Managing Small Group Reading Instruction in Kindergarten

From Understanding to Implementation
Managing Small Group Reading Instruction in Kindergarten

What is differentiated instruction?

- The Literacy Dictionary (p. 60) defines differential reading instruction as “the provision of varied learning situations, as whole-class, small-group, or individual instruction, to meet the needs of students at different levels of reading competence.”

- Put simply, differentiated instruction involves matching instruction to meet the diverse needs of learners in a classroom. After a whole group core reading program lesson, reading centers provide time for teachers to effectively differentiate instruction to meet the needs of all students. This can be accomplished by the teacher working with an individual or with a small group of students at a teacher-led center while the other students practice, demonstrate, and extend skills independently at other student-led reading centers. This is an ideal time to keep students actively, yet academically, engaged and moving during the 90 minute reading block in a half day kindergarten.
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What is a Reading Center?

- A Reading center is a place where students practice, demonstrate, and extend learning independent of the teacher (student center) or with the assistance of the teacher (teacher-led center).
- Reading centers contain meaningful, purposeful activities that are a reinforcement and/or extension of what has already been explicitly taught by the teacher during whole group instruction. Each center activity must be pre-taught before it is placed in a center for independent practice.
- It is recommended that teachers not bring in material from other content areas (e.g., from science or math) unless the activity specifically focuses on a skill that is being addressed in reading instruction. Usually students work at reading centers while the teacher is conducting teacher-led small group reading instruction.
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What is a Reading Center?

- Students practice phonics skills at the phonics center; sort word cards at the vocabulary center; listen to taped books, record the reading of a book, or read in pairs at the reading practice center. The Reading Center should contain a variety of books clearly marked at various reading levels to meet the needs of all students.

- Reading Centers provide a system for accountability. Monitoring progress on a daily basis is an important part of instructional time and helps teachers determine student engagement and mastery. When an effective classroom management system is in place feedback can be provided to students in a timely manner to help prevent them from practicing errors.
## Managing Small Group Reading Instruction in Kindergarten

### Reading Centers of the Past
- Were used by teachers to keep students busy so they could plan or complete paperwork
- Were only for students who finished their assigned work
- Incorporated only theme-based activities
- Engaged all students in the same activities
- Often included only worksheets
- Incorporated a lot of non-academic and trivial projects

### Reading Centers of Today
- Are utilized by teachers to provide systematic, explicit, small group instruction that meets the needs of students
- Are for all students
- Incorporate activities that reflect previously taught reading skills
- Engage students in specific activities that are selected to differentiate instruction for each student (or a small group of students)
- Keep students academically engaged in meaningful activities that reinforce and extend learning
Managing Small Group Reading Instruction in Kindergarten

Implementing and Managing Student Centers in the Classroom

There are eight elements that need to be considered in developing and implementing an effective small group instruction management system. The following are considered pre-planning activities for the teacher:

- Form Flexible Groups Based on Assessment
- Identify Appropriate Center Activities Based on Assessment
- Design Center Management Systems
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Form Flexible Groups Based on Assessment

When forming flexible groups based on assessment, important guidelines to consider are:

• Keep group sizes small (5-7 students as a maximum)
• Reduce the group size to 3-5 for students in need of intensive support
• Base small groups on instructional need with specific instructional strategies in mind
• Consider attitudes, behaviors, and work ethics of each student
• Monitor the progress of high risk students more frequently in order to make instructional changes, small group changes, and to accelerate learning
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Identify Appropriate Center Activities Based on Assessment

- For learning to take place, students must participate in activities they may either do independently or with help from a peer. Otherwise, student reading centers may not provide opportunity for optimal learning.

- The whole idea of the “Reading Centers of today” is to advance student reading ability. Though activities should engage students, there need not be a lot of “fluff.” As Debbie Diller notes in her book *Literacy Work Stations: Making Centers Work* (p. 10), “if it takes longer to make something than it does for children to use it instructionally, then don’t bother making it.”

- Time must also be a consideration. If you have allotted 20 minutes for the center and the Activity only requires 10 minutes, the students will need something else to do. Extension materials related to the task in each reading center (such as puzzles, letter stamps, magnetic letters and boards, etc.) should be available for use when students finish a specific activity.
Small Group Instruction Area
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Identify Appropriate Center Activities Based on Assessment

- Reading centers should focus on the important elements of learning to read: 1) phonemic awareness & phonics, 2) fluency, 3) vocabulary, and 4) listening comprehension using writing as a response in every reading center. For reading center activities go to:

http://www.fcrr.org/Curriculum/studentCenterActivities.htm
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Implementing and Managing Student Centers in the Classroom

Design Center Management Systems
Kindergarten: Reading Centers

- Reading centers support the reading curriculum – 1) Letter recognition, 2) sight words, 3) writing and spelling, 4) phonemic awareness & phonics.

- Only previously explicitly taught strategies and tasks should be found in reading centers – independent or collaborative practice NOT exploration!

- At some point reading tasks must be differentiated for children – Not the same task and level for all children in the reading center.
Kindergarten: Reading Centers

• Reading centers must encourage self regulation and independence.
• Reading centers must have a designated leader.
• Reading centers must have clear procedures for entry, behavior, clean up, and exit.
Kindergarten: Reading Centers

- Reading centers must have an overall routine for use.
- Reading centers must require some kind of accountability for students.

Partner Reading Procedures
Looks like:
- Partners sit side by side facing each other.
- 1 person reads while the other person follows along.
- Partners take turns reading.

Sounds like:
- Talking voices
- Partners helping each other.

Phonics Center
1. Take a baggie of cards to your desk.
2. Match the contraction to the two words it represents.
3. Write the contraction and the two words it represents under the correct color of cards on your paper.
4. Mix up the cards and return the baggie.
5. Choose another color and complete the same task, until all four colors are finished.
6. Turn the paper into the check-in basket and play contraction concentration with a partner from your group.
Kindergarten: Reading Centers

- Reading centers need clearly posted directions, objectives, and expectations or rules.
- If there isn’t sufficient room for stand alone reading centers – make transportable centers.
Kindergarten: Reading Centers

- Reading centers must be clearly organized with sufficient tools for learning and exploration.

- Reading centers must have an explicitly labeled place for everything – Every thing has a place and is in its place.
Kindergarten: Reading Centers

• Develop reading centers one at a time and get them right before creating another.

• Add other reading centers as you are able to create and manage.
Kindergarten: Reading Centers

What happens to play in Kindergarten?

Play should continue in Kindergarten. However, it may need to be effectively integrated with reading instruction.

--Neuman & Roskos, 1992
Neuman, 2000
Managing Small Group Reading Instruction in Kindergarten

Identify Appropriate Center Activities Based on Assessment

Phonemic Awareness or Phonics Center
Phonics Center Activities

**Objective**
The student will segment sounds in words.

**Materials**
- Pocket chart
- Two to six phoneme picture cards (Activity Master PA.054.AM1a - PA.054.AM1d)
- Number headings (Activity Master PA.054.AM2)
  - Arrange in a row so that picture cards may be placed under them in a column.
- Gloves (optional)
  - May also use socks or “two finger tap” (tapping thumb and index finger) to muffle noise.

**Activity**
Students clap the number of phonemes in a word and place under the corresponding number on a pocket chart.
1. Place the gloves and stack of picture cards beside the pocket chart.
2. Taking turns, the students pick up a picture card and say the word.
3. “Finger tap” the number of phonemes while saying the word and place the picture card under the correct number on the pocket chart (e.g., picture card of the “cow” would be placed under the number “2”).
4. Continue until all picture cards are sorted.
5. Peer evaluation

**Extensions and Adaptations**
- Spell the words out, then sort words by the number of graphemes.
- Clip syllables in other picture cards (Activity Master PA.054.AM3a - PA.054.AM3d).
Phonics Center Activities

Objective
The student will match initial sounds to letters.

Materials
- Scrambled letter boards (Activity Master P027.AM1a - P027.AM1c)
- Magnetic letters
- Tray
- Tub of "A-Z" objects
- Dry-erase marker boards or paper
- Dry-erase markers or washable markers

Activity
Students match the initial sounds of objects to letters.
1. Place the scrambled letter boards, tray of magnetic letters, and tub of objects on a flat surface.
2. The student chooses an object from the tub.
3. Places the object on the corresponding letter (e.g., turtle, /t/).
4. Continues until all the objects are matched with a letter.
5. Practices writing the letters on the marker board.
6. Self-check

Extensions and Adaptations
- Label each object.
- Use final and medial sounds.
Phonics Center Activities

Objective
The student will blend onsets and rimes to make words.

Materials
- Rime cards (Activity Master R048.AM1)
- Onset cards (Activity Master R048.AM2)
- Tray
  - Place onset cards face up on tray.
- Dry-erase marker boards, chalkboards, or paper
- Dry-erase markers, chalk, or markers

Activity
Students play a blending onsets and rimes game to make words.
1. Place the tray of onset cards, marker boards, and the stack of rime cards on the table.
2. Working in pairs, student one chooses a rime card from the stack.
3. Student two chooses an onset card and places it to the left of the rime, looks at his partner and says, “Say it now.”
4. Student one segments and blends the onset and rime and says the word (e.g., /b/ /ag/, “cat”).
5. Each student writes the word on his marker board.
6. Students reverse roles and continue the activity.
7. Peer evaluation

Extensions and Adaptations
- Use the rhymes to make a class Big Book.
Phonics Center Activities

Phonics
Word Study - Blending
Spin-A-Word

Objective
The student will blend sounds of letters in words.

Materials
- Letter spinners (Activity Master P068.AM1a - P068.AM1c)
  - Copy spinners on card stock.
  - Cut spinners and attach arrows with a band.
- Paper
- Pencil

Activity
Students use a spinner, blend sounds, and make words.
1. Place spinners, paper, and pencils on a flat surface.
2. The student spins each spinner in order and writes the letters (e.g., consonant, vowel, and consonant).
3. Blends the letters orally to make a word.
4. Draws a line through the word if it is not a "real" word.
5. Teacher evaluation

Extensions and Adaptations
- Make spinners with other letters (Activity Master P068.AM2).
Insert Letter Name Knowledge Power Point Here
Managing Small Group Reading Instruction in Kindergarten

Identify Appropriate Center Activities Based on Assessment

Fluency Center
Fluency Center Activities

Fluency

Objective
The student will gain speed and accuracy in letter recognition.

Materials
- Alphabet Arc (Activity Master F091 AM1a)
- Lintedge 2000 percent and attach to 12” x 18” construction paper.
- 12” x 18” construction paper
- Small uppercase letters
  - Plastic or foam
- Timer (e.g., stop or digital)
- Container
  - Place letters in the container.

Activity
Students match letters of the alphabet to the Alphabet Arc in a timed activity.
1. Place the Alphabet Arc and container of letters on a flat surface.
2. The student sets the timer for three minutes.
3. Chooses a letter from the container and matches it to the letter on the Alphabet Arc.
   - Tries to complete the Arc in three minutes or less.
4. Repeats the activity attempting to beat the time in two or one minute increments.
5. Picks up the letters one by one, states the letter name, and returns the letters to the original container.
6. Self-check

Extensions and Adaptations
- Match lowercase alphabet letters to the Arc in three minutes or less.
- Complete the partial Alphabet Arc (Activity Master F091 AM1b).
Fluency Center Activities

Fluency
High Frequency Words
Reading Relay

**Objective**
The student will gain speed and accuracy in reading words.

**Materials**
- High frequency word cards (Activity Master RHFL.001 - RHFL.050 in Phonics)
  - Choose 50 target words.
- Timer (e.g., digital)
- Student sheet (Activity Master F011.5S)
- Pencils

**Activity**
Students take turns reading word cards in a timed activity:
1. Place the word cards face down in a stack. Place the timer at the center. Provide the students with a student sheet.
2. Taking turns, student one sets the timer for one minute, picks up the first word card from the stack, reads it, and places it in the discard pile. If unable to read the card, counts to five and places it under the stack.
3. As soon as the card is placed in the discard pile, the next student quickly picks up a word card from the stack and reads it.
4. Students continue to pick up cards and read the words until the stack is gone.
5. Student one records the number of words read correctly in one minute on the student sheet.
6. Repeat the activity, attempting to increase speed and accuracy.
7. Peer evaluation

**Extensions and Adaptations**
- Use sentences and passages.
Fluency Center Activities

Fluency

High Frequency Words

Sentence Scramble

Objective:
The student will gain speed and accuracy in reading words.

Materials:
- Sentence strips or construction paper
  Develop and write 10 sentences based on target words, (e.g., core curriculum or PHFL 001).
  PHFL 050 (p. Phonics).
  Make two sets, cutting one into words.
- Student sheet (Activity Master F016.55)
- Tray
  Scatter words face up on the tray
- Timer (e.g., digital)
- Pencils

Activity
Students match words to make sentences in a timed activity.
1. Place sentence strips face down, tray of words, and timer at the center. Provide each student with a student sheet.
2. Working in pairs, student one starts the timer, carefully picks up a sentence strip (concealing it from student two), and reads a random word.
3. Student two finds the word on the tray and places it face up on the table.
4. Student one continues to read and call out the other words in the sentence one at a time.
5. Student two puts the words in sentence order, stops the timer, and records the time.
6. Student one checks the sentence for accuracy. If the sentence is in the correct order, student two checks the “Yes” box on her student sheet. If the sentence is not in the correct order, she checks “No.”
7. Continue the activity until all the sentences are complete and reverse roles.
8. Repeat the activity attempting to increase speed and accuracy.
9. Peer evaluation

Extensions and Adaptations
- Increase word difficulty in sentences.
Managing Small Group Reading Instruction in Kindergarten

Identify Appropriate Center Activities Based on Assessment

Vocabulary Center
Vocabulary Center Activities

**Objective**
The student will identify words.

**Materials**
- Memory cards (Activity Master V.001.AM1a - V.001.AM1b)
  Choose a target set (i.e., numbers, shapes, connections, or abbreviations).

**Activity**
Students play a memory game by matching words to corresponding cards.
1. Place the memory cards face down in rows.
2. Taking turns, the students turn over two cards. If the word card and the other card match (e.g., 7 and seven), the students read the word and stack the cards in a pile.
   If a match is not made, turn the cards face down in their original spots.
3. Continue until all the word cards are matched with corresponding cards.
4. Peer evaluation

**Extensions and Adaptations**
- Use other word and corresponding cards (e.g., color words and color cards).
Managing Small Group Reading Instruction in Kindergarten

Identify Appropriate Center Activities Based on Assessment

Listening and Sentence Comprehension Center
Comprehension Center Activities

Comprehension

Story Structure

Narrative Text Wheel

Objective

The student will sequence events in a story.

Materials

- Narrative text
  - Choose text within students' instructional-independent reading level range or teacher read-aloud.
  - Text Wheel student sheets (Activity Master C.010.AM1a \& C.010.AM1b)
  - Scissors
  - Hole punch
  - Brads
  - Markers or crayons
  - Pencil

Activity

Students sequence story events on a narrative text wheel.
1. Place text, scissors, hole punch, brads, and markers on a flat surface. Provide the student with both sections of the text wheel.
2. The student reads the text or reviews a teacher read-aloud.
3. Cuts out both text wheels.
4. Writes the title and author of the story on the front wheel.
5. Writes and draws the main characters and setting in the first section on the back wheel. Continue with beginning, middle, and end of the story in the following sections.
6. Attaches pieces by punching a hole in the center of the wheels and inserting a brad.
7. Teacher evaluation

Extensions and Adaptations

- Use to draw and label the characters in the story.
- Construct another text wheel to draw and label other characters from the story.
Comprehension Center Activities

Objective
The student will sequence events in a story.

Materials
- Pocket chart
- Sentence strips
  * Choose a familiar story and write the story title on a sentence strip.
  * Write the story events on sentence strips.
- Paper

Activity
Students retell a story while sequencing sentences on a pocket chart.
1. Place the pocket chart and scrambled sentence strips at the center.
2. Working in pairs, students read the sentences and select the title strip. Place the title in the top pocket of the chart.
3. Select the sentence strip that tells about the first event in the story, reorder the sentence, and place in the next row of the pocket chart.
4. Continue until all sentence strips are in sequential order.
5. Read the sentence strips in order.
6. Peer evaluation

The Three Billy Goats Gruff

Three billy goats loved to eat green grass.

They needed more green grass.

They trip-trapped across a bridge.

Extensions and Adaptations
- Use other stories to make sentence strips.
- Write a sentence and draw a picture that illustrates favorite event.
Managing Small Group Reading Instruction in Kindergarten

Implementing and Managing Student Centers in the Classroom

The following elements are used to implement and manage student-led reading center activities with the students. These elements are not necessarily listed in sequential order, but may be done simultaneously in a six week training procedure.

- Allocate time blocks
- Implement Procedural Training
- Manage Transitions
- Establish Accountability
Allocating Sufficient Time for Literacy Instruction

- Word Work: 15 Minutes
- Comprehension: 10 Minutes
- Fluency: 10 Minutes
- Writing: 15 Minutes
- Small Group Differentiated Reading Instruction: 40 Minutes
Time: Post a Schedule

Example Daily Kindergarten Schedule (90 Minutes Literacy)

8:30 - 8:50 AM: Morning routine (roll, lunch, weather, calendar, daily schedule, read aloud)
8:50 – 9:05 AM: Word work (Letter recognition, PA, phonics, spelling)
9:05 – 9:15 AM: Read aloud and listening comprehension
9:15 – 9:25 AM: Fluency building with sight words
9:25 – 9:45 AM: Recess
9:45 – 10:00 AM: Shared, interactive writing and dictation
10:00 - 10:40 AM: Small group reading instruction and centers time
10:40 – 11:10 AM: math instruction
11:10 – 11:30 AM: integrated core K-2 curriculum
Procedural Training of Young Children for Effective Work in Reading Centers

SIX WEEK TRAINING

- First Week of Training
  - Have Reading Centers completely designed and set up.
  - Ignore the center spaces and materials placed in and around the room. Children will ask. Tell them later when they have learned what they need to learn to work in this areas.
  - Focus attention on whole group, teacher led interactive read alouds, shared readings, modeled and interactive writing sessions.
  - Spend time during this first week collecting assessment data on children’s behavioral abilities to follow directions, listen in whole group settings, and remain on-task and focused.
  - Gather data on children’s literacy related knowledge of letters, words, fluency, vocabulary, and comprehension.
  - Spend a bit of time learning about children’s interests, attitudes, and motivations generally and those specific to reading books and writing.
Second Week of Training

- Mention to students that in a few weeks they will be working more often in small groups and independently in the spaces designated and set up around the classroom, but there is much they need to learn before they can do so.
- Explain what each reading center space of the classroom is for, such as a listening area, paired reading nook, alphabet and word work area, housekeeping, a writing center, and so on.
- Take time to explain one or two spaces per day during the second week but do not let the children enter or use these spaces and materials yet.
Procedural Training of Young Children for Effective Work in Reading Centers

SIX WEEK TRAINING

- Third Week of Training
  - Take one-two reading centers per week and fully explain and model how students are to enter these spaces.
  - On the first day model how students should go to a reading center in the classroom. Show children that before going to this space they are to pick up their picture sort folders and quietly gather around the rules and the directions posted for the day with other children in the phonics reading center.
  - On the second day of the week, explain that a team leader will be appointed by the teacher to lead the small group in a review of the rules and directions each day. Model how this is to be accomplished through a quiet oral reading of the posted rules and the directions for working in the phonics reading center that day. Be sure to model how the team leader is to ask if there are any questions and answer these where possible.
Procedural Training of Young Children for Effective Work in Reading Centers

SIX WEEK TRAINING

- Third Week of Training
  - On the third day of the week, the teacher models how students are to take their places in the phonics reading center and wait for the team leader to distribute any needed materials for completing the task for the day. On this same day, the third day, the teacher discusses with children the expectations that assigned tasks will be completed in the time allotted either independently or with others depending on the directions for the day. The teacher also shows children how they are to seat themselves for independent work in the phonics reading center using independent workspace cardboard dividers or how to seat themselves when working in pairs or as a small group.
Procedural Training of Young Children for Effective Work in Reading Centers

SIX WEEK TRAINING

- Third Week of Training
  - On the fourth day of the third week, the teacher explicitly explains the consequences for failure to follow directions and obey the rules. She directs children’s attention to the posted consequences for failure to follow directions and behave appropriately in this work space.
  - On the last day of the third week of training, the teacher models the clean up process for the phonics reading center. She rings a bell or some other signaling device that alerts children’s attention that time for using this space has ended. She models how children are to freeze quietly in place. The only person moving is the team leader who gathers up the materials and puts them into their proper places. A final bell or signal alerts children that they are to move to another space or to return to their own seats in the classroom. As a result, the training of this single example space, the phonics reading center, will likely take 10 minutes per day for the entire third week of the school year.
Procedural Training of Young Children for Effective Work in Reading Centers

SIX WEEK TRAINING

- Fourth – Fifth Weeks of Training
  - This process is repeated at a slightly accelerated pace during the fourth and fifth weeks, within each of the remaining reading centers.
Sixth Week of Training

- During the sixth and final week of training, teachers form small groups with team leaders for role playing the use of the reading centers around the classroom. To begin, movement from students’ seats or from the rug to their first assigned reading center in the rotation is practiced. Movement from one reading center to another using planned rotations during the reading time block is also practiced. The wise teacher realizes that children must be able to role play these movements and behaviors to fully understand and internalize them.
Procedural Training of Young Children for Effective Work in Reading Centers

SIX WEEK TRAINING

- Sixth Week of Training
  - During the role play, anyone who fails to follow protocols exactly causes the entire group to stop and re-practice the movement and expected behaviors. Remaining firm about meeting expectations as children role play their use of these spaces and materials will save many management problems later on. Typically at least one week, ten minutes per day, is sufficient to prepare children for success. During this ten minute role play, children should move from their seats into the designated literacy spaces; review and read as a small group the posted rules and directions; get into proper seating arrangements within their designated reading center based on the posted task directions; distribute reading activities and materials; and practice the clean up of the reading center space and materials.
Sixth Week of Training

- Of course during this time, children are becoming more excited, anxious, and motivated to enter these literacy spaces as they engage in the role modeling activities. We have also found that using digital photographs of children properly engaged in the various literacy spaces are helpful as a model for children later on as well. One teacher we know simply asks her children if they look like the children in the picture. If not, she asks what they should do about their behavior to align it with the learning activity as shown in the example picture.
SIX WEEK TRAINING

- Training the movement between and among spaces in print rich classrooms: Minimizing transition times and maximizing practice and instruction

  We use four steps to make this happen.

  1. At this point, we provide brief, well sequenced, and repetitive directions written on cue cards. Children must look and read to get the directions for what is to be done in the time allotted.

  2. We use our signal devise once again to alert children to follow the directions in the time allotted.

  3. And finally, we use our signal devise to let the children know they are to make the move to the next classroom literacy space in a quiet and efficient manner.

  4. We use a consistent signal such as a hotel registration bell, turning off the lights, etc., to alert children to stop what they are doing or freeze and listen for directions.
Managing Movement and Activity
Managing Movement and Activity
SIX WEEK TRAINING

- Aligning the seating arrangement with desired interactions in literacy spaces
  - Research has shown an increase in on-task behaviors, as well as an increase in the quantity and quality of work completed when seating arrangements match the learning tasks to be performed, e.g. rows for individually completed learning tasks and collaborative seating arrangements, e.g. tables for small group or paired learning tasks. Although children prefer grouped seating arrangements, measures of on-task behaviors for completing individual learning tasks increases when the seating arrangement is changed to rows or desks from groups or table seating. Teachers should carefully, "consider the design of physical environments in the context of pedagogical purposes." (Bennett & Blundell, 1983; Wheldall & Lam, 1987; Yeomans, 1989, Hastings and Schwieso, 1995, p.290)
  - If the task to be completed is to be completed in isolation, alone, or individually, then the seating arrangement should call for children to be at their desks away from others.
  - If the task is to be completed by pairs or small groups of children, then the seating arrangement should support this by placing children at a table or a small classroom floor space where they can work together.
Evidence of Procedural Training
Classroom Management Research Synthesis

Selected References


Poster session presented at the biannual National Head Start Research Conference, Washington, D.C.


The Reading Teacher, 46, 476-484.


Classroom Management Research Synthesis

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