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READING ENGAGEMENT IN SOCIAL STUDIES: EXPLORING THE ROLE OF A SOCIAL STUDIES LITERACY INTERVENTION ON READING COMPREHENSION, READING SELF-EFFICACY, AND ENGAGEMENT IN MIDDLE SCHOOL STUDENTS WITH DIFFERENT LANGUAGE BACKGROUNDS

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The authors examined the role of an intervention designed to increase reading comprehension, reading self-efficacy beliefs, and engagement in social studies for middle school students of varying language backgrounds. Thirteen sixth- and seventh-grade teachers implemented the United States History for Engaged Reading (USHER) program with their students, and approximately 50% were English language learners (ELLs). After teachers implemented USHER, changes in history reading comprehension and reading self-efficacy beliefs were identified for both ELLs and English native speakers. Findings show promise for multifaceted comprehension instruction in social studies for middle school contexts with large numbers of ELLs.

Literacy in Social Studies

Literacy development for adolescent learners in the content areas has been studied since the early part of the 20th century (Alvermann & Moore, 1991), and attention has steadily increased in the past two decades (e.g., Cervetti, Pearson, Bravo, & Barber, 2006; Gavelek, Raphael, Biondo, & Danhua, 1999; Hiebert & Lubliner, 2008; Shanahan & Shanahan, 2008). Efforts have

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focused on a variety of issues, including improved comprehension strategies for use in content area instruction (e.g., Brozo & Simpson, 2007; Guthrie et al., 2004; Kim, Vaughn, Wanzek, & Wei, 2004), development of guiding principles for adolescent literacy programs (Biancarosa & Snow, 2006; Sturtevant, Boyd, Brozo, Hinchman, Moore, & Alvermann, 2006, and stronger collaboration between disciplinary specialists and literacy educators (e.g., Shanahan & Shanahan, 2008). However, much of the content literacy research conducted in classrooms has focused on the domain of science. Social studies is a content area that has been underexplored, in general, and with respect to content area literacy, in particular (Almarza, 2001; Chiodo & Byford, 2004; De La Paz, 2005; Kubey, 2004), albeit research within the last decade has started to bring it to the forefront (Vaughn et al., 2009).

In addition to the well-known challenges of trying to systematically infuse literacy instruction into content area classes (e.g., Alvermann, 2001; Bean, 2000; Biancarosa & Snow, 2006; O'Brien, Stewart & Moje, 1995), research indicates that the domain of social studies presents specific hurdles. For instance, many students perceive social studies as boring with little relevance and value to their lives (Almarza, 2001; Brophy, 2009). Students' indifference to social studies subject matter is often compounded by instruction dominated by lecture, frequent tests and quizzes, and teacher-centered instruction (Almarza, 2001; Chiodo & Byford, 2004; Kubey, 2004). Despite efforts to encourage higher-order thinking in social studies (e.g., National Center for History in the Schools, 1996), there is evidence that middle- and high-school social studies lessons continue to rely predominantly on a single textbook with no consideration of other sources or heuristics for teaching reading comprehension (De La Paz, 2005; Nokes, Dole, & Hacker, 2007). Use of single text as well as the limited, or absent, integration of reading comprehension instruction with social studies instruction can present a challenge for any learner. However, English language learners[1] (ELLs) may be particularly affected, as their access to texts and key concepts is difficult given the nature of content-specific and general academic vocabulary (Bailey, Huang, Shin, Farnsworth, & Butler, 2007). In the current study, we examine data from the first year of a social studies literacy intervention for English native speakers and ELLs based on

principles of comprehension instruction proven effective with English native speakers in other content domains. We refer to this intervention as United States History for Engaged Reading (USHER). Herein, we provide the research base for the intervention, describe the key components, and present results from the first year of the project.

Adolescent English Language Learners and Content Area Comprehension

ELLs, especially in the upper grades, confront the double challenge of having to learn and perform on grade-level curricula in a language while simultaneously learning that language. In particular, adolescent ELLs who lack comprehension skills and academic language to demonstrate literacy levels are at risk for academic failure in content areas (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Francis & Vaughn, 2009). This scenario is challenging for students as well as for content area teachers, who may have received little or no professional development on effective content area literacy approaches that could benefit both their ELL students and their English native speaking counterparts (e.g., Francis & Vaughn, 2009; Lesaux, Kieffer, Faller, & Kelley, 2010).

Although the research base for effective literacy for adolescent second-language learners is only beginning to emerge, there is at least three decades of reading research that has identified effective instruction, which should serve as the foundation for all learners and is considered promising for ELLs (Vaughn et al., 2009). Practices such as explicit cognitive strategy and vocabulary instruction, the use of modeling and guided practice to demonstrate comprehension processes, use of graphic organizers, text-based questioning, student collaboration in reading and writing tasks, and explicit teaching of key ideas and concepts have all proved to enhance reading comprehension and other forms of literacy achievement (Biancarosa & Snow, 2006; Deshler & Schumaker, 2005; Francis et al., 2006; Guthrie et al., 2004; Kamil et al., 2008, National Institute of Child Health and Human Development, 2000; RAND, 2002).

Although practices proven effective with native speakers can sometimes be extended to second-language learners, differentiated instruction for ELLs is important. Some criteria to

take into account when making instructional decisions include ELLs' language and reading development in their first language and in English as well as whether students' difficulties are centered in one domain or span across academic subjects (Torgesen et al., 2007). Furthermore, literacy instructional interventions need to be empirically and theoretically grounded in effective reading research if they are to be successful with ELLs. If recommendations rest on scientific evidence with other populations, there is a need to evaluate their effectiveness for the population of adolescent ELLs (Francis & Vaughn, 2009; Torgesen et al., 2007). USHER is theoretically grounded in the literacy and motivation literatures and explores the expansion of sound instructional practices used with monolingual students to ELLs.

Engagement in Content Area Literacy

Reading text requires cognitive and linguistic components. However, given that reading is an intentional act, engagement from the reader is also essential (Guthrie & Wigfield, 2000; RAND, 2002). In its broad sense, academic engagement is defined as a multidimensional construct that fuses behavioral and emotional characteristics of students (Fredricks, Blumenfeld, & Paris, 2004; Skinner, Furrer, Marchand, & Kindermann, 2008). Behavioral dimensions of engagement include student effort, persistence during learning activities, and attention. The emotional dimension of engagement includes states such as enjoyment, enthusiasm, and interest (Meyer & Turner, 2002) and emotions such as pride, vitality, interest, and satisfaction (Connell & Wellborn, 1991; Skinner & Belmont, 1993; Skinner et al., 2008). Contextual factors, such as students' perceptions of teacher support, feelings of relatedness to their teacher, and feelings of autonomy, have been found to support or predict academic engagement (e.g., Meyer & Turner, 2002; Reeve & Jang, 2006; Skinner et al., 2008).

In a more specific sense, reading engagement has been defined as the synergy of motivational (such as interest or self-efficacy) and cognitive processes (such as use of specific comprehension strategies, e.g., questioning or comprehension monitoring) during the act of reading (Guthrie, McRae, & Klauda, 2007; Guthrie & Wigfield, 2000). The positive impact of students' reading engagement on reading achievement has been

well established for native English speakers (Guthrie et al., 2004; Wigfield et al., 2008). For ELLs, reading engagement has been found to be a mediator, or an explanatory variable, between students' vocabulary and their reading comprehension, such that both predict reading comprehension (Taboada, Townsend, & Boynton, 2013).

Despite the importance of engagement and motivation to students' performance, declines in these variables in general and for specific subject areas have been well documented as students transition to middle and high school (e.g., Gottfried, James, & Gottfried, 2001; Harter, 1981; Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002). Moreover, many adolescent readers have been described as resistant readers (Bintz, 1993; Reeves, 2004). Resistant readers may not struggle with literacy skills, but they are rather reluctant readers who disengage from school reading and choose not to read school-related texts (Hamston & Love, 2003; Lenters, 2006).

Educators and researchers view the mismatch between school texts and students' interests outside of school as part of the challenge facing adolescent resistant readers (Guthrie, 2008; Ivey & Broaddus, 2001; Lenters, 2006). In addition to textbooks that are not conducive to extended, engaged reading, literacy instructional practices in middle and high school tend to foster individualized reading (at the cost of social/interactive reading with peers or teachers) with minimal or no use of effective practices for fostering comprehension, social learning from text, and extended, in-depth reading of topics (Alvermann, 2004; Guthrie, 2008; Ivey & Broaddus, 2001). Moreover, many teachers are ill equipped to simultaneously address the content area and literacy needs of ELLs. A large proportion of resistant, disengaged readers is found within the ELL population. Yet despite the key role that fostering engagement plays in effective literacy instruction, there are few empirical studies that examine academic engagement or its components (e.g., reading self-efficacy) with ELLs (e.g., Ivey & Broaddus, 2007). To our knowledge, no studies have examined components of academic engagement within literacy interventions in social studies. Therefore, central to the development of the USHER curriculum are specific teacher practices that support both monolingual students and ELLs becoming engaged in social studies reading by focusing on reading comprehension, reading motivation, and academic vocabulary in the middle school grades.

USHER: United States History for Engaged Reading

USHER is theoretically grounded in the reading engagement model (e.g., Guthrie & Wigfield, 2000; Guthrie et al., 2004; Wigfield et al., 2008), which emphasizes student reading engagement, conceptual knowledge, and cognitive-strategy use. The reading engagement model has been represented by its instructional framework known as Concept Oriented Reading Instruction (CORI). CORI has been shown to increase reading comprehension and motivation for late elementary school students (e.g., Guthrie et al., 2004; Wigfield et al., 2008).

USHER is grounded in the original reading engagement model in that the fusion of cognitive and engagement practices are at its crux. However, USHER expands on the original engagement model by including modifications for literacy instruction in middle-school history. Specifically, USHER builds upon the original reading engagement model by focusing on (a) young adolescent readers, (b) the content domain of U.S. history, and (c) curricular adaptations to support the comprehension and engagement of ELLs. The guiding model behind USHER proposes that teachers' implementation of specific practices influence students' engagement processes and classroom behaviors that will, in turn, result in improved student outcomes (see Figure 1). The development of USHER is a multiyear initiative. Over the course of three years, successive iterations of the curricular intervention informed by student and teacher data have contributed to the final reading engagement curriculum for middle-school history (grades 6 and 7). In this study, we focus on student data, from Year 1 (AY 2010–2011) of the project.

The Current Study

In the current study, we investigated changes in student outcomes as well as explored how specific components of the intervention may have contributed to those changes. Specifically, we first examined changes in reading comprehension, reading self-efficacy beliefs, and engagement in social studies from pre- to post-implementation using language status as a grouping variable. We examined reading self-efficacy beliefs and engagement in social studies changes in the USHER implementation

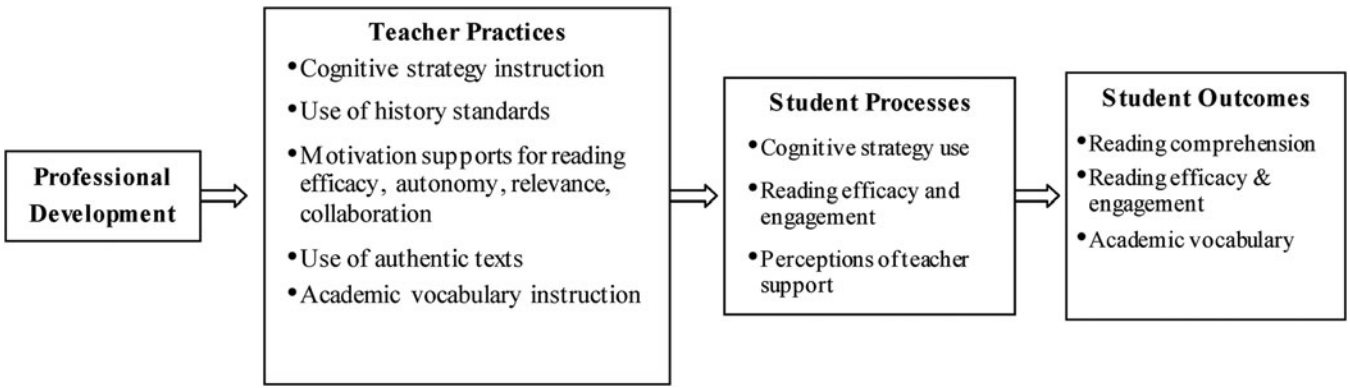

FIGURE 1 Guiding Model for Implementation of the United States History for Engaged Reading Curriculum 1.

group in relation to a comparison group that did not receive USHER. Second, given the importance of reading efficacy and engagement established in the literature, we explored whether reading self-efficacy and (behavioral and emotional) engagement predicted growth in reading comprehension (i.e., examining the predictive value of these variables while statistically controlling for students' comprehension before implementation of the curriculum). Third, we explored how the teacher support variables predicted changes in reading self-efficacy and emotional and behavioral engagement. To learn about the predictors of self-efficacy and engagement for both language groups, all of our analyses were conducted for English native speakers and for ELLs separately.

Specifically, we addressed the following research questions:

1. What were the changes in English native speakers' and ELLs' reading comprehension, reading self-efficacy beliefs, and engagement in social studies after USHER implementation?
2. What were the unique effects of reading self-efficacy and engagement in social studies on reading comprehension growth for both language groups?
3. Which teacher support variables predicted the change in students' sense of reading self-efficacy and their engagement in social studies for both language groups?

Method

Year 1 USHER Implementation

We used the Guiding Model for Implementation (see Figure 1) to focus our efforts on the development and implementation of the USHER curriculum in Year 1. Although we addressed all of the key components (i.e., (a) teacher professional development, (b) teacher practices, (c) student processes, and (d) student outcomes) in Year 1, we focused our efforts on specific subcomponents in an effort to keep the developing curriculum feasible for teachers and to examine the effects of specific components before adding others. Specifically, in Year 1, we intentionally did not include specific supports for academic vocabulary instruction nor did we assess it as a student outcome.

TEACHER PROFESSIONAL DEVELOPMENT (PD)

The USHER PD took place over a six-month period, from August 2010 to February 2011. It consisted of two full-day sessions in Summer 2010, four five-hour sessions in the fall prior to USHER's full implementation, and one two-hour session during implementation, in Winter 2011. The purpose of the PD was to inform the teachers of USHER and seek their feedback on instructional materials prior to implementation (i.e., books and lessons). Specifically, the objectives and topics for PD sessions included the following: (a) introduction to aims and pedagogy of USHER; (b) experience with a sample USHER lesson (see Appendix A), engagement activities, and cognitive processes; (c) discussion of guided reading and strategy instruction with information texts; (d) discussion of instructional practices that support reading self-efficacy; (e) teacher feedback on authentic texts for content alignment and readability; and (f) teacher feedback on lesson drafts. PD sessions were designed to encourage active engagement through experiential learning, discussions, and reflective activities.

TEACHER PRACTICES: COGNITIVE STRATEGY INSTRUCTION AND USE OF HISTORY STANDARDS

Reading comprehension instruction in USHER is characterized by cognitive comprehension strategy instruction and supports for engaged/motivated reading. USHER Year 1 implementation lasted seven weeks in Spring 2011 and included three reading comprehension strategies: (a) activating background knowledge through the use of text features, (b) generating text-based questions, and (c) organizing information graphically (e.g., compare and contrast, timelines). These strategies were taught in isolation first and then in combination across three social studies units in grade 6 (New Nation, First Five Presidents, and Westward Expansion [1801–1861]) and four units in grade 7 (Immigration, Growth of Industry, The Progressive Movement, and Westward Expansion [1877–1900]). Strategy instruction consisted of modeling each strategy, providing specific scaffolds for strategy use, and fostering guided and independent practice of the strategies. Two main classroom activities defined comprehension instruction: whole class and guided reading (or small group instruction). The whole class setting was intended to introduce (a) key concepts and essential questions in history (aligned with

state standards) and (b) reading comprehension strategies that students were then guided to use in the follow-up, small-group guided reading.

Because USHER is being developed in two schools in Virginia (a non-adopting state of the Common Core Standards), the Virginia Social Studies Standards of Learning (SOLs) were central to the structure of every lesson. SOLs in Virginia are aligned with "essential questions." We adopted the standards' essential questions as the guiding questions to be the focus for comprehension instruction.

TEACHER PRACTICES: SUPPORTS FOR READING SELF-EFFICACY AND ENGAGEMENT IN SOCIAL STUDIES

In USHER Year 1, teacher supports for reading self-efficacy and engagement in learning history topics focused on the following: (a) self-efficacy for reading, (b) relevance, and (c) student collaboration. Self-efficacy for reading refers to students' own perceptions of their reading capabilities. Self-efficacy is important because it is related to students' choices, effort, and performance (Pajares, 1996; Pajares & Schunk, 2005). Students form their reading self-efficacy beliefs from various sources. For instance, being successful or experiencing difficulties when reading will influence how students view their reading capabilities. Students' self-efficacy beliefs are also informed by watching others experience success or difficulty and by the verbal and non-verbal messages they receive from their peers and teachers (Bandura, 1997; Schunk, 1987). In USHER Year 1, supports for reading efficacy included teacher modeling and scaffolding of the four comprehension strategies and specific feedback on student strategy use. Students were assessed in their reading self-efficacy beliefs at pre- and post-implementation.

Relevance refers to students establishing connections between their own experiences and what they read or learn in history with the goal of noticing the relevance of these topics. Relevance also refers to teachers providing a rationale for certain tasks or topics and for the use of specific reading strategies (Assor, Kaplan, & Roth, 2002). Specific examples of how to foster relevance were explicitly indicated in USHER lessons.

Student collaboration refers to teachers arranging opportunities for meaningful student interactions around literacy tasks.

Previous models of student collaboration have been specific to the use of reading or learning strategies (e.g., Fuchs, Fuchs, & Kazdan, 1999). Within USHER Year 1, students collaborated by (a) applying comprehension strategies in guided reading groups and (b) building knowledge from history texts through sharing team projects at the end of a unit.

TEACHER PRACTICES: USE OF AUTHENTIC TEXTS

Authentic texts are defined as text types that may be read *outside* of a learning-to-read-and-write context or that have a school-only literacy learning function (Purcell-Gates & Duke, 2007). Prototypical authentic texts in history include primary documents, such as copies of original letters, manuscripts, and diaries. During USHER Year 1, the use of authentic texts consisted of the use of multiple trade books that contained vivid photographs and images of primary documents (see Appendix B for a list of the books used in USHER Year 1). In addition, these books allowed for extended and focused reading on one specific topic (e.g., the use of the *Cotton Gin* and *The Reaper* during Westward expansion; the life of Thomas Jefferson before he became the author of the Declaration of Independence). Because the teaching of history is often divorced from students' everyday lives, using authentic texts and purposes for reading is likely key to engagement.

TEACHER PRACTICES: INSTRUCTION FOR ELLS

Three criteria guided instruction for ELLs in USHER Year 1: (a) explicit instruction in reading comprehension strategies, (b) use of authentic texts of below-grade reading level to allow ELLs' access to on-grade content in social studies, and (c) teacher modeling and scaffolding of comprehension strategies to help ELLs actively process text. We followed these instructional principles due to their effectiveness with English native speakers and ELLs (Vaughn et al., 2009) as well as due to specific benefits for ELL students (Klingner & Vaughn, 1996, 1999; Taboada & Rutherford, 2011).

Participants

The USHER curriculum was implemented for seven weeks with the students and teachers from one school district in the mid-Atlantic region of the United States. Students from a middle

school in another school district in the region also participated in this investigation as a comparison group. The same social studies curriculum standards guided social studies instruction in both school districts and the districts have similar demographic characteristics.

USHER INTERVENTION GROUP

Thirteen (ten grade 6; three grade 7) social studies teachers and their students participated in the USHER implementation. Grade 6 was located in the district's only intermediate school (i.e., encompassing grades 5 and 6). Within this school, social studies is taught as a year-long curriculum with social studies class every day for 45 minutes throughout the entire school year, covering U.S. history from First Americans (i.e., American Indians) through the Civil War.

Each of the 10 grade 6 teachers in our study taught social studies in addition to language arts or mathematics. The grade 6 teachers had an average of 12.19 years teaching language arts (range: 2 years to 26 years), 5.13 years teaching social studies (range: 2 years to 11 years), and 9.44 years teaching in the current school district (range: 3 years to 30 years). Thus, all teachers were at least familiar with teaching language arts and some literacy practices. One male teacher was African American, one female teacher was Hispanic, two male teachers were Caucasian, and seven female teachers were Caucasian.

Grade 7 was located in the school district's only middle school (encompassing grades 7 and 8). Within the middle school, social studies and science are taught on a semester basis (i.e., in one semester the students receive social studies instruction and in the alternate semester they receive science instruction) for 90-minute periods, five days a week. The grade 7 social studies curriculum encompasses U.S. history from Reconstruction to the present day.

The three grade 7 teachers in our study taught only social studies. They had an average of 12.50 years teaching social studies (range: 7 years to 13 years) and an average of 11.83 years teaching in the current school district (range: 5 years to 13 years). One female teacher was African American and two male teachers were Caucasian. However, one of the males was removed from analyses due to low implementation indicators.

All students of the participating grade 6 and grade 7 teachers participated in the intervention. This included 19 grade 6 classes and 10 grade 7 classes. Data were only used for those whose parents granted consent. For the purpose of this study, we have also excluded the data from any student receiving special education services. Additionally, all student data from one grade 7 teacher (i.e., three classes) was excluded due to low implementation indicators.

Grade 6 student participants included 378 students (approximately 50% female); 189 students were identified as English native speakers and 189 were identified as ELLs based on school records (i.e., receiving English as a Second Language [ESOL] services at the time of the study and/or speaking a home language other than English). Approximately 84% of the ELLs' first language was Spanish. In terms of race/ethnicity, the entire grade 6 sample was 47% Hispanic, 29% Caucasian, 12% African American, 5% Asian, and 5% multi-ethnic. Sample sizes are lower for some of the analyses based on available data.

Grade 7 included 106 student participants (approximately 49% female); 59 students were identified as English native speakers and 47 students were identified as ELLs. For approximately 85% of the ELLs, Spanish was their first language. In terms of race/ethnicity, the entire grade 7 sample was 38% Hispanic, 34% Caucasian, 79% African American, 2% Asian, and 6% multi-ethnic.

COMPARISON GROUP

Grade 6 and grade 7 students from a middle school (encompassing grades 6, 7, and 8) in another school district in the same region served as a comparison group. Within this middle school, social studies was taught as a year-long curriculum with social studies class every day for 45 minutes throughout the entire school year. The social studies curriculum standards are identical to those used with the intervention participants (i.e., grade 6 addresses First Americans through the Civil War and grade 7 addresses Reconstruction through present day). However, the comparison students received their typical social studies instruction with no specific supports for literacy in social studies.

Data were collected from 14 classes of students taught by seven social studies teachers (i.e., two female grade 6 and three grade 7 teachers, two female and one male). We only used data from students with parental consent, and again we excluded students receiving special education services. There were 133 grade 6 students (44% female) including 59 English native speakers and 47 ELLs (86% Spanish speaking). The comparison grade 6 sample was 44% Hispanic, 20% Caucasian, 20% African American, 4% Asian, and 3% multi-ethnic. Grade 7 (n = 154) students included 50 English native speakers and 104 ELLs (86% Spanish). The comparison grade 7 sample was 54% Hispanic, 9% Caucasian, 22% African American, 4% Asian, and 4% multi-ethnic.

Measures

READING COMPREHENSION

For this investigation, we assessed students' general reading comprehension and their comprehension in history using three measures administered before and after the seven weeks of USHER implementation (see Table 1 for a summary of measures and intervention content). The Gates MacGinitie Reading Test and the Measure of Academic Progress (MAP) were used to assess general reading comprehension; the History Reading Comprehension Test was developed and used to assess comprehension in the domain of history.

Gates MacGinitie Reading Comprehension Test. The Gates-MacGinitie Reading Comprehension Test, a standardized reading assessment with established reliability and validity (MacGinitie, MacGinitie, Maria, & Dreyer, 2000), was administered as a measure of students' general reading comprehension. There are two forms of the Gates-MacGinitie (i.e., Form S and Form T) available for different grade levels. For the assessment, students read 11 passages and respond to 48 multiple-choice items aligned to those passages. All students completed Form S at pre-implementation and Form T at post-implementation. Grade 6 students completed the Level 6 version of the Gates-MacGinitie (Form S/pre-implementation: $\alpha = 0.93$; Form T/Time 2: $\alpha = 0.92$) and grade 7 students completed the Level 7/9 version

TABLE 1 Measures and Procedures *Note*. USHER = United States History for Engaged Reading, MAP = Measure of Academic Progress.

Group	Time 1 data pre-USHER implementation mid-winter	Social studies instruction (7 weeks)	Time 2 data post-USHER implementation spring
USHER intervention group	• Gates MacGinitie • History Comprehension Assessment • Measure of Academic Progress (MAP, school administered) • Reading Self-Efficacy Beliefs • Behavioral and Emotional Engagement • Student Perceptions of Teacher Support	USHER • Content Addressed: ○ Grade 6: New Nation, First Five Presidents, Westward Expansion (1801–1861) ○ Grade 7: Immigration, Growth of Industry, The Progressive Movement, and Westward Expansion (1877–1900) • Reading comprehension strategies: Activating background knowledge, text-based questioning, using graphic organizers • Motivation practices: Self-efficacy for reading, relevance, student collaboration	• Gates MacGinite • History Comprehension Assessment • Measure of Academic Progress (MAP, school administered) • Reading Self-Efficacy Beliefs • Behavioral and Emotional Engagement • Student Perceptions of Teacher Support
Comparison group	• Reading Self-Efficacy Beliefs • Behavioral and Emotional Engagement	Typical Social Studies instruction • Content addressed: ○ Grade 6: New Nation, First Five Presidents, Westward Expansion (1801–1861) ○ Grade 7: Immigration, Growth of Industry, The Progressive Movement, and Westward Expansion (1877–1900)	• Reading Self-Efficacy Beliefs • Behavioral and Emotional Engagement

Note. USHER = United States History for Engaged Reading, MAP = Measure of Academic Progress.

(Form S/pre-implementation: $\alpha = 0.93$; Form T/Time 2: $\alpha = 0.95$). Based on students' raw scores, we calculated the extended scale scores for each time and used those for data analyses.

Measure of Academic Progress (MAP), Reading Test. The MAP is a nationally normed standardized assessment of reading comprehension administered to all 3rd–12th grade students in the USHER implementation school district in the fall, winter, and spring for the purpose of measuring achievement in reading. The comparison group school district does not use this measure. Thus, no MAP data are available for the comparison group.

The MAP Reading Test is a measure of narrative reading with some skills straddling across literary and expository texts (e.g., compare and contrast). Skills assessed include the use of context to determine the meanings of specific words in a paragraph, identify author's purpose, apply cause and effect, make inferences, draw conclusions, and cite evidence to support knowledge based on information from text. The test is scored using RIT scale (Rausch Unit), an equal interval scale that indicates the levels of questions that a student was answering correctly 50% of the time. For the current sample, RIT scores in grade 6 ranged from 173–243 in the winter and 169–243 in the spring. For grade 7, RIT scores ranged from 180–242 in the winter and 158–247 in the spring. According to the Northwest Evaluation Association (NWEA), MAP publisher and developer, RIT scores between 151–160 (i.e., at the lower end of our sample range) indicate basic comprehension skills such as the use of context to find a word in a simple sentence; make basic inferences; and recognize word pairs with similar meanings and beginning sounds, plural "s" endings, and correct prefixes. At the upper end of our sample continuum, RIT scores above 221 indicate comprehension skills such as the use of sentences to infer meanings of specific words in 75–100 word paragraphs, find antonyms and opposite meanings of complex sentences, and form and identify multi-syllable compound words (NWEA, 2012).

History Comprehension (HC) Assessment. To assess students' reading comprehension in history, we developed a multiple-choice measure using passages from history trade books, similar in

text difficulty and type to the texts used in the USHER implementation. The types of multiple-choice questions were modeled after those used on the Gates-MacGinitie. Each question addressed vocabulary, literal text understanding, and local inferencing or global inferencing, and students were provided with four possible response options. Prior to USHER implementation, a variety of passages and items were piloted with students from the comparison group. Pilot data were used to make revisions and identify the passages and items to use at pre- and post-USHER implementation.

Ultimately, we selected four passages with eight multiple-choice items per passage for students to read and respond to in a 35-minute period. Students' responses were scored as 1 for a correct response and 0 for an incorrect response, and a total history comprehension score was created (i.e., maximum score of 32). The passages ranged from 491 to 627 words. For each grade, one passage was below grade, one was above grade, and two were on grade according to the Flesch Kincaid reading index.

To ensure that we were assessing students' comprehension of the text passage and not knowledge they gained from classroom instruction, we selected passages on topics that were not part of the social studies curriculum before or during implementation of the USHER curriculum. Specifically, passages for grade 6 addressed abolitionism and slavery, the age of inventions, water-powered mills, and the battle of Antietam. Passages for grade 7 addressed World War I, women's right to vote, land conservation, and water-powered mills. Two sample items from the "Battles of the Civil War: Antietam" passage used with grade 6 included:

In the sentence, "Southern leaders said if Lincoln won the elections they would **secede**," the word **secede** means:

(a) Fight;
(b) Join;
(c) Leave;
(d) Obey;

Robert E. Lee decided to move his army and fight in the North because he:

(a) Believed that slavery was right;
(b) Hoped to protect farms in Virginia;
(c) Needed shoes and uniforms for his army;
(d) Wanted to ask Lincoln for peace.

As evidence of validity of the history reading comprehension measure, we correlated students' performance on it with their performance on the Gates-MacGinitie given at the same time (i.e., grade 6 pre-implementation: $r = 0.73$; post-implementation: $r = 0.77$; grade 7 pre-implementation: $r = 0.71$; post-implementation: $r = 0.69$). Data from the HC measure were reliable (i.e., grade 6: pre-implementation $\alpha = 0.87$, post-implementation: $\alpha = 0.86$; grade 7: pre-implementation: $\alpha = 0.80$, post-implementation: $\alpha = 0.83$). Because the comparison group students were used to pilot initial items and passages and significant changes were made to the measure based on this piloting, history comprehension data are not available for the comparison group.

READING SELF-EFFICACY BELIEFS

Students' general sense of reading self-efficacy was assessed using 13 items adapted from Shell, Colvin, and Bruning (1995). As recommended by Bandura (2006) in his guidelines for self-efficacy belief measures, students responded to each item by writing a number that best described how confident they were they could perform a series of reading-related tasks on a scale from 0 (Cannot Do At All) to 100 (Completely Certain I Can Do). The items are continuations of an anchor question ("How sure are you that you can…") that include "recognize letters," "read a school book," "understand the main idea of a story," and "read a letter from a friend." This measure was administered to both the USHER intervention group and the comparison group before (i.e., mid-winter) and after (i.e., spring) the USHER implementation. Data from this measure were reliable (i.e., USHER group—grade 6 pre-implementation: $\alpha = 0.88$, post-implementation: $\alpha = 0.87$; grade 7 pre-implementation: $\alpha = 0.85$, post-implementation: $\alpha = 0.86$; Comparison group—grade 6 pre-implementation: $\alpha = 0.85$, post-implementation: $\alpha = 0.90$; grade 7 pre-implementation: $\alpha = 0.90$, post-implementation: $\alpha = 0.92$).

ENGAGEMENT IN SOCIAL STUDIES

Students' behavioral and emotional engagement in social studies was assessed by 10 items on a Likert 4-point scale (i.e., 1 = Always, 2 = Most of the Time, 3 = Sometimes, or 4 = Never), adapted from Skinner and colleagues (Skinner et al., 2008). In a previous investigation (Skinner, Kindermann, & Furrer, 2009),

student data from this measure were correlated with teacher report data as well as classroom observation data from objective observers. Adaptations to this measure for the current study involved revising items to specifically address social studies instead of school in general (e.g., "I try hard to do well in school" was revised to "I try hard to do well in social studies"). Both the USHER intervention group and the comparison group completed this measure before and after the USHER implementation during their social studies class.

Behavioral engagement was assessed using four items that tapped on students' attention, effort, and persistence during social studies class activities, for example: "In social studies class I participate in class discussions," "I pay attention in social studies class" (USHER group—grade 6 pre-implementation: $\alpha = 0.84$, post-implementation: $\alpha = 0.85$; grade 7 pre-implementation: $\alpha = 0.78$, post-implementation: $\alpha = 0.74$; Comparison group—grade 6 pre-implementation: $\alpha = 0.78$, post-implementation: $\alpha = 0.81$; grade 7 pre-implementation: $\alpha = 0.63$, post-implementation: $\alpha = 0.83$). Emotional engagement was measured using five items that tapped emotions such as feelings, interest, and enthusiasm to participate in classroom activities, for example: "When we work on something in social studies class, I feel interested," "Social studies class is fun" (USHER group—grade 6 pre-implementation: $\alpha = 0.80$, post-implementation: $\alpha = 0.82$; grade 7 pre-implementation: $\alpha = 0.80$, post-implementation: $\alpha = 0.77$; Comparison group—grade 6 pre-implementation: $\alpha = 0.77$, post-implementation: $\alpha = 0.86$; grade 7 pre-implementation: $\alpha = 0.80$, post-implementation: $\alpha = 0.84$).

STUDENT PERCEPTIONS OF TEACHER SUPPORT

Students' perceived support from their social studies teacher was measured with 24 items on a Likert 4-point scale (i.e., 1 = Not at all true, 2 = Not very true, 3 = Sort of true, 4 = Very true) adapted from the measure Skinner and Belmont (1993) and Skinner et al. (2008) used to study teacher support in relation to student engagement. Similar to the student engagement measure, items were revised to reference students' social studies teacher (i.e., "My teacher listens to my ideas" was revised to "My social studies teacher listens to my ideas").

The teacher support measure consisted of three subscales: autonomy support, provision of structure, and teacher involvement. Eight items assessed students' perceptions of teacher autonomy support versus controlling behaviors, including provision of choice, relevance, and respect of students' pacing. Example items include the following: "My social studies teacher talks about how I can use the things we learn in school" and "It seems like my social studies teacher is always telling me what to do" (reverse coded; USHER intervention group—grade 6 pre-implementation: $\alpha = 0.72$, post-implementation: $\alpha = 0.77$; grade 7 pre-implementation: $\alpha = 0.67$, post-implementation: $\alpha = 0.74$). Eight items measured provision of structure including clarity of expectations and contingency versus chaos. Example items are "My social studies teacher doesn't make it clear what he/she expects of me in social studies class" (reverse coded) and "My social studies teacher makes sure I understand before he/she goes on" (USHER intervention group—grade 6 pre-intervention: $\alpha = 0.78$, post-intervention: $\alpha = 0.79$; grade 7 pre-intervention: $\alpha = 0.71$, post-intervention: $\alpha = 0.74$). The remaining eight items assessed student perceptions of teacher involvement. Example items are "My social studies teacher really cares about me" and "My social studies teacher talks with me" (USHER intervention group—grade 6 pre-intervention: $\alpha = 0.88$, post-intervention: $\alpha = 0.89$; grade 7 pre-intervention: $\alpha = 0.77$, post-intervention: $\alpha = 0.86$).

Procedures

All measures were administered to the students by trained researchers across three separate days, with the exception of the MAP assessment, which teachers administer as part of typical school practice. For the history comprehension assessment and Gates MacGinitie, directions were read aloud to all students. Students completed the comprehension measures individually in the time allotted, silently reading the passages and responding to the items. To prevent fatigue, students only completed one reading comprehension measure a day.

For the reading self-efficacy, engagement in social studies, and teacher support measures, a trained researcher read all items out loud to the students while another researcher circulated throughout the room to address questions and monitor students

as they individually responded to the items. These data were collected during students' social studies period, but the teachers were not present in the room during the administration of the measures. Students were informed that the researchers were interested in students' thoughts and feelings about reading and social studies and that their responses would not be shared with their teachers. Additionally, to be included in the final sample presented here, students had to have the same teacher at both assessment points to ensure student perceptions were about the same teacher.

Evidence of Year 1 Implementation

During Year 1 of USHER, 13 social studies teachers participated in USHER professional development (PD) and intervention. Ten teachers taught grade 6 and three taught grade 7. Implementation of the USHER lessons was assessed by coding 26 videos (i.e., two per teacher). Videos were coded using 7-point Likert scales (with 4 being a neutral or average rating) assessing (a) provision of teacher structure, (b) teacher autonomy support (adapted from Reeve & Jang, 2006), (c) quality of strategy comprehension instruction, and (d) social studies content instruction. Each of the four categories was assessed with at least three indicators per category for each lesson segment: lesson introduction, whole class instruction, small group/guided reading, and lesson closure.

Teacher provision of structure was assessed on the directions given (i.e., clear versus ambiguous), the pacing of the lesson, the quality of the teacher feedback (e.g., vague versus specific), and the clarity of the goals for the lesson. Autonomy support was assessed on how motivation was nurtured (i.e., intrinsic or extrinsic motivators), whether language was informational or controlling, the relevance of topics and strategies to students' lives and further learning, and whether the teacher acknowledged and accepted student negative affect. Quality of strategy comprehension instruction was assessed by type of modeling and/or scaffolding (e.g., models or scaffolds of strategy are absent/vague or clearly presented), references to students' previous use of strategies, eliciting strategy examples from students, and reviews of a strategy at different time points during the lesson. Quality of social studies content instruction was assessed by reference to the

essential questions for the day, reviews of previous content knowledge, and type of content scaffolding provided by teachers while students were reading from texts. Scale sample items are included in Appendix C.

Videos of instruction were coded by four independent raters with an interrater reliability of 81% exact agreement and 100% adjacent agreement. Across lessons and on average, teachers scored above the anchor scale score of 4 (i.e., Likert scale from 1 to 7) on teacher provision of structure ($M = 5.65$, $SD = 0.83$) and slightly below the anchor score on teacher autonomy support ($M = 3.94$, $SD = 0.95$), comprehension strategy instruction ($M = 3.84$, $SD = 0.82$), and social studies instruction ($M = 3.93$, $SD = 0.97$). One teacher in grade 7 was more than one standard deviation below the others on the four implementation scores. Students in his classes were removed from the analyses conducted on grade 7 student outcomes. Implementation scores suggest that although instruction was slightly below the expected mean score for the categories of autonomy support, comprehension strategy instruction, and social studies instruction, with the exception of the one grade 7 teacher, teachers were following the essential components of USHER.

Results

Changes in Students' Reading Comprehension

To address changes in students' reading comprehension, we examined differences in history specific and general reading comprehension based on language status from pre- to post-intervention. All analyses were conducted for each grade separately.

Specifically, we conducted a repeated measures multivariate analysis of variance (MANOVA) for each grade with language status (English-native speakers and ELLs) as the between-subjects factor, time (pre and post) as the repeated measures factor, and history reading comprehension, the Gates MacGinitie, and the MAP in reading as the dependent variables. We used MANOVA as the three dependent variables of interest were significantly intercorrelated (see Table 2). Means and standard deviations for the

TABLE 2 Correlations between Reading Comprehension and Reading Self-Efficacy Variables for USHER Intervention Group

	1.	2.	3.	4.	5.	6.
1. History Comprehension Score Pre-Implementation	—	0.74***	0.65***	0.80***	0.74***	0.70***
2. Gates MacGinitie Extended Score Pre-Implementation	0.71***	—	0.69***	0.73***	0.75***	0.71***
3. MAP Reading Overall RIT Score Pre-Implementation	0.71***	0.61***	—	0.70***	0.68***	0.78***
4. History Comprehension Score Post-Implementation	0.76***	0.57***	0.63***	—	0.80***	0.72***
5. Gates MacGinitie Extended Score Post-Implementation	0.75***	0.75***	0.72***	0.69***	—	0.70***
6. MAP Reading Overall RIT Score Post-Implementation	0.66***	0.66***	0.75***	0.58***	0.73***	—

Note. USHER = United States History for Engaged Reading, MAP = Measure of Academic Progress, RIT = Rausch Unit.
Grade 6 correlations are above the diagonal line and Grade 7 correlations are below the diagonal line.
$^{*}p \leq 0.05$, $^{**}p \leq 0.01$, $^{***}p \leq 0.001$.

reading comprehension variables are included in Table 3 (grade 6) and Table 4 (grade 7).

The omnibus test for grade 6 revealed a statistically significant main effect for language status (F [3, 279] = 19.72, p < 0.001, $\eta^2 = 0.18$) and for time (F [3, 279] = 30.01, p < 0.001, $\eta^2 = 0.25$). The overall time by language status interaction was not statistically significant (F [3, 279] = 1.74, p > 0.05, $\eta^2 = 0.02$). Follow-up univariate tests on the time effect indicated that students increased from pre- to post-test on the HC (F [1, 281] = 29.84, p < 0.001, $\eta^2 = 0.10$] and the MAP (F [1, 281] = 47.03, p < 0.001, $\eta^2 = 0.14$). There were no statistically significant changes on the Gates MacGinitie (F [1, 281] = 2.60, p > 0.05, $\eta^2 = 0.01$). The language status effect was significant for all three reading comprehension outcomes (i.e., HC: F [1, 281] = 44.91, p < 0.001, $\eta^2 = 0.14$, Gates MacGinitie: F [1, 281] = 50.08, p < 0.001, $\eta^2 = 0.14$, and MAP: F [1, 281] = 53.12, p < 0.001, $\eta^2 = 0.16$). As expected, English native speakers were higher than ELLs on all reading comprehension outcomes (see Table 3).

For grade 7, the omnibus test revealed no statistically significant main effects for time or language status. However, there was a statistically significant time-by-language-status interaction (F [3, 75] = 3.70, $p = 0.2$, $\eta^2 = 0.13$). Follow-up univariate tests revealed that this effect was attributable to a significant interaction on the HC (F [1, 77] = 8.54, $p < 0.01$, $\eta^2 = 0.10$). Specifically, ELLs demonstrated a statistically significant increase on the HC from pre- to post-intervention, whereas there was no statistically significant change for English native speakers (see Table 4).

Effects of USHER on Reading Self-Efficacy Beliefs and Engagement in Social Studies

For reading self-efficacy and engagement in social studies, data were available from both the USHER intervention group as well as a comparison group. Thus, for these outcome variables, we were able to include the intervention group as a between-subject variable when examining changes over time. Means and standard deviations reading self-efficacy beliefs and engagement in social studies are presented in Tables 5 and 6.

TABLE 3 Reading Comprehension Means and Standard Deviations for Grade 6 English Native Speakers and English Language Learners Pre- and Post-USHER Implementation

		English native speakers			English language learners			Total grade 6 sample		
Variable	Max. score	*n*	Pre *M* (*SD*)	Post *M* (*SD*)	*n*	Pre *M* (*SD*)	Post *M* (*SD*)	*n*	Pre *M* (*SD*)	Post *M* (*SD*)
Reading Comprehension										
History Comprehension Score	32	131	19.27 (8.15)	20.76 (7.24)	152	13.51 (6.55)	15.84 (6.41)	283	16.18 (7.87)	18.12 (7.23)
Gates MacGinitie Extended Score	638	131	530.44 (37.95)	525.50 (37.12)	152	500.88 (32.66)	500.78 (31.56)	283	514.56 (38.12)	512.23 (36.35)
MAP Reading Overall RIT Score	230	131	218.31 (10.82)	221.40 (11.10)	152	209.88 (11.42)	211.80 (10.89)	283	213.78 (11.89)	216.25 (11.97)

Note. USHER = United States History for Engaged Reading, MAP = Measure of Academic Progress, RIT = Rausch Unit.

TABLE 4 Reading Comprehension Means and Standard Deviations for Grade 7 English Native Speakers and English Language Learners Pre- and Post-USHER Implementation

		English native speaker			English language learners			Total grade 7 sample		
Variable	Max. score	*n*	Pre *M* (*SD*)	Post *M* (*SD*)	*n*	Pre *M* (*SD*)	Post *M* (*SD*)	*n*	Pre *M* (*SD*)	Post *M* (*SD*)
Reading Comprehension										
History Comprehension	32	46	20.78	20.15	33	16.60	19.15	79	18.86	19.73
Score			(5.49)	(6.46)		(7.52)	(7.16)		(6.66)	(6.73)
Gates MacGinitie Extended	643	46	540.80	546.11	33	525.18	523.36	79	534.28	536.61
Score			(25.85)	(30.22)		(45.55)	(51.66)		(36.01)	(41.82)
MAP Reading Overall RIT	240	46	221.87	222.41	33	218.09	217.21	79	220.29	220.24
Score			(10.62)	(14.15)		(12.99)	(15.76)		(11.74)	(14.97)

Note. USHER = United States History for Engaged Reading, MAP = Measure of Academic Progress, RIT = Rausch Unit.

TABLE 5 Grade 6 Reading Self-Efficacy and Engagement in Social Studies Means and Standard Deviations for the USHER Intervention Group and Comparison Group

		English native speakers			English learners			Total grade 6 sample		
Group variable	Max. score	*n*	Pre *M* (*SD*)	Post *M* (*SD*)	*n*	Pre *M* (*SD*)	Post *M* (*SD*)	*n*	Pre *M* (*SD*)	Post *M* (*SD*)
USHER Intervention group										
Reading Self-Efficacy	100	158	82.41 (14.16)	84.65 (11.02)	169	77.39 (13.92)	79.19 (13.86)	327	79.82 (14.24)	81.83 (12.84)
Engagement in Social Studies										
Behavioral Engagement	4	207	3.32 (0.57)	3.27 (0.58)	205	3.26 (0.59)	3.24 (0.62)	412	3.29 (0.58)	3.26 (0.60)
Emotional Engagement	4	207	2.84 (0.65)	2.75 (0.70)	205	2.82 (0.68)	2.69 (0.68)	412	2.84 (0.66)	2.72 (0.69)
Comparison group										
Reading Self-Efficacy	100	29	82.61 (13.08)	79.75 (14.94)	67	76.81 (13.99)	77.74 (15.54)	96	78.56 (13.91)	78.35 (15.31)
Engagement in Social Studies										
Behavioral Engagement	4	44	3.35 (0.40)	3.24 (0.52)	67	3.41 (0.51)	3.30 (0.58)	111	3.39 (0.47)	3.28 (0.56)
Emotional Engagement	4	44	2.87 (0.55)	2.77 (0.60)	67	3.09 (0.64)	2.79 (0.76)	111	2.99 (0.61)	2.78 (0.70)

Note. USHER = United States History for Engaged Reading.

TABLE 6 Grade 7 Reading Self-Efficacy and Engagement in Social Studies Means and Standard Deviations for USHER Intervention Group and Comparison Group

		English native speakers			English learners			Total grade 6 sample		
Group variable	Max. score	*n*	Pre *M* (*SD*)	Post *M* (*SD*)	*n*	Pre *M* (*SD*)	Post *M* (*SD*)	*n*	Pre *M* (*SD*)	Post *M* (*SD*)
USHER intervention group										
Reading Self-Efficacy	100	51	85.25 (8.75)	88.26 (9.35)	38	78.37 (12.56)	81.74 (11.57)	89	82.31 (11.03)	85.47 (10.79)
Engagement in Social Studies										
Behavioral Engagement	4	51	3.54 (0.44)	3.37 (0.51)	40	3.21 (0.57)	3.28 (0.45)	91	3.39 (0.52)	3.23 (0.48)
Emotional Engagement	4	51	3.14 (0.56)	3.03 (0.59)	40	2.88 (0.65)	2.9 (0.58)	91	3.03 (0.62)	2.97 (0.59)
Comparison group										
Reading Self-Efficacy	100	37	82.62 (14.06)	83.99 (13.27)	62	77.48 (16.13)	78.99 (15.94)	99	79.40 (15.52)	80.87 (15.12)
Engagement in Social Studies										
Behavioral Engagement	4	16	3.42 (0.36)	3.38 (0.53)	25	3.55 (0.43)	3.45 (0.44)	41	3.5 (0.40)	3.42 (0.47)
Emotional Engagement	4	16	3.03 (0.61)	3.01 (0.45)	25	3.32 (0.50)	3.08 (0.56)	41	3.20 (0.56)	3.0 (0.52)

Note. USHER = United States History for Engaged Reading.

READING SELF-EFFICACY BELIEFS

To examine the impact of USHER practices on students' reading self-efficacy for each grade, we conducted a repeated measure analysis of variance with time as the within-subject factor, language group and intervention group as the between-subject factors, and reading self-efficacy as the dependent variable. Results indicated that for grade 6, there was a significant time-by-intervention-group interaction (F [1, 419] = 3.84, $p = 0.05$, $\eta^2 = 0.009$). Follow-up analyses revealed that grade 6 students who received USHER increased in the reading self-efficacy beliefs from pre- to post-intervention (t[326] = 3.14, $p < 0.01$, $d = 0.17$) whereas students in the comparison group did not change in their reading self-efficacy beliefs (t[95] = 0.15, $p = 0.88$, $d = 0.02$). There was also a between-subjects main effect for language status (F [1, 419] = 9.20, $p = 0.003$, $\eta^2 = 0.021$), with English native-speakers having higher levels of reading self-efficacy than ELLs.

When the same analysis was conducted for grade 7 reading self-efficacy beliefs, there was a significant time effect (F [1, 184] = 10.87, $p < 0.01$, $\eta^2 = 0.056$) as well as a significant language status effect (F [1, 184] = 10.28, $p < 0.01$, $\eta^2 = 0.05$), but no effect for school district and no statistically significant interactions. Thus, results indicated that there were increases in grade 7 students' reading self-efficacy scores and that English native speakers had higher levels of reading self-efficacy than ELLs. However, there were no differences by intervention group.

ENGAGEMENT IN SOCIAL STUDIES

A repeated measure MANOVA was also conducted for each grade to determine if there were changes in students' engagement in social studies from pre- to post-implementation. For these analyses, time was again the within-subject variable. Language group and intervention group were the between-subject variables, and behavioral and emotional engagement were the dependent variables. For grade 6, there was a main effect for time (F [2, 518] = 16.08, $p < .001$, $\eta^2 = 0.06$) and a time-by-language-status interaction (F [2, 518] = 3.03, $p = 0.05$, $\eta^2 = 0.01$). However, there were not any significant effects for language group, intervention group, or any of the other interactions. Follow-up analyses on the time main effects indicated that there were statistically significant changes for both behavioral engagement (F [1, 387] =

6.16, $p = 0.01$, $\eta^2 = 0.02$) and emotional engagement (F [1, 387] = 10.84, $p = 0.001$, $\eta^2 = 0.03$). Unfortunately, in both cases, there was a decrease in students' engagement scores from pre- to post-implementation. The time-by-language interaction was attributable to emotional engagement (F [1, 519] = 4.37, $p < 0.05$, $\eta^2 = 0.01$). Follow-up analyses indicated that both groups significantly decreased in emotional engagement (English-native speakers: [t(250) = 3.20, $p < 0.01$, $d = 0.20$]; ELLs: [t(271) = 5.43, $p < 0.001$, $d = 0.33$]). ELLs decreased more in their emotional engagement.

For grade 7, there were no main effects for time, language group, or intervention group, nor were there any interaction effects. Thus, there were no statistically significant changes or differences in engagement in social studies for grade 7 students from pre- to post-implementation, regardless of language status or intervention group.

Reading Self-Efficacy and Engagement in Social Studies as Predictors of Change in Reading Comprehension

Our second research question addressed the unique contribution of reading self-efficacy and engagement in social studies to reading comprehension growth (i.e., when statistically controlling for the effect of prior reading comprehension on the same measure at pre-assessment in both language groups). This question was answered by conducting six hierarchical regression analyses for each grade (three per language group for each of the three measures of reading comprehension) with post-implementation reading comprehension as the outcome variable. Pre-implementation reading comprehension was entered first, post-implementation reading self-efficacy entered second, and engagement in social studies (i.e., post behavioral and emotional engagement) entered third in the regression equation (grade 6: Table 7; grade 7: Table 8). By controlling for the effect of reading comprehension (i.e., the same skill measured at an earlier time), we are establishing a rigorous control for the prediction of reading self-efficacy and engagement in social studies on (later) comprehension. Additionally, for these analyses, we only used data from the USHER implementation group.

TABLE 7 Hierarchical Regression Analyses of Reading Self-Efficacy and Engagement in Social Studies Predicting Post-Implementation Reading Comprehension Controlling for Pre-Implementation Reading Comprehension for Grade 6

Language group Post-implementation reading comprehension (outcome variable)	Pre-implementation reading comprehension	Post-implementation reading self-efficacy	Post-implementation behavioral engagement	Post-implementation emotional engagement	R^2	ΔR^2
English native speakers						
Gates MacGinitie Extended Score						
Step 1	0.77***				0.60***	0.60***
Step 2	0.77***	0.00			0.60***	0.00
Step 3	0.78***	0.00	0.02	−0.04	0.60***	0.00
History Comprehension Score						
Step 1	0.84***				0.71***	0.71***
Step 2	0.83***	0.06			0.71***	0.00
Step 3	0.80***	0.04	0.00	0.11	0.72***	0.01
MAP Reading Overall RIT Score						
Step 1	0.77***				0.59***	0.59***
Step 2	0.75***	0.06			0.59***	0.00
Step 3	0.69***	0.02	−0.05	0.25***	0.63***	0.05***
English language learners						
Gates MacGinitie Extended Score						
Step 1	0.66***				0.44***	0.44***
Step 2	0.61***	0.15*			0.46***	0.02*
Step 3	0.61***	0.17*	−0.07	0.01	0.46***	0.00
History Comprehension Score						
Step 1	0.70***				0.50***	0.50***
Step 2	0.67***	0.09			0.50***	0.00
Step 3	0.68***	0.08	0.07	−0.06	0.51***	0.00
MAP Reading Overall RIT Score						
Step 1	0.74***				0.55***	0.55***
Step 2	0.67***	0.20***			0.59***	0.04***
Step 3	0.66***	0.22***	−0.02	−0.05	0.59***	0.73

Note. MAP = Measure of Academic Progress, RIT = Rausch Unit.
$^{*}p \leq 0.05$, $^{**}p \leq 0.01$, $^{***}p \leq 0.001$.

TABLE 8 Hierarchical Regression Analyses of Reading Self-Efficacy and Engagement in Social Studies Predicting Post-Implementation Reading Comprehension Controlling for Pre-Implementation Reading Comprehension for Grade 7

Language group Post-implementation reading comprehension	Pre-implementation reading comprehension	Post-implementation reading self-efficacy	Post-implementation behavioral engagement	Post-implementation emotional engagement	R^2	ΔR^2
English native speakers						
Gates MacGinitie Extended Score						
Step 1	0.60***				0.36***	0.36***
Step 2	0.57***	0.21			0.40***	0.04
Step 3	0.52***	0.07	0.29*	0.07	0.49***	0.09*
History Comprehension Score						
Step 1	0.76***				0.57***	0.57***
Step 2	0.79***	−0.10			0.58***	0.01
Step 3	0.70***	−0.20	0.22*	0.14	0.66***	0.08*
MAP Reading Overall RIT Score						
Step 1	0.63***				0.40***	0.40***
Step 2	0.65***	−0.07			0.40***	0.00
Step 3	0.61***	−0.11	0.02	0.12	0.42***	0.01
English language learners						
Gates MacGinitie Extended Score						
Step 1	0.80***				0.64***	0.64***
Step 2	0.89***	−0.15			0.66***	0.02
Step 3	0.93***	−0.17	−0.00	0.12	0.67***	0.01
History Comprehension Score						
Step 1	0.82***				0.68***	0.68***
Step 2	0.81***	0.05			0.68***	0.00
Step 3	0.86***	0.00	0.19	0.03	0.72***	0.04
MAP Reading Overall RIT Score						
Step 1	0.84***				0.71***	0.71***
Step 2	0.76***	0.19*			0.74***	0.03*
Step 3	0.75***	0.17	0.09	−0.11	0.75***	0.01

Note. MAP = Measure of Academic Progress, RIT = Rausch Unit.
*$p \leq 0.05$, **$p \leq 0.01$, ***$p \leq 0.001$.

For grade 6 English native speakers, self-efficacy did not predict unique variance in comprehension after controlling for the effect of prior reading comprehension (see Table 7). However, the addition of the engagement variables did explain a unique portion of the variance in MAP performance ($R^2 = 0.63$, $\Delta\ R^2 = 0.045$, F [2,153] = 9.31, $p < 0.0010$) over and above prior reading comprehension and self-efficacy (Table 7), and emotional engagement was a significant predictor of MAP reading comprehension ($\beta = 0.25$, $p < 0.001$). There were no significant predictors of post-Gates MacGinitie performance other than pre-Gates MacGinitie performance, and the addition of the engagement variables only approached significance for the HC as an outcome HC ($R^2 = 0.72$, $\Delta\ R^2 = 0.011$, F [2,135] = 2.67, $p = 0.073$) (see Table 7).

In contrast, for grade 6 ELLs, reading self-efficacy contributed unique variance to the prediction of the Gates MacGinitie ($R^2 = 0.45$, $\Delta\ R^2 = 0.02$, F [1, 153] = 5.16, $p = 0.02$) and the MAP measure ($R^2 = 0.59$, $\Delta\ R^2 = 0.04$, F [1, 165] = 14.16, $p < 0.001$), when initial comprehension on each measure was controlled for. However, the addition of behavioral and emotional engagement in social studies did not explain any additional variance in the three measures of reading comprehension for ELLs (see Table 7).

For grade 7 native English speakers, reading self-efficacy was not a significant predictor of the change in reading comprehension on the HC, Gates MacGinitie, or MAP. But the addition of the engagement variables did explain a unique portion of the variance on HC ($R^2 = 0.66$, $\Delta\ R^2 = 0.08$, F [1, 46] = 5.15, $p = 0.01$) and Gates MacGinitie ($R^2 = 0.50$, $\Delta\ R^2 = 0.09$, F [2, 43] = 3.75, $p = 0.03$). Additionally, behavioral engagement explained unique variance in performance on the Gates MacGinitie reading comprehension measure ($\beta = 0.29$, $p = 0.05$) when behavioral and emotional engagement were added to the model (see Table 8).

For grade 7 ELLs, reading self-efficacy predicted the change in students' MAP scores ($R^2 = 0.74$, $\Delta\ R^2 = 0.03$, F [1, 39] = 4.32, $p = 0.04$). However, neither reading self-efficacy nor engagement in social studies predicted unique variance on HC or Gates MacGinitie after initial comprehension was controlled for (see Table 8).

In looking across these analyses, there is a pattern in the relationship between students' reading self-efficacy, engagement, and reading comprehension. For English native-speakers, engagement predicted the change in students' reading comprehension, whereas reading self-efficacy was not a significant predictor, even when it was entered first. For ELLS, students' reading self-efficacy beliefs were related to the change in reading comprehension, but engagement did not explain a significant portion of variance over and above reading self-efficacy.

Teacher Support Variables as Predictors of Reading Self-Efficacy Beliefs and Engagement in Social Studies

Our last research question asked what teacher supports predicted the change in reading self-efficacy beliefs and behavioral and emotional engagement for English native speakers and ELLs. To explore these relationships in each grade, we conducted six stepwise regression analyses, three per language group, with reading self-efficacy beliefs, behavioral engagement, and emotional engagement in social studies at post-implementation as criterion variables. The three teacher support variables (i.e., structure, autonomy, and involvement) at post-assessment were the predictor variables, and these variables were entered simultaneously into the regression equation, after controlling for each criterion variable at pre-implementation (grade 6: Table 9; grade 7: Table 10).

Neither for grade 6 English native speakers, nor for ELLs, were there any significant predictors of self-efficacy beliefs for reading. For grade 6 English native speakers and ELLs, the addition of the teacher support variables contributed to explaining the change in students' behavioral engagement (English native speakers: $R^2 = 0.50$, $\Delta\ R^2 = 0.04$, $F\ [1, 150] = 4.40$, $p < 0.01$; ELLs: $R^2 = 0.56$, $\Delta\ R^2 = 0.04$, $F\ [1, 158] = 4.68$, $p < 0.01$) and emotional engagement in social studies (English native speakers: $R^2 = 0.56$, $\Delta\ R^2 = 0.03$, $F\ [3, 150] = 3.89$, $p = 0.01$; ELLs: $R^2 = 0.55$, $\Delta\ R^2 = 0.06$, $F\ [3, 158] = 7.48$, $p < 0.001$). Additionally, for ELLs in grade 6, teacher involvement explained a unique portion of behavioral engagement ($\beta = 0.18$, $p = 0.05$) and teacher autonomy support explained a unique portion of the variance of emotional

TABLE 9 Hierarchical Regression Analyses for Teacher Support Variables Predicting Change in Reading Self-Efficacy Beliefs and Engagement in Social Studies for Grade 6

Language group Post-implementation target variable	Pre-implementation target variable	Teacher support			R^2	ΔR^2
		Autonomy support	Structure	Involvement		
English native speakers						
Reading Self-Efficacy						
Step 1	0.65***				0.42***	0.42***
Step 2	0.65***	−0.01	−0.09	0.11	0.43***	0.00
Behavioral Engagement						
Step 1	0.68***				0.46***	0.46***
Step 2	0.62***	0.24**	−0.12	0.09	0.51***	0.04**
Emotional Engagement						
Step 1	0.73***				0.53***	0.53***
Step 2	0.66***	0.03	0.16	0.02	0.56***	0.03*
English language learners						
Reading Self-Efficacy						
Step 1	0.63***				0.39***	0.39***
Step 2	0.63***	0.03	−0.04	0.00	0.39***	0.00
Behavioral Engagement						
Step 1	0.72***				0.52***	0.52***
Step 2	0.64***	0.09	−0.05	0.18*	0.56***	0.04**
Emotional Engagement						
Step 1	0.70***				0.49***	0.49***
Step 2	0.55***	0.25**	−0.05	0.10	0.55***	0.06***

$^{*}p \leq 0.05$, $^{**}p \leq 0.01$, $^{***}p \leq 0.001$.

TABLE 10 Hierarchical Regression Analyses for Teacher Support Variables Predicting Change in Reading Self-Efficacy Beliefs and Engagement in Social Studies for Grade 7

Language group Post-implementation target variable	Pre-implementation target variable	Teacher support			R^2	ΔR^2
		Autonomy support	Structure	Involvement		
English native speakers						
Reading Self-Efficacy						
Step 1	0.58***				0.33***	0.33***
Step 2	0.56***	0.46*	−0.24	0.06	0.46***	0.13*
Behavioral Engagement						
Step 1	0.51***				0.26***	0.26***
Step 2	0.37**	0.14	0.07	0.26	0.42***	0.15*
Emotional Engagement						
Step 1	0.74***				0.55***	0.55***
Step 2	0.62***	0.00	0.15	0.27	0.69***	0.14**
English language learners						
Reading Self-Efficacy						
Step 1	0.69***				0.47***	0.47***
Step 2	0.68***	−0.07	0.03	0.16	0.49***	0.02
Behavioral Engagement						
Step 1	0.37*				0.14*	0.14*
Step 2	0.34	0.03	0.15	−0.03	0.16	0.02
Emotional Engagement						
Step 1	0.68***				0.46***	0.46***
Step 2	0.56***	0.01	0.18	0.17	0.56***	.10

*$p \leq 0.05$, **$p \leq 0.01$, ***$p \leq 0.001$.

engagement over and above the other teacher support variable ($\beta = 0.25$, $p < 0.01$; Table 9).

For grade 7 English native speakers, teacher support significantly predicted the change in students' sense of reading self-efficacy ($R^2 = 0.46$, $\Delta R^2 = 0.13$, F [3, 38] $= 3.12$, $p = 0.04$), with teacher support for autonomy accounting for a unique portion of the variance ($\beta = 0.46$, $p = 0.02$; Table 10). However, for ELLs, the addition of the teacher support variables did not predict the change in students' sense of reading self-efficacy. Similarly, with respect to engagement, the teacher support variables predicted the change in engagement for English native speakers (behavioral engagement: $R^2 = 0.42$, $\Delta R^2 = 0.15$, F [3, 38] $= 3.30$, $p = 0.03$; emotional engagement: $R^2 = 0.68$, $\Delta R^2 = 0.14$, F[3, 38] $= 5.59$, $p < 0.001$) but not for ELLs (behavioral engagement: $R^2 = 0.16$, $\Delta R^2 = 0.02$, F [3, 32] $= 0.27$, $p = 0.85$; emotional engagement: $R^2 = 0.56$, $\Delta R^2 = 0.10$, F [3, 32] $= 2.54$, $p = 0.07$).

These results indicate that teacher support significantly predicted the change in behavioral and emotional engagement for both grade 6 English native speakers and ELLs. For grade 7, teacher support was only a predictor of change in reading self-efficacy beliefs and engagement for English native speakers, not ELLs.

Discussion

USHER is a research-based curriculum intervention grounded in the principles of the reading engagement model with the goals of increasing reading comprehension and student engagement in the domain of social studies, with a focus on American history. USHER expands on previous implementations of the reading engagement model by including literacy practices in social studies for both English native-speaking students and ELLs. During the first year, USHER included three comprehension strategies (i.e., activating background knowledge through text features, generating text-based questions, organizing information graphically) and four engagement-supporting practices (e.g., self-efficacy for reading, relevance, student collaboration, and autonomy support). In this study, we focused on the role of USHER during its first year of implementation on students' reading comprehension, reading self-efficacy beliefs, and behavioral and emotional engagement

for learning in social studies, both in terms of mean changes in student outcomes and the relations between constructs targeted by the intervention. Given our interest in learning about the benefits of USHER for students of different language backgrounds, we included language status in our analyses. Data were also analyzed separately for each grade, as the two grades were in different school contexts.

Our first research question focused on the role of USHER on increasing students' reading comprehension, self-efficacy beliefs, and engagement in social studies for English native speaker students and ELLs. With respect to reading comprehension, English native speakers and ELLs in grade 6 increased in their comprehension of history text materials, as measured by a researcher-developed measure, and in their general reading comprehension, as measured by the MAP, a standardized school administered measure. In grade 7, ELLs increased in their reading of history comprehension, but no changes were found for English native speakers. In addition, no increase in students' general reading as measured by the Gates McGinitie or MAP was observed.

The improvement on history reading comprehension from pre to post provides support for the positive influence of USHER on the reading comprehension in the content area of social studies for both English native speaking and ELL grade 6 students. This finding is important at least for two reasons. First, the assessment of history comprehension consisted of topics in history that were new to the students and not taught during USHER implementation, which provides a measure of transfer and face validity to the assessment of comprehension skills. Second, the improvement in history comprehension was found for both language groups in grade 6, indicating that USHER practices and differentiation of text levels may be targeting the comprehension needs of ELLs as well as their native speaking peers. However, further analyses of teacher implementation of lessons are needed to understand how the needs of both groups are addressed.

The absence of statistically significant changes on the history comprehension of the grade 7 English native speakers and ELLs was disappointing and suggests that further development of USHER is needed. However, these findings also need to be viewed in the larger context. Specifically, grade 7 teachers in USHER were not familiar with the teaching of language arts

and/or literacy practices, a factor that affected their implementation levels. The grade 7 teachers and students were also constrained by a semester-long social studies curriculum (versus a year-long curriculum in grade 6), which significantly limited the daily time for learning comprehension strategies and fostering of motivation practices within the school day and across weeks. A third limiting factor may have been the smaller sample size for grade 7.

On the other hand, the positive role of USHER on the skills measured by the MAP reading test in grade 6 needs to be discussed and considered in light of further data. We believe that many of the skills assessed by the MAP reading test, such as identifying cause and effect relationships, making inferences, drawing conclusions, and compare and contrast information, are all skills that were indirectly practiced as a result of explicit comprehension strategy instruction and strategy-based writing in USHER. Although we cannot claim that these skills were individually targeted as a part of USHER instruction, there is room for interpreting the positive impact of some transfer effects. Therefore, in future iterations of USHER, we would like to control for other sources of instruction besides USHER that may be responsible for improvement on a measure of narrative reading. At this early stage in the development of USHER, we only take these data as promising indicators and keep in mind the need to explore alternative explanations for a gain in narrative reading in future iterations as we continue to develop the curriculum. The absence of a significant change on the Gates MacGintie was not anticipated, but it is not surprising given the challenges of observing changes on standardized measures of comprehension, especially during relatively brief interventions.

Our findings also indicated that English native speakers and ELLs in both grades increased in their reading self-efficacy beliefs (i.e., their confidence in their reading capabilities) after participating in the USHER implementation. Further, for grade 6, students who received the USHER implementation increased more in their self-efficacy than students in the comparison group. Not surprisingly, English native speakers as a group had higher reading efficacy beliefs than ELLs. It is encouraging to find that the implementation fostered an increase in reading efficacy beliefs for all students, irrespective of their language proficiency status.

We view this as evidence that the supports for self-efficacy included in the lessons (e.g., the use of specific praise and corrective feedback on the use of comprehension strategies) are effective. Findings also indicated a decrease in engagement for grade 6 students and no significant change for grade 7 students. Notably, the comparison group also experienced declines in engagement over the same time period. Although we hypothesized that students would be more engaged in social studies after the USHER implementation, these findings may be due to the fact that this was the first year of implementation. Both researchers and teachers were refining engagement-supportive practices. Additionally, the engagement measure used was a rather global one, capturing engagement in social studies, not in a specific task related to implementation. Anecdotally, teachers reported that students were engaged and excited about the class activities, but they also indicated that over the course of the implementation, some activities seemed to become more monotonous for students, perhaps accounting for the observed declines in student reported engagement for social studies.

Overall, the observed changes in students' reading comprehension and reading self- efficacy in Year 1 of USHER suggest that there is promise in applying principles from the reading engagement model to a different domain and an older, more diverse student population than previously studied.

The second and third research questions attempted to understand how and why the components of USHER were related to student outcomes. For the second research question, we examined how reading self-efficacy and engagement in social studies contributed to post-implementation reading comprehension scores, controlling for earlier reading comprehension. Results indicated that reading self-efficacy beliefs predicted history and general comprehension for grade 6 ELLs but not for English native speakers. In contrast, engagement in social studies predicted history and general reading comprehension for English native speakers but not for ELLs. Similarly, for grade 7, engagement predicted history and general reading comprehension over and above prior reading comprehension for English native speakers, but there were no significant predictors for the reading comprehension of ELLs. These findings have specific implications for the role of self-efficacy and engagement in reading comprehension for

English native speakers and ELLs. First, the assessment of reading self-efficacy may have been too rudimentary for the English native speakers. The relationship between self-efficacy and performance has long been established (e.g., Bandura, 1997; Pajares, 1996; Pajares & Schunk, 2005). In the current investigation, items may not have tapped into all facets of what is needed to comprehend social studies texts. Indeed, some items were rather basic (e.g., "How certain are you that you can recognize letters quickly?") or unrelated to the task (e.g., "How certain are you that you can identify parts of speech such as nouns, verbs, and adjectives?"). Perhaps the reading self-efficacy measure needs to reflect more of the higher-order skills and tasks that contribute to the reading comprehension in social studies of English native speakers.

Second, the predictive relationship of reading self-efficacy to reading comprehension for ELLs provides evidence of the importance of reading self-efficacy in ELL's performance. Previous research on self-efficacy and performance tended to focus on less diverse student populations. Thus, this study provides evidence for the reading self-efficacy beliefs of ELLs to be addressed as a way to improve reading comprehension. Third, these findings provide information about the role of engagement for English native speakers. The findings that engagement added to the prediction of reading comprehension, over and above reading self-efficacy and prior reading comprehension, suggest that skill and self-efficacy beliefs are not enough for performance. How students feel (emotional engagement) and what they do (behavioral engagement) are also important contributors.

Our third and last research question asked whether students' perceptions of teacher support were related to students' sense of reading self-efficacy beliefs and their emotional and behavioral engagement in social studies. Results indicate that for grade 6 English native-speakers and ELLs, students' perceptions of teacher support were related to student engagement. For grade 7, students' perceptions of teacher support were related to students' reading self-efficacy beliefs and their engagement in social studies for English native-speakers but not for ELLs. The lack of a clear pattern across grades could indicate that all of these forms of teacher support (i.e., teacher involvement, support of student autonomy, and provision of instructional structure) are important for students' emotions, whether these are feelings of

engagement or self-efficacy beliefs about their learning. Although it is well known that teacher affect and support are key factors in students' learning, identifying relations between specific forms of teacher support and students' emotions is useful in designing interventions to support reading engagement in the content areas.

Conclusions

In this investigation, teachers implemented a social studies literacy intervention designed to foster reading comprehension, reading self-efficacy, and engagement in middle school students. It was evident that teachers implemented the curriculum and students improved in their history comprehension. Observing videotaped lessons contributed to deepening our understanding of USHER practices fostered during professional development sessions and implemented in classrooms (e.g., how and when to use student questioning to support comprehension in history, what types of self-efficacy supports can enhance history reading comprehension). We found that most teachers provided clear goals, adequate instructions and feedback, and reasonably paced lessons. Teachers also gave satisfactory support for students' autonomy by nurturing motivation, using informational rather than controlling language, and helping students see the relevance of topics and strategies to their learning. Teachers' satisfactory implementation of USHER practices gave us an opportunity to examine more closely what can be gained by implementing USHER in grade 6 and 7 social studies classrooms.

From USHER Year 1, we learned that the infusion of reading comprehension strategies in a content-area literacy intervention was beneficial for both English native speakers as well as for ELLs. USHER practices and differentiated texts provided opportunities for students to learn by reading text. The comprehension strategies gave students a way to strategically identify, think about, and remember important information and concepts. The motivation practices helped engage students as they read and thought about their reading. In addition, differentiated texts ensured that students of varying reading levels could read text to access information.

Our findings from USHER Year 1 also indicated that there are different predictors of the reading comprehension of English

native speakers and ELLs. That is, although all students need strong content-driven literacy instruction that attends to motivational supports (e.g., Guthrie et al., 2007), this study provides preliminary evidence that there may be different predictors of reading comprehension for the two language groups, with engagement predicting comprehension in native English speakers and self-efficacy being the strongest predictor of comprehension for ELLs. Intervention researchers may want to explore these factors more closely in future content-area literacy interventions.

Lastly, this study also sheds light on evidence indicating that perceptions of teacher support are important to changes in students' feelings of motivation and engagement and that these supports should be part of integrated intervention programs. Because of the relationship between students' perceptions of teacher supports and their engagement, what teachers do when they provide instruction is important. In this study, students' perceptions of teachers' instructional support (e.g., autonomy support, structure, and involvement) were related to higher levels of behavior and emotional engagement.

For future investigations of USHER, we plan to analyze observation and implementation data in more depth to learn more about the specific supports used by the teachers during USHER implementation that may contribute to growth in students' reading comprehension, reading self-efficacy beliefs, and engaged reading.

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Note

1. We use the definition of ELLs provided by the *Report of the National Literacy Panel on Language-Minority Children and Youth:* ELLs are students who come from a language background other than English and whose English proficiency is not yet developed to the point where they can profit fully from English-only instruction (August & Shanahan, 2006).

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Appendix A

Sample USHER Lesson

US1.7C Describing the major accomplishments of the first five presidents of the United States

Essential Question:

- What major national issues and events did the first five presidents face?

Materials

- **Books**

George Washington by Mike Venezia (Guided Reading)
John Adams by Mike Venezia (Guided Reading)
James Madison Mike Venezia (Guided Reading)
James Monroe by Mike Venezia (Guided Reading)
Thomas Jefferson by Mike Venezia (Guided Reading)
Thomas Jefferson by Cheryl Harness (above grade level)
John Adams by Cheryl Harness (above grade level)

- **Classroom Materials**

Classroom Images of First Five Presidents

- **Reproducibles**

Greatest President Mock Election; President Graphic Organizer; My President Timeline (one for each group); Directions for Guided Reading *for each book above* (Days 15–18)

Guided Reading (35 minutes)

1. Post **Classroom Images of First Five Presidents** (along with the sticky notes students have posted on each image during previous lessons) at the front of the room before students enter the room.

2. Have students seated according to their guided reading groups. Distribute one copy of **My President Timeline** to each group along with copies of ***George Washington*** by Mike Venezia (Guided Reading), ***John Adams*** by Mike Venezia (Guided Reading), ***James Madison by*** Mike Venezia (Guided Reading), ***James Monroe*** by Mike Venezia (Guided Reading), and ***Thomas Jefferson*** by Mike Venezia (Guided Reading).
   - ❖ NOTE: If students are above grade readers (or this is a "gifted and talented" class), use ***John Adams*** by Cheryl Harness and ***Thomas Jefferson*** by Cheryl Harness in place of ***John Adams*** by Mike Venezia and ***John Adams*** by Mike Venezia.
3. Direct the groups to begin filling in their timeline based on the information they read during the previous day's reading, suggest they choose one or two important events to record. Encourage students to refer back to the **President Graphic Organizer** and their guided reading text.
4. Collect each group's timeline.
5. Have students retrieve their **President Graphic Organizer** and their **Directions for Guided Reading (Days 15–18).** Direct students to follow **directions for Guided Reading**.
6. Select 1 or 2 groups to work with during the guided reading time while the other small groups work on the same activity. When meeting with a given group, provide any additional instructional support/scaffold that students appear to need in relation to the activity described in **Days 15–18 Directions for Guided Reading.**

Self-Efficacy for Reading: Emphasize the importance of reading with attention as students will become experts on a specific topic of the unit. Their expertise will develop over the course of a week and the unit. As students read and share, make a point of praising their newly acquired knowledge and use of strategies, as well as correcting misconceptions. ***Remember!*** Self-efficacy = sense of competence for specific tasks.

Closure: Redirect students to whole class. Direct one person from each group to write one important fact about their president on a sticky note. As students exit the room, tell the students with the sticky note to place their fact on the image of the appropriate U.S. president at the front of the room.

Strategy scaffolds	Content scaffolds	Vocabulary scaffolds
Encourage pairs or individual students to read portions of text aloud to you in their small group. Ask them to stop at specific sections and to share their thinking with you. You can model for them, as in the following example. Have them think what they do in order to enhance/monitor their understanding. **Example from *George Washington*** Read page 8 *"The colonies were owned by England and ruled by the king of England."* After reading, make a connection to the previous unit. Say, "Okay, so this is before the American Revolution. Do you remember when we talked about how the colonists were upset with England when we learned about the Declaration of Independence?"	Refer students to essential questions for the week. ❖ What major national issues and events did the first five presidents face? Prompt students to identify information in the sections read or in their charts to help them answer question(s). Ask students to refer to specific portions of the text and show you where the information came from. Discuss with them their answers; add or correct misconceptions if needed.	Point out any key vocabulary words in the section students are reading. If the pronunciation is included, discuss it as a text feature. Discuss word meaning. Discuss where word definitions can be located (e.g., glossary). **Examples from *James Monroe*:** *Militia, muskets, plantation, Louisiana Purchase* **Examples from *James Madison*:** *Mansion, plantation, Montpelier, cargo, furious* ***Self efficacy for reading:*** Praise students for any new words they volunteer as well as for appropriate use of theglossary.

Appendix B

Grade 6 Books Year 1

Unit and book title	Author	Reading level	Group or guided	Publisher
American Indians				
Native Americans	J. Cipriano	On-grade	Whole	Benchmark
The Lakota Sioux	A. Santella	Below-grade	Guided	Scholastic
The Inuit	A. Santella	Below-grade	Guided	Scholastic
The Pueblos	A. Flanagan	Below-grade	Guided	Scholastic
The Iroquois	R. Maile	Above-grade	Guided	National Geographic
New Nation				
Understanding the Articles of Confederation	S. S. Isaacs	On-grade	Whole	Crabtree Publishing
The Articles of Confederation	K. P. Hossell	Above-grade	Whole	Heinemann-Raintree
Shaping the Constitution	G. Thompson	On-grade	Whole	Benchmark
Writing the Constitution	P. Brinkman	Below-grade	Whole	Benchmark
The Constitution	P. Finkelman	Above-grade	Whole	National Geographic
First Five Presidents				
George Washington	M. Venezia	On-grade	Guided	Scholastic
John Adams	M. Venezia	On-grade	Guided	Scholastic
James Madison	M. Venezia	On-grade	Guided	Scholastic
James Monroe	M. Venezia	On-grade	Guided	Scholastic
Thomas Jefferson	M. Venezia	On-grade	Guided	Scholastic
The Revolutionary John Adams	C. Harness	Above-grade	Guided	National Geographic
Thomas Jefferson	C. Harness	Above-grade	Guided	National Geographic
Westward Expansion				
The Louisiana Purchase	M. Burgan	On-grade	Guided	Capstone
The gold rush	E. Kraft	Below-grade	Guided	Benchmark
The cotton gin	C. McRae	Above-grade	Guided	National Geographic
The reaper	C. McRae	Above-grade	Guided	National Geographic
A timeline of the Abolitionist Movement	J. Levin	On-grade	Guided	Rosen
Great women of the Old West	J. Alter	On-grade	Guided	Capstone

Grade 7 Books Year 1

Unit and book title	Author	Reading level	Group or guided	Publisher
World War I				
America enters World War I	C. Domblewski	Below-grade	Guided	National Geo-graphic
On the front line	A. Hibbert	On-grade	Guided	Capstone
Westward Expansion				
The Homestead Act	E. Landau	Below-grade	Guided	Scholastic
You wouldn't want to work on the railroad! A track you'd rather not go down	I. Graham	Below-grade	Guided	Scholastic
African-Americans in the Old West	T. McGowen	On-grade	Guided	Scholastic
A changing nation	M. Burgan	Below-grade	Whole	Capstone
Industrialization				
Government regulation of the railroads: Fighting unfair trade practices in America	D. Chiu	Below-grade	Guided	Rosen
Bright Ideas: The age of inventions in America 1870-1910	A. Rossi	On-grade	Guided	National Geo-graphic
Immigration and Growth of Cities				
Picture the Past: Life at Ellis Island	S. S. Isaacs	Below-grade	Guided	Capstone
Cornerstones of Freedom: Ellis Island	J. Jango-Cohen	Below-grade	Guided	Scholastic
Tenement Stories: Immigrant Life (1835-1935)	S. Price	Below-grade	Guided	Heinemann-Raintree
Immigration, Migration, and the Industrial Revolution	T. Sioux	Below-grade	Whole	Rosen
Progressivism				
People Who Changed America: Votes for Women	A. Rossi	On-grade	Guided	National Geo-graphic
Progressive Leaders: The Platforms and Policies of America's Reform Politicians	L. Sakany	Below-grade	Whole	Rosen
Kids Have Rights Too!	J. Scott	On-grade	Guided	Scholastic

Appendix C

Sample Items of the Lesson Implementation Scale, USHER Year 1

Weak guidance/scaffolding	1	2	3	4	5	6	7	Strong guidance/scaffolding/goals
Teacher structure								
❖Little guidance or scaffolding (lack of hints, clues; student questions missed or answered poorly)								❖Strong guidance or scaffolding (sufficient hints, answers student questions, provides necessary information to support learning and student activities)
Teacher autonomy support								
Relies on extrinsic sources of motivation	1	2	3	4	5	6	7	Nurtures inner motivational resources
❖ Offers (external) incentives, consequences (grades, tests), directives								❖ Fosters interest, enjoyment, sense of challenge about learning
❖ Assigns repeatedly, seeks compliance								❖ Creates opportunities for initiative
No relevance to students' lives	1	2	3	4	5	6	7	Relevance to students' lives
❖ Neglects explanations on the relevance of historical topics to today's events/circumstances.								❖ Provides explanations on the relevance of historical topics to today's events/circumstances
❖ Neglects connections between topics and students' lives								❖ Establishes connections between topics and students' lives
Comprehension strategy instruction								
Strategy review and/or application in guided practice								
❖ Models or scaffolds of strategy are absent or vague/unclear	1	2	3	4	5	6	7	❖ Clearly models and/or scaffolds use of strategy as needed
❖ Does not make reference to student's previous strategy use	1	2	3	4	5	6	7	❖ Refers to student's previous use of strategy(ies)

(Continued on next page)

Teacher structure								
Weak guidance/scaffolding	1	2	3	**4**	5	6	7	Strong guidance/scaffolding/goals
❖ Does not review strategy or lacks sufficient guided practice with whole class	1	2	3	**4**	5	6	7	❖ Reviews strategy as needed/scaffolds with several students as part of guided practice
❖ Does not elicit strategy examples from students; most examples are teacher driven	1	2	3	**4**	5	6	7	❖ Elicits strategy examples from students as part of guided practice
Social Studies content instruction								
Content addressed during reading activities as a means to address essential questions								
❖ No review of essential question	1	2	3	**4**	5	6	7	❖ Reviews essential questions related to current lesson
❖ Does not make reference to student's previous knowledge on essential questions or related topics	1	2	3	**4**	5	6	7	❖ Refers to student's previous knowledge on essential question(s) and related topics
❖ Once students are reading from texts, teacher does not support content learning ○ Students' questions are not addressed for whole class or individually; ○ Class discussions about key content from texts are not present; (some) misconceptions are not clarified	1	2	3	**4**	5	6	7	❖ Once students are reading from texts teacher scaffolds/supports content learning; ○ Periodically addresses student questions in relation to content ○ Holds critical whole class discussions in relation to content from texts; addresses misconceptions during discussions