

## ABSTRACT

This qualitative research study examined the effects of using reading strategies within the social studies classroom. The participants were 16 tenth grade students in a low-ability social studies class. The students were introduced to a variety of reading strategies to use while reading primary and secondary sources within the classroom.

This study proposes that instruction of reading strategies within social studies class will lead to greater motivation to read and increased academic achievement. Students' questioning, collaboration, and text response improved with reading strategy instruction. Increased self-assessment was shown through student's verbal responses and survey results. Student understanding of content through the interpretation of primary sources were improved while using content reading strategies. An examination of achievement within student-selected groups and motivation for further reading is discussed.