team Certification and CV/Biosketch:

First Name	Last Name	Dept	Certification Date	Certification Renewal Deadline	Education Status	CV
Danielle	Dennis	Teaching and Learning	8/1/2016	8/1/2019	Certification current	Danielle V. Dennis, PhD CV(0.03)

**If some study team members are not yet certified, submission and initial review can still proceed;*

however, current certification of all members is a prerequisite of full IRB approval.

ID: Pro00028024

View: 1.3 Human Subjects Determination

Human Subjects Research Determination

Please provide answers to the following questions such that the IRB may make the final determination as to whether or not the activities you are proposing are or are not human subject research.

1.3

1.3.1 * Is this research?

Research is defined as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.

Yes No

- 1.3.2 * Does this research involve Human Subjects?
Human subjects are defined as a living individual about whom an investigator (whether professional or student) conducting research obtains: 1) data through intervention or interaction with the individual, or 2) identifiable private information.

Yes No

ID: Pro00028024

View: 1.5 Study Funding Information

Study Funding Information


1.5

- 1.5.1 * Select appropriate funding sources for this study (Check all that apply):


Federal Funding (i.e., grant)
 For-Profit (Industry)
 Non-Profit (Foundations, Voluntary Health Organization, etc.)
 State or Local Government

Investigator's USF Department

Non-Sponsored (No Funding)

- 1.5.2 USF Proposal or Project ID Number for study (from FAST): 

- 1.5.3 Principal Investigator listed on the grant/contract: 

- 1.5.4 Please upload the complete grant/funding proposal. This should include the aims and methods sections of the grant: 

Name	Version
There are no items to display	

There are no items to display

- 1.5.5 For Department of Defense (DoD) supported projects, please check all that apply:

The project is funded by DoD (e.g. research is funded by the Department of Navy,

Army, or Air Force).
 The project involves cooperation or collaboration with DoD.
 The project uses DoD property, facilities, or assets.

- The subject population will be DoD personnel (whether military or civilian).

ID: Pro00028024

View: 1.8 Study Locations

Study Locations

Please indicate the location(s) where your study will be performed.

1.8

1.8.1 USF Sites (Add all that apply):

Facility

College of Education

If Other USF Sites:

1.8.2 USF Affiliate Sites (Check all that apply):

- | | |
|---|--------------|
| <input type="checkbox"/> James A. Haley Veterans Hospital | FWA 00000505 |
| <input type="checkbox"/> H. Lee Moffitt Cancer Center | FWA 00001464 |
| <input type="checkbox"/> Tampa General Hospital | FWA 00001442 |
| <input type="checkbox"/> Bayfront Health Systems | FWA 00000141 |

Please note that studies performed at the above listed affiliated sites will be routed to the Affiliate for review and approval prior to review by the USF IRB.

1.8.3 Please identify any Non-USF or Non-Affiliate sites:

Polk County Public School: Citrus Ridge Civics Academy

I have submitted the research application to the Polk County School district and am awaiting their response. There is a little glitch with this district because they require IRB approval from institution, yet institution requires approval for research from the district. I have requested a provisional approval from the district.

1.8.3a Please provide a letter(s) of support from an authorized person from each non-USF or non-Affiliate site where this research is being conducted:

Please Note: A letter of support must be submitted before approval from the USF IRB can be granted.

Name	Modified	Version
Letter from Principal at School Research Site	2/14/2017 12:58 PM	0.01

- 1.8.4 * As the Principal Investigator of this study are you planning to conduct research in the United States but outside the State of Florida?
 Yes No
- 1.8.5 * As the Principal Investigator of this study, are you planning to conduct research outside of the United States?
 Yes No
- 1.8.6 * Are you one site in a group of sites conducting this research (i.e., is this a multi-site study)?
 Yes No

ID: Pro00028024

View: 2.1 Study Summary

Study Summary

2.1

- 2.1.1 * **State concisely the hypotheses and the associated objectives for your proposed research:**
 This interpretive, qualitative multi-case study is guided by the following questions: What are the experiences of three elementary teachers when integrating literacy and social studies instruction?
 My preliminary sub-questions are:
 1. What sources of information do teachers use when making decisions about integrated instruction?
 2. How do teachers organize, plan for, and provide integrated instruction, including how they use the core English/Language Arts programs and core Social Studies programs?
 3. In what ways, if any, does the teacher use disciplinary literacy strategies to support social studies instruction?
- My objectives are to understand the experiences of teachers integrating literacy and social studies and to observe the practices of teachers effectively integrating literacy and social studies to inform teacher education as related to integrated instruction, and to inform professional development related to integrated instruction.
- 2.1.2 * **Briefly provide a rationale and background for this study.**

Elementary teachers in today's classrooms are tasked with teaching the language arts curriculum—reading, writing, speaking, listening, and visually representing, as well as other subject areas, including mathematics, social studies and science. However, since the authorization of the No Child Left Behind (NCLB) Act (2002), an extensive school reform, reading and mathematics are prioritized and tested in most states (Graham & Neu, 2004; Hinde, 2005; Vogler, Lintner, Lipscomb, Inopf, & Heafner, 2007), and teachers often teach to the test and decrease instruction in the other subject areas (Au, 2007; Boyle-Baise, et al. 2008; Brophy & Alleman, 2009; Pascopella, 2005; VanFossen, 2005; Vanfossen & McGrew, 2008; Graham & Neu, 2004; Knighton et al. 2003; Rock et al., 2006). Research indicates high stakes assessment increased the amount of time and resources spent on reading and mathematics instruction, while often minimizing the amount of time and resources spent on social studies instruction in elementary classrooms (Au, 2007; Boyle-Baise, et al., 2008; Brophy & Alleman, 2009; Pascopella, 2005; Vanfossen & McGrew, 2008). Furthermore, teachers spend considerable time on test preparation rather than purposeful learning experiences (Dennis, 2008; Alexander & Fox, 2004; Allington, 2003; Buly & Valencia, 2002).

Even since the passage of the Justice Sandra Day O'Connor Civics Education Act (2010), a law that mandates social studies instruction, specifically civics instruction, the curriculum continues to narrow and focus more on reading and mathematics (Heafner & Fitchett, 2012). According to the Sandra Day O'Connor Act (2010), teachers are expected to integrate reading and social studies. Teaching literacy is a multifaceted

process, and involves many components. Teaching social studies requires an understanding of the components of effective social studies instruction. Integrating the two requires effective planning to facilitate instruction in both subject areas so as to not marginalize either subject.

In order to better understand how teachers accomplish this goal of integrating literacy and social studies, we need to examine the teachers' actual experiences. How do teachers organize, plan for, and implement integrated literacy and social studies instruction? How do they make sense of requirements to integrate curriculum? What are their beliefs about integrated curriculum? My research focuses on teachers' beliefs and practices, their decision-making, materials, and specific, contextual milieu. I anticipate awareness of their

experiences will also inform my role as a teacher educator, involved regularly in teaching language arts and children's literature to pre-service teachers, as well as my supervision of pre-service teachers (PSTs) that are expected to integrate literacy and social studies in the elementary classroom.

2.1.3 * Upload your study protocol here. Please refer to the [Protocol Guidelines](#) for additional information regarding the contents of an appropriate protocol.

Name	Modified	Version
Powell USF IRB Protocol	3/1/2017 12:32 PM	0.02

ID: Pro00028024

View: 2.2 Required Reviews

Required Reviews

2.2

2.2.1 * Research Types:

Name	Description
<input type="radio"/> Biomedical	Study involves drugs, devices, experimental interventions, biohazardous materials, radiation, or other medical procedures
<input type="radio"/> Coordinating/Data Coordinating Center	Responsible for overall data management and/or monitoring and communication among all sites and general oversight of conduct of the project
<input type="radio"/> Record Review/Specimen Collection	Study involves prospective or retrospective chart, record, or dataset review and/or analysis of existing specimens
<input checked="" type="radio"/> Social-Behavioral	Study involves behavioral procedures such as field studies, focus groups, surveys, questionnaires, deception, or psychophysiological testing

2.2.2 * Requested IRB Review Type: [Exempt Categories](#) [Expedited Categories](#)

Name	
<input type="radio"/> Exempt	Chair Review in which research must meet regulatory criteria (see Exempt Categories link above)
<input checked="" type="radio"/> Expedited	Chair Review in which research must meet regulatory criteria (see Expedited Categories link above)
<input type="radio"/> Full IRB Review	Review by the fully convened IRB

2.2.3 Required Department Approvals (Select One or More Departments):

Department Name	Department Approvers
Teaching and Learning	Allan Feldman Stephen Sanders

Please note that studies performed by USF faculty, students, or staff MUST include a Department. The study will be electronically routed to the above listed USF Department for review and approval prior to submission to the USF IRB.

Methods & Procedures: Social-Behavioral Research

3.1

3.1.1

*** Select all Social-Behavioral methods and procedures which apply to this study:**

- Audio/Visual Recording**
 - Behavioral Interventions
 - Behavioral Observations and Experimentation**
 - Deception
 - Interview/Focus Groups**
 - Psychophysiological Recording
 - Record, Chart, or Dataset Review
 - Specimen Collection or Analysis
-
- Surveys & Questionnaires/Psychometric Testing
 - Other Social-Behavioral Procedures

3.1.2

*** Concisely describe all of the research procedures that you will use to collect data:**

The data collected for this research study will include semi-structured interviews, audio-taped lessons, observation field notes, lesson plans, artifacts provided by the teacher that she indicates are relevant to her beliefs and practices related to integrated instruction, and photos of the classroom that do not include students.

Before I ever observe in classrooms, I will conduct initial interviews with each teacher to obtain background information. These interviews will follow the previously attached semi-structured format, allowing space for follow up questions. After 9 classroom observations in each classroom, I will conduct a final interview with each teacher. The final interviews will be focused on teachers pedagogical decisions, reasoning behind decision making related to lesson planning and lesson implementation. The interviews will be for clarification related to the observed lessons. I will use these interviews to help me understand specific language used by the teacher, actions during lesson planning or observed lessons, or artifacts . All interviews and observations will be audio recorded and transcribed for the purposes of this study.

I will observe in each classroom for 9 days during the regular literacy instructional period.

Interview-Focus Groups

3.4.1 Attach copies of any scripts and/or questions that will be used to guide the interviews/groups.

Name	Version
Appendix A-Interview Questions	0.01
Appendix H-Photo-elicitation Questions	0.01

Field notes will be taken during these observations, and I will audio record the teacher as he/she is teaching. The field notes will be used to record teacher language and specific instances that I may want to revisit when coding the observation. I will note approximate times so that I can reference the audio tape to listen to the specific instances where literacy and social studies intersected during the lesson. These field notes and audio taped lessons will be used for coding purposes and final interviews. Conducting multiple observations over a sustained time period will allow me to observe continuity in lessons.

Lesson plans will be used for categorizing the types of integration that occur, as well as the resources used. It is my hope that through my interpretation and teacher discussion about the lesson plans, I will have a richer understanding of the teachers' experiences in integrating curriculum.

Photographs of the classroom, without students present, will be utilized for my own analysis, to describe setting and other contextual elements of each case, and as a tool to guide questioning or encourage thick description in the interviews. Photographs of the classroom, without students present, will allow me to discuss, during final interviews, charts and other resources the teacher places in the classroom. I plan to use these photographs in the final interviews with each teacher to probe deeper into the research questions and invite the participants to lead the conversation based on the photos. I anticipate this will assist me in understanding teacher experiences. Appendix H is a photo elicitation protocol.

ID: Pro00028024 View: 3.4 Interview-Focus Groups

Interview-Focus Groups

3.4

3.4.1 Attach copies of any scripts and/or questions that will be used to guide the interviews/groups.

Name	Version
Appendix A-Interview Questions	0.01
Appendix H-Photo-elicitation Questions	0.01

ID: Pro00028024 View: 6.1 Study Population

Study Population

6.1

6.1.1 Please select the option(s) that best describes the study population. Please classify each participant in only one category (e.g., a healthy employee should be marked as *Employees or Students* only, not as *Normal Healthy Adult Subjects*. [Study Population Help](#)):

- Study Population
- Normal Healthy Adult Subjects
 - Children (Minor Subjects are defined as individuals who have not reached legal age to consent to the treatment or procedures in this research; e.g., State of Florida legal age is 18 years)
 - Cognitively Impaired Individuals
 - Employees or Students**
 - Prisoners (People who are incarcerated or have the high potential to become incarcerated during the course of the study.)
 - Adult Patients (Defined as individuals seen in a clinical setting)
 - Pregnant Women, Human Fetuses or Neonates
 - Wards of the State
 - Socially Disadvantaged Persons
 - Other Adult Subjects

ID: Pro00028024 View: 6.1 Study Population (Cont.)

Study Population (Cont.)

6.1

6.1.2 * List the inclusion criteria (specify the characteristics that must be met for individuals to be enrolled in your study, such as physical/mental/health status,

gender, occupation, or diagnosis):

Purposive sampling (Patton, 2002) will be utilized to determine the participants for my study. In order to collect meaningful data that captures the experiences of these teachers, I will select an information-rich case for study in depth description and analysis.

Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling (Patton, 1995, p. 169). It is necessary that these teachers be in a self-contained elementary classroom with at least three years experience in the classroom so that the teacher will already have established some methods for instruction in literacy and social studies. I plan to begin my observations after the first few months of school to allow time for teachers to develop routines and procedures before I arrive. This will allow me to observe their practices, without the influence, as much as possible, of my research questions since they will have been using the curriculum maps since August, and presumably, in their prior years teaching in this particular district. Additionally, I am selecting teachers from a school where civics is integrated throughout the curriculum to seek to understand ways that this may be done in other classrooms.

- 6.1.3 * List the exclusion criteria (specify the characteristics that will exclude individuals from your study, such as physical/mental/health status, gender, age, race, occupation, or diagnosis) and justify why these persons will be excluded:**
I will exclude any teacher with less than 3 years classroom teaching experience because typically new teachers would not have the skills necessary to integrate curriculum effectively. I do not want lack of experience to be a factor because the purpose of the research is the experiences of teachers effectively integrating literacy and social studies.

ID: Pro00028024 View: 6.1a Recruitment & Enrollment: Social-Behavioral

Recruitment & Enrollment: Social-Behavioral

- 6.1a.1 * How many participants will be recruited (Including drop-outs, withdrawals, etc.)?**
3

ID: Pro00028024 View: 6.1c Study Population: Age & Recruitment

Study Population: Age & Recruitment

- 6.1c.1 * What is the age range of participants?**
Adults, over the age of 23 and under the age of 60.

6.1a

6.1c

6.1c.2 * Describe your recruitment procedures including a) how you will identify potential participants, b) the steps for recruitment of participants, and c) who will have responsibility for recruitment:

◆ Purposeful sampling ◆ will be used in the selection process for in ◆-depth case study of the experiences of 3 classroom teachers, at a school, Citrus Ridge Civics Academy, that is identified as a civics academy where teachers are expected to integrate literacy and social studies. I will work with the administrator at the school to identify one teacher in kindergarten, one teacher in third grade, and one teacher in fifth grade, each with over 3 years teaching experience, who integrates literacy and social studies. I will email the teachers recommended by the principal and if they agree to participate, I will meet with each teacher to explain the research and seek informed consent after I receive IRB

approval.

6.1c.3 Attach copies of any recruiting materials, e.g., flyers, brochures, advertisements. Please review [Section 12.3 of the USF HRPP Policy Manual](#) for required elements.

Name	Version
Email to request participation	0.01

6.1c.4 * Describe how you will ensure the privacy of research subjects given the

identification and recruitment procedures you have described above.

1. Each teacher will be given an identifier-Teacher A, B, or C. This identifier will be located on all documents. Pseudonyms will be used in the final paper.
2. All paper data will be stored in a locked file cabinet in Rebecca Powell's office.
3. All electronic data will be kept on a password protected computer.

6.1c.5 * How will you provide ample time for subjects to review the information and consider whether or not they wish to participate?

After participants respond to my email inviting them to participate, I will provide participants with a face-to-face introduction to the study, and the purpose of the study. I will go over the consent form and invite them to ask any questions they might have. I will leave the consent form with them and ask them to contact me through email if they are still interested in participating.

ID: Pro00028024

View: 6.1d Ethnic/Racial Categories

Ethnic and Racial Categories

6.1d

- 6.1d.1 Please estimate the number of participants you anticipate enrolling by Ethnic and Racial Group.
(Note that totals will be calculated when you click 'Save') :

Ethnic Category	Females	Males	Total
Hispanic or Latino			0
Not Hispanic or Latino			0
Ethnicity Unknown	3		3
Ethnic Category: Total of All Participants*			3
Racial Categories	Females	Males	Total
American Indian / Alaskan Native			0
Asian			0
Native Hawaiian / Pacific Island			0
Black or African American			0
White			0
Race Unknown	3		3
Racial Categories: Total of All Participants*			3

I do not plan to collect data related to:

- Race
-
- Gender
- Ethnicity

Please note that your total enrollment estimate of Ethnic Group members must equal your total enrollment estimate of Racial Category members.

ID: Pro00028024

View: 6.2 Enrollment, Compensation, & Costs

6.2

Enrollment, Compensation, & Costs

In the State of Florida, it is unlawful for any health care provider or any provider of health care services to offer, pay, solicit, or receive a kickback, directly or indirectly, overtly or covertly, in cash or in kind, for referring or soliciting patients (Florida Statute 456.054); therefore, the IRB does not allow payments designed to accelerate recruitment (also known as bonus payments) or allow referrals that result in a "finder's fee" payment.

6.2.1 Will compensation be offered to participants for their participation in the study?

Yes No

6.2.1a If yes, describe the compensation and the payment schedule for participants. Address how payment will be disbursed including dispersal for participants who chose to withdraw from the study. For international studies, please also explain how the currency of the host country will be equivalent to that of the United States:

Please note: Studies involving multiple interactions or interventions over time should offer prorated compensation as opposed to payment only upon completion of the study.

6.2.2 * Describe any costs that participants will incur because of participation (e.g., travel costs, parking fees, purchase of special materials, etc.) that are over and above the costs that would be incurred from standard care or services, were they not in this study. Indicate whether these costs will be reimbursed. In addition, describe any support that may be available to help defray costs to participants:
There will not be any costs to participants because of participation.

6.2.3 Please indicate the time commitment of the participant (i.e., number of study visits, length of visit, length of participation in months or years, etc):
I will interview each teacher twice over the course of 3 months, either before or after school. I will observe in each teacher's classroom for 9 days during their regular literacy block, 3 consecutive days a week over a three week period.

6.2.4 * Do you intend to recruit individuals who are actively enrolled in another IRB approved study?
 Yes No

Employees and Students

6.3c

6.3c.1

Please select all that apply to describe your study population:

Description

- Employees
- Students
- USF Medical Students
- USF Medical Residents or Fellows

6.3c.2 Describe how you will minimize coercion and undue influence when enrolling employees and students in your research study:

I will not be sharing any data or findings with supervisors or employers. I am not evaluating the teacher and will not interview or share data or findings with his/her supervisor.

6.3c.3 If USF medical students will be recruited for this project, please give the years (1st year,

2nd year, etc.) of the medical students that will be recruited, how long they will be involved in the study, and what their role will be in the study.

ID: Pro00028024

View: 7.1 Informed Consent Determination

Informed Consent Determination

7.1

7.1.1 * Are you obtaining signed informed consent?

Yes No

7.1.2 * Are you requesting a waiver of informed consent for any portion of the study?

Yes No

ID: Pro00028024

View: 7.2 Consent Forms & Process of Consent

Consent Forms & Process of Consent

7.2

7.2.1 *Please follow this link to access the [USF IRB Informed Consent templates](#).*

* Upload consent forms and/or assent forms here:

Name	Modified	Version
Informed Consent	3/7/2017 3:51 PM	0.03

7.2.2 * Describe the informed consent process. Include who will conduct the consent interview, the information to be communicated, if consent is being obtained from the research participant or their LAR, and how you will assess the individual's understanding of the study and the voluntary nature of their participation. If you are consenting individuals who cannot read or speak English, describe how information will be communicated to the individual (or their LAR). Please note that you must provide a translated informed consent document upon approval of the English version to enroll individuals who do not speak English.
As the principal investigator, I will meet with the participants individually, discuss the study and research protocol. I will then ask them for their voluntary participation.


7.2.3 **VA Research Only:** If non-veterans are to be enrolled, describe how the non-veteran will be informed that care received as a result of research-related injury will be provided at the expense of the VA (except in accordance with federal law). Also include how this will be addressed should the individual need emergency care.

ID: Pro00028024

View: 8.1 Risk & Benefit Assessment

Risk & Benefit Assessment

8.1

8.1.1 * Risk classification for this study (select one). 

Description

- Minimal risk to individual subjects.
- Greater than minimal risk to individual subjects.

8.1.2 Describe the risks associated with each intervention or study procedure. Include consideration of physical, psychological, social, and other factors. If data is available, estimate the probability that a given harm may occur and the potential reversibility. For Record Reviews, address risk of breach of confidentiality:

There are no anticipated risks associated with this research study.

8.1.3 Describe the safety precautions that will be taken to minimize risks/harms:

There are no anticipated risks.

ID: Pro00028024

View: 8.2 Anticipated Risk & Benefits

Anticipated Risk & Benefits

8.2

8.2.1 * Please describe any potential for direct benefits to participants and to society:

According to Dewey, we do not learn from experience, but reflection on our experiences. As teachers reflect on their experiences integrating literacy and social studies, the benefit

may be continued professional development as a result of continuous reflection on experience and practice. The potential benefit to society is the professional development enhancing each participants future work as a classroom teacher.

8.2.2 * Alternatives to Participation: Describe alternatives (research or non-research) that are available to subjects if they choose not to participate in this study:

None

8.2.3 * Risk/Benefit Analysis: Describe the risk to benefit relationship of participation in the research (relative to non-participation and/or alternatives).

Since there are no anticipated risks, the benefits outweigh the risks.

ID: Pro00028024

View: 9.1 Privacy & Confidentiality

Privacy & Confidentiality

9.1

9.1.1 * Will this study record any information which can identify the participants of this study? **Identifiable Information**
 Yes No

9.1.2 * Will this study record information that, if released, could reasonably place participants at risk of criminal or civil law suits?
 Yes No

9.1.3 * Describe the steps that will be taken to protect the privacy of participants during the conduct of the research:
 Participants will only be identified during data collection as Teacher A, B, or C. They will be assigned pseudonyms in the final paper. All documents will be stored in a locked in a file cabinet in my office. All identifiers on digital files will be teacher a, b, or c and will be stored on a password protected computer.

9.1.4 * Describe how the data (including informed consent documents) will be kept confidential during collection, analysis, and storage. Address both physical and electronic records:
 1. All data will be stored in a locked file cabinet in Rebecca Powell's office.
 2. Electronic data will be stored on a password protected computer.
 3. Preservice teacher and cooperating teacher will be assigned pseudonyms for purposes of the study and not identified by given names.

9.1.5 * How and where will the data be stored? How long will data be kept (See Requirements) and how will it ultimately be destroyed?
 Data will be stored in a locked file cabinet in the principal investigator's office. Digital files will be stored on my password protected laptop. All files will be destroyed after five years by shredding the paper files and digital files will be deleted.

9.1.6 * Do you plan to share confidential data with anyone other than members of your research group?
 Yes No

9.1.6a If Yes, describe with whom you will share the confidential data and under what circumstances this will occur and explain how/whether participants will be

informed that this data will be shared:

I will share data with a peer reviewer, but participants will be made aware of this in advance, during the informed consent process. However, names will not be on the data when it is shared.

9.1.6b If Yes, describe your plan to keep track of and account for disclosures of PHI:

I will be meeting with the peer reviewer and we will go over the data together. I will bring the data and will leave with it. Peer reviewers will not be aware of participant names or school location.

Please Note: The Privacy Board may periodically request an accounting of disclosures to ensure that the plan described is effective.

9.1.7 * Will the participants be providing private, identifiable information about individuals other than themselves (e.g., family, friends)?

Yes No

9.1.7a If Yes, describe who these other individuals are and how the privacy or

confidentiality of these individuals will be protected:

9.1.8 * Will you use, receive, review and/or disclose protected health information (PHI) in the course of conducting this research?

Yes No

ID: Pro00028024

View: 10.1 Data Monitoring Plan

Data Monitoring Plan

10.1

10.1.1 * Describe your plan for ensuring the integrity of the data you collect, including how often you plan to monitor the data:

I plan to use member checking to ensure that the data that I collect is correct. I will monitor the data weekly and code as data is collected.

Please note: Every research project should include a plan for monitoring the integrity of the data; that is, the data collected must appropriately address the research questions.

ID: Pro00028024

View: SC.0 - Check for Errors

Check for Errors

SC.0

In order to review your Study forms for completeness, please use the Hide/Show Link above to check for errors. When all questions are complete, please Continue to the next page.

Initial Application: Final Page

Below are the next steps to take and the Principal Investigator's Statement of Assurance.

*Final
Page*

This study has been assigned the following identification number Pro00028024.

By clicking "Finish" you will exit this application but this does **NOT** submit the application for review.

To submit this application for review, the Principal Investigator must press the "SUBMIT STUDY" button under the My Activities menu. Please note an

application may be prepared by other members of the research team; however, ONLY the Principal Investigator may submit the application to the IRB for review.

All study team members must agree to participate and answer questions related to

conflicts of interest prior to submission of the application. Please use the "Notify Team Members to Agree to Participate" button under the My Activities menu.

You may track the ongoing status of this application by logging into the study workspace at any time. Please feel free to contact the USF Human Research Protections Program (HRPP)/IRB with any questions or concerns at 813-974-5638 or use this system to send us an e-mail.

Note that submission of this study for review constitutes agreement to the following Statement of Assurance:

PRINCIPAL INVESTIGATOR'S STATEMENT OF ASSURANCE

This application, which describes my proposed investigation involving human participants, was prepared in accordance with the policies of University of South Florida (USF) and its affiliates for the protection of humans participating in research.

- I certify that I have read and will conduct this study in accordance with the terms of Ethical Principles set forth in The Belmont Report and the USF Human Research Protection Program (HRPP) Policies and Procedures.
- I understand USF's policies concerning research involving human participants

and I agree to:

- a. Obtain the voluntary informed consent of participants (or of participants legally authorized representatives), in a language that is understandable to them, to the extent required by federal regulations and by the determinations of the IRB.
- b. Report promptly to the IRB any problem that requires reporting (See List of Problems that Require Prompt Reporting to the IRB) and submit a Reportable Event within the appropriate reporting period.
- c. Cooperate with the IRB in the timely continuing review of this project (submit Continuing Review applications at least 45 days before study expiration).
- d. Obtain prior approval from the IRB before implementing changes in the approved research protocol or approved informed consent document (submit an Amendment application).
- e. Maintain informed consent documents and regulatory files as required by institutional and federal policies (for more information, see the Research Integrity and Compliance Web Site at www.research.usf.edu/cs/).
- f. Accept responsibility for the conduct and supervision of this research and protect human participants as required by state and federal law and regulation, and as documented in all applicable Federalwide Assurances.
- g. Ensure that research staff and students have been trained and are qualified

to conduct this research and to protect human participants. I agree to provide supervision to research staff and students that will ensure the protection of human participants. I will keep records that prove that these requirements have been met.

- h. Allow site visits for evaluation and monitoring by the FDA, the DHHS, the USF Research Integrity and Compliance, and the USF IRBs.

I attest to conduct the research in accordance with the ethical principles of the Belmont Report, the requirements of the federal regulations, and the policies of the University of South Florida.

District Research Approval

April 3, 2017

Rebecca Lovering Powell
7490 Kathleen Road
Lakeland, FL 33810

Re: *Integrating Literacy and Social Studies: Elementary Teachers' Practices*

Dear Ms. Powell:

The *Office of Assessment, Accountability, and Evaluation* through the Research Review Board at [redacted] has **approved** your request to conduct research. Please schedule classroom observations with Principal [redacted] and participating teachers at mutually convenient times that do not affect student testing. In addition, be sure to notify parents of your research activities.

Your research activities are effective from April 3, 2017 through June 30, 2017. Should you desire to continue your research efforts beyond the aforementioned period, you must submit a request for an extension no later than May 15. Any significant changes or amendments to the procedures or design of this study must be approved by resubmitting a request for research that clearly identifies these methodological changes.

In the interest of continued research benefits and the coordination of research interests, we ask that you mail one copy of your finalized research product and a one-page executive summary for our research webpage at the conclusion of your study. This information, and any other relevant information you may have, will be filed in our research library and added to the annotated listing of research projects. We look forward to reading the results of your study and any suggestions they may offer toward improving the integration of literacy in social studies instruction.

If you have any questions, or if I can be of any further assistance, please contact me or

Best wishes on your research endeavors.

Appendix C: Informed Consent to Participate in Research Involving Minimal Risk

Study ID:Pro00028024 Date Approved: 3/13/2017



Informed Consent to Participate in Research Involving Minimal Risk

Pro # 00028024

You are being asked to take part in a research study. Research studies include only people who choose to take part. This document is called an informed consent form. Please read this information carefully and take your time making your decision. Ask the researcher or study staff to discuss this consent form with you, please ask him/her to explain any words or information you do not clearly understand. The nature of the study, risks, inconveniences, discomforts, and other important information about the study are listed below.

We are asking you to take part in a research study called:

Integrating Literacy and Social Studies: Elementary Teachers Experiences and Practices

The person who is in charge of this research study is Rebecca Powell. This person is called the Principal Investigator. However, other research staff may be involved and can act on behalf of the person in charge. She is being guided in this research by Dr. Danielle Dennis, Assistant Professor at University of South Florida.

The research will be conducted at your school site.

Purpose of the study

The purpose of this study is to understand teacher experiences and practices related to integrated literacy and social studies instruction. The Principal Investigator, Rebecca Powell, will interview you twice over the course of 3 months. She will observe in your classroom for 9 days, 3 consecutive days a week over a three-week period.

Why are you being asked to take part?

We are asking you to take part in this research study because you were identified by your school as a teacher who effectively integrates reading and social studies.

Study Procedures:

If you take part in this study, you will be asked to:

Social Behavioral



Version Date: 3.1.17

Page 1 of 3

Study ID:Pro00028024 Date Approved: 3/13/2017

- Participate in 2 interviews to discuss your experiences and practices about literacy and social studies instruction. Each interview will be approximately one hour in length. Interviews will be conducted before or after school, at your convenience, in your classroom.
- Participate in 9 observations during your regular literacy block (3 in week 1, 3 in week 2, and 3 in week 3). During the observations, you will be asked to wear an audio recorder to record the lesson. I will transcribe the files and store them in a secure place, with a pseudonym to keep your identity from the public. All files will be kept on my password-protected computer, and in a locked file in my office. All audio recordings will be destroyed after 5 years.
- Provide lesson plans for the observed lessons.

Total Number of Participants

A total of three individuals will take part in this study.

Alternatives / Voluntary Participation / Withdrawal

You do not have to participate in this research study

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. Choosing if you wish to participate or not will not affect your job at your school.

Benefits

You will receive no monetary benefit(s) by participating in this research study. However, I believe the reflection on your practice will be a potential benefit.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

You will receive no payment or other compensation for taking part in this study. You will not receive extra credit for participating in this study.

Costs

It will not cost you anything to take part in the study.

Conflict of Interest Statement

Since I do not work for the school system, there is no conflict of interest.

Privacy and Confidentiality

We will keep your study records private and confidential. Certain people may need to see your study records. Anyone who looks at your records must keep them confidential. These individuals include:

Social Behavioral

Version # 1

Version Date: 3.1.17

UNIVERSITY OF
SOUTH FLORIDA

Page 2 of 3

Study ID:Pro00028024 Date Approved: 3/13/2017

- The research team, including the Principal Investigator Rebecca Powell, and study coordinator, Dr. Danielle Dennis.
- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.
- The USF Institutional Review Board (IRB) and related staff who have oversight responsibilities for this study, staff in the USF Office of Research and Innovation, USF Division of Research Integrity and Compliance, and other USF offices who oversee this research. We may publish what we learn from this study. If we do, we will not include your name. We will not publish anything that would let people know who you are.

You can get the answers to your questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, or experience an unanticipated problem, call Rebecca Powell, Principal Investigator at 863-221-5978.

If you have questions about your rights as a participant in this study, or have complaints, concerns or issues you want to discuss with someone outside the research, call the USF IRB at (813) 974-5638 or contact by email at RSCH-IRB@usf.edu.

Consent to Take Part in this Research Study

I freely give my consent to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in their primary language. This research subject has provided legally effective informed consent.

Signature of Person obtaining Informed Consent

Date

Rebecca Lovering Powell

Printed Name of Person Obtaining Informed Consent

Social Behavioral



Version # 1

Version Date: 3.1.17

Page 3 of 3

Appendix D: Semi-Structured Interview Questions

- 1) Tell me about your background in education (college, professional trainings, years at school, years at grade level).
- 2) What do you believe about literacy instruction?
- 3) What do you believe about reading instruction?
- 4) What do you believe about social studies instruction?
- 5) What do you believe about integrating literacy and social studies instruction?
- 6) Talk about a typical reading instruction block. What does it look like?
- 7) Tell me how you integrate literacy and social studies. What might that look like?
- 8) What do you need to successfully integrate literacy and social studies?
- 9) How do you navigate the desire to integrate with district curriculum maps?
- 10) How does the reading series influence your decision making?
- 11) Is there a social studies series? Does it influence your decision-making?
- 12) What types of PD have you had in reading, social studies, integrated curriculum?

Appendix E: Sample Field Notes Collection Form

What are the experiences of three elementary teachers when integrating literacy and social studies instruction?

1. What sources of information do teachers use when making decisions about integrated instruction?
2. How do teachers organize, plan for, and provide integrated instruction, including how they use the core English/Language Arts programs and core Social Studies programs?
3. In what ways, if any, does the teacher use disciplinary literacy strategies to support social studies instruction?

Field Notes: Date 4-25-17 Time 10:00 Location Ms. Adams' room
 Teacher # A # of Students Present in Classroom 15

What I am Seeing	What I am Thinking/Wondering
<p>After phonics/skill work: Community helpers-reviewed what learned so far- police officers, fire fighters, Building background: -shared the importance of the construction worker's hat -wear boots on their feet with metal/steel toes -wear special glasses to protect their eyes --wear special hat-hard hat</p> <p>Shows video-Rocks Build Our World</p> <p>Students hear teacher read big book from reading series on carpet-</p> <p>Sequenced story- -mark it -take equipment and line it -put stone -asphalt -paint -signs</p> <p>Discussed various types of equipment-excavator, steam roller</p> <p>Charts information learned</p> <p>Students write 3 sentences about construction workers and when paper is checked by teacher, they create "construction Mike"-glue construction worker hat to sentence strip and pretend they are construction worker.</p>	<p>How does she select videos? Little discussion about video First day using a big book.-said she doesn't like to use same book each day because students will get bored. What type of training did she have on shared reading?</p> <p>Reading skill</p> <p>Shared writing</p> <p>Independent writing; students are reminded to work quietly/independently. What sort of professional development on writing has she experienced?</p> <p>No discussion about importance of safety for construction workers and importance of safety and good citizens at school. Missing relevance to classroom.</p>

Appendix F: Reflective Field Notes
Excerpts from reflective field notes

4-14-17

Day 1, Kindergarten

Today was my first day in the kindergarten. This teacher has high expectations for children's behavior. Class today was completely teacher directed. I'm wondering if students have time for self-selected reading or writing beyond the 3 sentences related to the read aloud? I have a lot of questions. 1) Does the reading series give suggestions for "You're a Grand Ole'Flag" and rhyming words, or is that it? 2) Are there suggestions for social studies connections? 3) Can the teacher select new /different vocabulary is she she required to stick with what's in the reading series? A lot of the instruction is disconnected from text and meaning-making. I'm wondering if students are given opportunities to discuss their writing before, during, or after writing, or is the teacher checking for mechanics the only purpose for writing? Hopefully these questions will be answered soon.

5-11-17

Day 2, Grade 3

Smoke was heavy in the air and in the building today. P.E. was moved inside due to the smoke. Students were learning about firefighters and how they work as a team from the basal story. All day I wondered why she didn't share articles from the newspapers about the local fires. Could those articles peak student interest and engage them in real world social studies? I think she has content knowledge, but I am wondering about pedagogical knowledge

for social studies. Do they discuss this in their grade level planning meetings or is there no any room for it with the testing preparation?

5-12-17

Day 3, Grade 5

Although students are answering questions about the text from a study guide, the teacher pushes their thinking to a higher level. She asked, “What do the title mean?” Students have three different answers and they all made sense! Then they discussed the numbers stamped on the Jews and how the characters made the numbers their own. One student connected it to today-although simply, it was a current connection that showed some understanding. He said it’s like wearing something that isn’t yours, but pretending to own it. After discussion of the novel, the teacher showed two videos. The first was clips from Auschwitz, with actual scenes from the camp. Students saw artifacts from the camp and took notes during the videos. The second video was about Hitler and the expansion of his army. She taught geography, pointing things out from the video on a world map, and provided some historical context about the time period. I wonder if she’s heard of using simulations as a tool or strategy to increase student learning. Couldn’t she invite students to imagine they’re one of the characters in the book, or a friend of one of the characters and write about their experiences and feelings? This would definitely move it to a higher level.

Appendix G: Phase IIA Deductive Analysis of Literacy

				Teacher A	Teacher B	Teacher C
Balanced, Comprehensive Instruction (meaning is central)						L01; L02;
A Lot of Reading and Writing	Reading	Fiction	Shared	L04.5 (D); L05.2 (D);		L01.1-3 (D & A); L02; L03;
			Guided	L06.1 (graphic text)	L01.4; L01.5; L01.6;	
			Independent	L01.1;	L04.1;	
			Partner		L01.2;	
			Read Aloud	L04.5; L05.2;		
			Digital Text	L01; L02.5; L03.3; L04.5; L05.2;		L01.1-3 (D & A); L02; L03;
		Non-fiction	Shared			
			Guided		L02.2; L02.3;	
	Independent			L02.1; L04.4;		
	Read Aloud		L01.6; L02.5;			
	Writing	Fiction	Shared			
			Guided			
			Independent	L02.1; L04.1; L05.1;		
		Non-fiction	Shared			
			Guided	L01.7; L02.5; L03.4; L04.4-6;		
Collaborative					L01-L05;	
Independent			L01.8; L02.1-2; L02.5; L03.4; L04.6; L07.3;	L02.1; L03.1; L04.3-4	L01; L02; L02; L03, L04, L05	

		Teacher A	Teacher B	Teacher C	
High Level Thinking	Questioning	L05.1;		L01.1-2 T&S; L02.3-6; L03.3-4; L04.1-5; L05;	
	Debate			L02.1-2; L03.3-4	
	Problem solving		L05.2;		
Skills explicitly Taught and Coached	Reading	Phonics (orange)	L01.3-4; L02.1; L02.4; L03.2-3; L04.3; L06.1; L06.2-3; L07.2;	L01.1; L02.1;	L01.2;
		Story elements (characters, setting, problem, solution)	L04.5; L05.3;	L01.3;	L01.1-2; L01.2; L03.2-4;
		Predicting			L01.3; L04.1;
		Main Idea		L02.1; L03.2;	L01.1-2; L03.4-5;
		Detail		L02.1;	L01.1-2; L03.4-5
		Summarize	L01.1-2	L02.1;	L01, L02,
		Inference			L02.1;
		Compare & Contrast			L03.2;
		Theme		L01.3;	
		Character Development			L03.5;
		Listening Comprehension	L01.4; L02.4; L03.2; L07.2; L07.3;		L01.1-3; L02.5-7; L04.5;
		Reading Comprehension			L01 – L03;
		Vocabulary	L01.4-5; L02.4; L03.2; L06.2; L07, 2;	L01.1; L01.2; L01.4;	L01.1-2; L02.1; L03.4-5; L04.3;
		Idioms			L01.2-3; L03.2;
		Euphemisms			L02.1; L02.3; L03.1;
	Writing	Capital letters	L02.1;		
		Punctuation	L02.1;		
		Summarizing	L01-L05;	L03.1	
		Theme	L01.4;		
		Creating digital presentation		L04.3;	
	Speaking			L05.2-3;	L01-L05; L02.1; L05
	Listening		L01.4; L02.4; L03.2; L01; L02.5; L03.1-4; L04.5;	L05.1-3;	L01.1-3; L02.1; L02.5-7; L03.3; L04.1-4; L05;

	Viewing	L01.4; L02.4; L03.2;	L05.1-3;	L01.1-3; L02.5-7; L04.1-4; L05;
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		Teacher A	Teacher B	Teacher C	
Wide Variety of Materials	Basal & ancillary materials		L01.2; L02; L04.2; L04.5;		
	Children's Literature	Picture Books	L01.6; L04.1; L05.2(D);		
		Novels			L01-L05;
		Songs	L01.4; L02.4; L03.2; L04.4;		
	Digital Texts	Photographs			
		Documents			
		Bookflix?		L04.4;	
Videos-you tube, etc.		L04.4 (2); L05.3; L07.3;		L02.5-6; L04.1-4; L05;	
Variety of Formats for Instruction	Whole Group (listening, discussion, review)	L01.1-7; L02.1-5; L03.1-4; L04.3-5; L05.1; L07.2;	L05.1-3;	L01.1-5; L02.5-7; L03.2-6; L04.1-5; L05;	
	Small Group	L03.1; L06.1;	L01.4; L01.5; L01.6; L05.2;	L01.1-2; L02.1-3; L03.6;	
	Independent	L01.8; L02.1; L02.5; L03.1; L04.6; L05.1; L07.3	L01.1; L01.4; L02.2; L02.3;		
	Centers	L02.22; L03.1; L04.1-2; L06.1; L07.2;			
Well Managed	L01-L07	L01-L05	L01 – L05;		

O=Observation

is number of the observation, for example, O1 is observation #1

2nd number is page #, O1.5, is Observation1, page 5. Observation number and page number are separated by a decimal because the page number is a part of the whole.

D = digital text, either on SMART board for all to see, or students using laptops to follow along w/digital text

A=audio text played aloud while students followed along with text on laptops

Observation 1, Day 2, page 3: grade level meeting-planning for end of school year-ABC count down;

District reading coach said teachers need to get comfortable stepping away from textbook, but they have to follow the curriculum maps-seems contradictory. Reading department creates the maps.

Observed in Kindergarten from 4/4, 4/5, 4/6. Missed next week due to unit on space.

Observed again 4/18, 4/19, 4/20, 4/21.

Appendix H: Phase I Initial In Vivo Codes

Inductive InVivo Codes	Teacher A, Initial Interview, Line Number	Teacher B, Initial Interview, Line Number	Teacher C, Initial Interview, Line Number	Emerging Themes
Experience	16	7		personal context
New school	18			expectation
“Fun”	27, 321			expectations
“Engaging”	27			expectations
“Hands-on”	27			behaviors
“Students giggling”	27			practice
“Movement”	27			expectations
“Reach every student”	27			Bottom up approach
“all starts with phonics”	32			Bottom up approach
“phonemic awareness”	36	40		Bottom up approach
“Knowing sounds”	36	40,69		Bottom up approach
“hearing sounds”	36			Bottom up approach
“Sounding everything out”	37			Bottom up approach
“Not that whole word”	37			Bottom up approach
Personal Experience (I needed that fun to learn”)	37-39, 228			personal
Read Aloud	42			format
“Where they come from, they probably don’t get read to a lot”	43			Deficit perspective
“Listening comprehension”	46			strategy
Students-discouraged with independent reading	46-47			format
“give the love of reading”	48			expectations
“I read high text”	49			expectations
“push that comprehension”	49			expectations
“very high standards”	49			expectations
Looking to next grade level to prepare	50-51			
“guided reading”	56			format
differentiation	58-60			strategy
questioning	60			strategy
“love social studies”	64			
“two classes away from history minor”	64			Personal-Background in history
father	65			personal
“love for my country”	67			Personal-nationalism
“U.S. symbols ... favorite unit”	68			topic
civics	69			topic
“how to treat others”	69			Social skills
“role as a citizen”	69			topic
“starts in kindergarten”	70			Social skills
“interact with each other”	70			Social skills
Skills of please, thank you, you’re welcome	72-74			Social skills
“learning those skills to use it in real life”	75			Social skills
“teachers have to be creative”	77-78		275	expectations
“fit it in”	78			time
writing	82, 118, 152			content

Appendix I: Crosswalk of Integrated Literacy and Social Studies

	Provide Instruction				Incorporate Discussion			Community Service		Extra-Curricular Activities	Student participation in school governance	Simulations	
	Government	History	Law	Democracy	Local	National	Inter-national	Designed	Implemented				
Balanced, Comprehensive Instruction (meaning is central) A Lot of Reading and Writing	Reading	Fiction	Shared	TC-LO1-5				TC-LO1-5	TB-LO5				
				TC-LO1-5									
		Non-fiction	Shared	TA-LO4-5	TA-LO7	TC-LO4-5	TC-LO1-5						
				TA-LO1									
				TA-LO4-5, 7;									
	Writing	Fiction	Read Aloud	TA-LO2					TB-LO3-5				
		Non-fiction	Independent		TA-LO1;								

	Provide Instruction				Incorporate Discussion			Community Service		Extra-Curricular Activities	Student participation in school governance	Simulations
	Government	History	Law	Democracy	Local	National	International	Designed	Implemented			
High Level Thinking	Science and Social Studies Integrated											
	Questioning	TA-L01; TC-L01-5		TA-L01; TC-L03-5	TC-L01-5	TC-L03-5	TC-L03-5	TB-L05	TB-L05	Communic-ity		
	Debate	TC-L01-5		TC-L04-5			TC-L01-5					
	Problem Solving	TC-L04-5				TB-L05	TC-L02-3	TC-L03-5				
Skills explicitly Taught and Coached	Reading		TC-L01-5									
	Writing		TB-L03									
	Speaking		TB-L03									
	Listening		TB-L03									
Wide Variety of Materials	Viewing		TC-L03-5									
	Basal & ancillary materials	TA-L01-5	TB-L01-5									
	Children's Literature		TA-L01-5		TA-L01							
	Picture Books		TC-L01-5									
Variety of Formats for Instruction	Novels		TC-L03-5									
	Digital Texts		TC-L03-5									
	Photographs		TC-L04-5									
	Documents		TC-L04-5									
Well Managed	Whole Group	TA-L01-5, 7	TC-L01-5									
	Small Group	TA-L03, 6	TB-L01-5									
	Independent	TA-L01-5, 7	TC-L01-5									
Centers		TA-L01-7; TB-L01-5; TC-L01-5										

Appendix J: Permission to Use Civics Correlation Guide

📧 Reply all | 🗑️ Delete Junk | ⋮

Re: FJCC core reading program correlation/my dissertation research

SM

Stephen Masyada <Stephen.Masyada@ucf.edu>

Tue 11/7/2017, 8:18 AM

Powell, Rebecca ☑

👤 📧 Reply all | ⌵

Inbox

Hi! 😊 Doing well, thanks! Grats on entering the home stretch. Without a doubt, permission is granted. :) I look forward to reading your research.

Steve

Stephen S. Masyada, Ph.D.
 Director
 Florida Joint Center for Citizenship
 12443 Research Parkway
 OTC3 Suite 406
 University of Central Florida
 Orlando, FL 32826
 407.823.1146
<http://civics360.org/>
floridacitizens.wordpress.com
floridacitizen.org

From: Powell, Rebecca <rlpowell@usf.edu>
Sent: Tuesday, November 7, 2017 1:21 AM
To: Stephen Masyada
Subject: FJCC core reading program correlation/my dissertation research

Hello!

I hope that you are doing well. I'm close to completing my dissertation and wanted to ask permission to use an analysis of one of the resources from the FJCC website. I have studied the "Civics Correlation guide to K-5 reading series" and analyzed the information. What I found and currently have in the draft of my dissertation is below. It is an overview of the Kindergarten, third grade, and fifth grade stories and the level of social studies correlation. Please let me know if you have issues or concerns with the way this is presented. I will be happy to make changes if you do not feel this is an accurate representation of the data.

ABOUT THE AUTHOR

Rebecca Lovering Powell was born in Cieba, Puerto Rico on September 7, 1962. She graduated from Lake Gibson High School in Lakeland, Florida in 1980. She earned a Bachelor of Science degree in 1995 in Elementary Education from the University of South Florida in Lakeland, Florida and began her teaching career as a 4th grade teacher. She earned a Master of Education in Reading Education, K-12, from the University of South Florida, Tampa, Florida, in 2007. After earning her Master's degree, she became a reading coach, serving in an elementary school and in a high school. She later worked as a reading coordinator for the Florida Department of Education's Differentiated Accountability team, supporting teachers and schools across the state of Florida. Rebecca also worked as a hybrid educator, simultaneously serving both the Hillsborough County School district and the University of South Florida, Tampa, in their teacher education program.

Her hybrid educator role and collaborations led her to pursue her Ph.D. in Curriculum and Instruction with an emphasis in Literacy Studies from the University of South Florida. In 2018, Rebecca will earn her doctorate degree. While completing her doctorate, she began employment as an instructor at Florida Southern College in Lakeland, Florida where she currently teaches literacy and foundations courses in the School of Education. Her research interests include teacher education, literacy instruction for striving readers, children's literature, and social studies education.

Rebecca Lovering Powell may be contacted at rlpowell0907@gmail.com