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Struggling Readers In The Regular Classroom: A Personal Reflection

Curt Dudley-Marling

Last year I took a leave from my university duties to teach third grade. Given my background in special education I was anxious to address the needs of students who struggled in school, but without sacrificing the needs of the other students. I learned how hard this can be.

My teaching was informed by whole language theory and practice, but there are other approaches to teaching struggling students. A review of the language arts literature reveals three versions of instruction for special and remedial students, each informed by a different set of assumptions. The first version is that special learners require qualitatively different sorts of instruction (Hallahan and Kauffman, 1976; Lerner, 1993). Proponents of this point of view sometimes appeal to evidence of neurological dysfunction to support arguments for unique instruction, but the case is usually put more simply: since these students did not profit from standard curriculum, something fundamentally different is needed. Special education was founded on, and is sustained by, this assumption.

Eclecticism, a common alternative to the model of unique instruction, "holds that *multiple* perspectives and

approaches will be necessary to accommodate the needs of children who possess differences in abilities and learning histories" (Kameenui, 1993, p. 376-383). Here teachers select the best teaching and learning activities from various approaches to literacy as a means of meeting the diverse needs of learners.

A third version of instruction for struggling students assumes that there are models of literacy learning which best describe the reading and writing development of all children. From the perspective of whole language theory and practice, for example, there are universal language learning principles from which instructional practices derive (Edelsky, Altwerger and Flores, 1991; Weaver, 1990).

Whole language theorists and practitioners dispute unique instruction for struggling students because they assume that there are language learning principles that apply to all learners. Whole language practitioners reject eclectic models of literacy instruction because the eclecticism in these approaches is informed by fundamentally different and often contradictory assumptions about how people learn to read and what it means to read. Skills-first and meaning-centered approaches to literacy instruction, for example, represent more than different sets of instructional activities.

The assumption of universal language learning principles does not mean that all learners should be treated the same. Whole language practice recognizes individual differences in students' learning and life histories as the foundation upon which teachers can build, but not as the basis for qualitatively different sorts of instruction. But even though whole language advocates do not believe that struggling readers need qualitatively different instruction, they recognize that struggling students often require more frequent and

intense reading opportunities and more individual and explicit support from their teachers.

Following are my efforts as a third grade teacher to support struggling readers. I will begin by briefly describing the students with whom I worked. All names have been changed to protect the privacy of the students.

Norwood Elementary is a K-5 school serving approximately 300 students within an ethnically, linguistically and socio-economically diverse community. There were 24 students in my third grade class whose diversity mirrored the school as a whole. My class included several excellent readers and many students who found reading difficult. Three students who found reading particularly difficult — Lila, Charles and Martin — are the principal players.

When I listened to Lila read on the first day of school she read slowly and haltingly, pointing to each word with her finger as she read. If she encountered an unknown word her preferred strategy was to sound it out — no matter how long it took. Because Lila's decoding skills were weak, this was rarely successful.

Charles loved to look at books, but he rarely found books he was able to read independently. His oral reading was slow and dysfluent. When he came to an unknown word he either dismissed it with "whatever" and read on, or he relied on his weak phonics skills to try to sound the word out. Charles rarely used contextual information to make sense of words in text and it was not unusual for his miscues to result in meaningless text.

Charles spent two hours each day in a special education resource room. He was clearly embarrassed and frustrated by

his difficulties which may have contributed to his frequently disruptive behavior.

When Martin arrived in our class in October he had difficulty sitting with a book for more than a few minutes. He read word by word with little sense for the whole of the text. His miscues usually looked like the expected response, but often resulted in nonsensical text (e.g., "the second little pig made a horse out of sticks").

Like Charles, Martin spent two hours each day in a special education resource room, but his violent outbursts often required that he be removed from the classroom for varying periods of time.

Keeping print out of the cupboard

Before the school year I wrote in my field notes:

Must work to see that there are lots of invitations (reasons) for reading and writing in my third grade class (August 10, 1991).

The fundamental assumption which guided my reading program is this: people learn to read by reading. The common practice of limiting some students' reading opportunities until they are "ready" (Allington, 1983) exacerbates their difficulties by denying them access to the data they need to develop as readers. Immersing students in print, providing students with regular demonstrations of how print is used, and offering frequent opportunities for students to read themselves promotes the reading development of all students, especially students for whom reading is a struggle.

Perhaps the most common way teachers invite students to read and demonstrate the power of reading is by reading to

them. I read to my class three to four times each day but took advantage of any opportunity to read more often. When we had to wait outside the gym to perform for a concert, for example, I read *Cloudy With a Chance of Meatballs* (Barrett, 1982). When we had to wait for a presentation by a fifth grade class I asked Ali to read us several poems from *The Golden Unicorn* (Cochrane, 1987). And sometimes, when students were getting a little wild, I'd call them to the carpet and read them a story to settle them down. Charles, for example, often acted out in class, but a story from *The People Could Fly* (Hamilton, 1985), a book his mother read to him at home, would always settle him down.

Reading to students is not a luxury, nor is it a reward for good behavior. There is a strong relationship between being read to and reading development (Wells, 1986). Students' reading vocabulary, comprehension, reading interests, and oral language may all be affected by being read to (Huck, 1979; McCormick, 1977).

The strategic use of environmental print was another way I invited students to read. Each morning, for example, I wrote a chart story for students to read. For example:

Good morning, boys and girls. Welcome to the Norwood Learning Center and Hair Salon (this refers to the girls' practice of working on each others' hair). Today is Wednesday, October 2, 1991. Last night the Blue Jays won and the Red Sox lost. The Blue Jays have clinched a tie for the pennant. Yesterday's highlights: Nicholas read his circus story to the class; Roya read her story about Iran to us; and Razika and Benizar read the Velveteen Rabbit to us. And Martin joined our class. For me, yesterday was a terrible, horrible, no good, very bad day. I'll bet today is a lot better day.

Many students read these stories as they entered the classroom in the morning, often before taking off their coats. When students came to the carpet after hanging up their coats I asked them to read the chart story to themselves before I read it to them. Occasionally we read the chart story chorally. I wrote (and read) the chart stories largely for the benefit of struggling readers, but I wasn't always sure they were actually reading them. One morning, however, Charles looked at the chart story and then asked me "You ran 30 miles last night?" (I wrote that I had run three miles the previous night.)

I tried to take advantage of every opportunity to invite reading and demonstrate its uses. A discussion prompted by a picture of a gravestone in Grace Maccarone's *The Haunting of Grade Three* (Maccarone, 1984), for example, led me to bring in a collection of grave rubbings my wife and I had made from a graveyard in Concord, Massachusetts. I displayed the grave rubbings around the classroom, reading them to the class after they'd had a few days to read the grave rubbings themselves.

I tried to play my guitar and sing with my class every day and, largely for the benefit of struggling readers, I wrote out the lyrics for the songs we sang. Sometimes I'd invite the class to read song lyrics chorally before we tried to sing it. Song lyrics were a powerful invitation for many of my students. A few days after I introduced the song "The Cat Came Back" to my class I observed several girls gathered around the lyrics posted on the blackboard alternately singing and reading the words.

Once I almost forgot the power of songs to invite reading. I copied out the lyrics to the Beatles' "Birthday" this morning. After copying the lyrics I started to put the sheet away reasoning that the lyrics might get them excited (i.e., wild). But then I realized how stupid that was since the point of environmental

print is to invite the students to read, something not likely to happen when it's in the cupboard (October 8, 1991).

Written directions, announcements, samples of students' written work, comics and articles from the newspaper, posters, sign-up sheets, chart stories, and song lyrics frequently engaged my students' interest. But unless regularly refreshed, environmental print soon loses its power to engage students' interest and invite reading (Loughlin and Martin, 1987). So I worked hard to see that the print around the classroom was kept fresh.

Perhaps the most obvious way I invited my students to read was by the presence of books — lots of books. We had over 700 books in our classroom, many of which I had purchased at book sales and garage sales. I regularly supplemented these with library books, books from my own children's library, and books published by my students. I worked to ensure that we had plenty of not too difficult books for our struggling readers. When I went to a book sale in early October, for example, I tried to find books which would interest my students — especially my struggling readers. I wrote in my notes:

I'm going on a book buying spree next week so I put up a sign-up sheet and asked the students to use "post-its" to let me know the kinds of books they'd like me to buy (am indebted to Jane Murphy for this idea). Also need many more books for kids who are having a difficult time with reading (October 19, 1991).

I was sometimes dismayed by the books some students chose to read. For example:

Charles again just looked at the pictures in a book that was much too difficult for him (September 19, 1991).

This led me to dedicate a bookshelf to "not too difficult" books so students could find them easily. I encouraged — but did not insist — that some students choose books from this shelf, but they continued to choose books I judged too difficult. At the time I concluded that students chose these books to protect their self-image, but I discovered that struggling with difficult texts can be worthwhile. Lila, for example, managed to cope with texts such as *Amelia Bedelia's Family Album* (Parish, 1991), which she could not read independently, with the support of her friend Roya. Nader, an ESL student, spent six weeks struggling with Barbara Parks' (1982) *Skinnybones*, a book we had read in class and by the time he was finished, he was a much better reader.

Students also brought their own reading materials to school. A group of boys which included Charles spent weeks reading and discussing comic books they had brought from home. Early in the year several students brought fan magazines to school so they could read and discuss their favorite characters from the TV show *Beverly Hills 90210*. Crystal brought a couple of books on vampires to class when a group of students came together to read and share scary books. Sometimes students discovered unexpected reading materials in the classroom. Several girls, for example, often read song lyrics from my song books and when they discovered the Beatles' "Sexy Sadie," which they thought was a "dirty" song, it became a must reading for everyone in our class.

A print-filled environment only has the potential to invite reading. Students must also have time to read. My students had 45 minutes each day for independent reading. I

sometimes tried to influence their reading selections and I often spent the first five to ten minutes of reading helping students find books to read. But the final choice of reading material was theirs.

Students were free to read by themselves or with their classmates, but reading collaboratively had a powerful effect on the reading of Lila, Martin, and Charles. Charles enjoyed listening to the stories read to him by Ali and Martin loved to listen to the stories Crystal read to him. Lila always read with Roya to whom I must credit much of the progress Lila made as a reader. I often worried that reading with Lila every day would have a detrimental effect on Roya's reading but, over the course of the year, Roya made more progress as a reader than anyone in the class.

Opportunities for reading extended beyond the officially designated reading period. My students often took advantage of the times when they entered the classroom in the morning or after recesses to read environmental print. Written directions at the math, science and art centers demanded reading although I was available to provide needed assistance. Science and social studies units often required reading. Students read one or more books as part of an animal study in science, for example, and there were regular opportunities to read during our writer's workshop. Students often read each other's work. "Author's chair" offered students a chance to read their own work and students often used our message center to share notes with each other. I also wrote notes to students, often singling out struggling readers. When Charles referred to my Volkswagen van as "turtle van" I wrote him the following note:

Dear Charles: I thought it was funny yesterday when you called my van a "turtle van" — Mr. Marling.

Looking back I can see that writing notes to students was a powerful invitation to read (and write) and to establish relationships. This is something I did not do enough, perhaps because I was often overwhelmed by competing demands and behavior problems.

Immersing struggling readers in a print rich environment will make a significant contribution to their literacy development, but it is not enough. They will also need explicit support and direction. The next section considers my efforts to offer this support.

I Want to Nudge and Challenge

Even in some of the best whole language classrooms I see I'm not so sure they "nudge" enough. Perhaps too much patience and too much dependence on language rich environments. Something I can explore next year — the tension between nudging and taking control. Given my daughter Anne's difficult experience in first grade I want to nudge and challenge as much as I can (August 10, 1991).

A print rich environment is a necessary, but not a sufficient condition for reading development. Many students, especially those for whom school is a struggle, also require explicit, individual support and direction from their teachers. I recognized the need for direct support and instruction before the school year began.

I should make every effort to focus on those students for whom reading is a struggle and be prepared to do special things with these students. Consult the book Readers and Writers With a Difference (August 27, 1991).

Once school began I continued to give much thought to supporting struggling students. For example:

More work needed for students who are struggling (October 2, 1991). I continue to be excited about what we're doing in reading, but I want to do better for the students who are struggling (October 18, 1991).

But, early in the year, I was less than satisfied with my efforts to support these students.

One other frustration: the work I am doing with the students who are struggling. Need to do much more work for them recognizing that it is going to require more preparation (October 6, 1991). Continue to have very difficult time with Charles... at this point he's learning almost nothing in our class. I'm a special educator. This shouldn't be happening (October 16, 1991).

As the year progressed I learned to manage my time more effectively and I was able to provide regular, intensive, and direct support for struggling students.

The most common, and perhaps the most powerful, strategy I used to support struggling readers was assisted reading — a technique appropriate for students who read word by word in a choppy, stumbling manner (Rhodes and Dudley-Marling, 1988). Usually I began by sitting next to the student and reading a book to them, sometimes pointing to each word as I read. Then the student and I would read the book together, but I would lower my voice when the student's reading was strong and raise it when the student needed support. For example:

Read The Big Enormous Turnip (Shannon, 1988) with Nader. At some points I paused and he finished the lines (the more predictable/repetitive ones). At other points he read along with me... After I left him he re-read the story on his own (September 16, 1991).

Assisted reading was also a way to encourage students like Lila and Charles to use contextual information to make sense of words in text.

Did assisted reading with Lila again using Finders Keepers (Will and Nicholas, 1989). Today I continued to read with her, even providing support for the parts I knew she could read. I was trying to use assisted reading to encourage her to read more quickly. She still tends to plod along making it difficult for her to take advantage of contextual clues in the process of reading (May 20, 1992).

Later in the year I sometimes read texts chorally with Charles, Martin and Lila to make more efficient use of my time. Other variations of assisted reading I used included reading along with audio-taped stories and paired reading. Early in the year students were asked to read with their partners on Fridays. I tried to pair struggling readers with students — usually those with younger brothers and sisters — who provided helpful, unobtrusive support for struggling readers. When paired reading was no longer required, many students — including Charles, Martin, and Lila — continued to read with partners.

Another way I tried to increase struggling students' reading fluency (and sight vocabularies) was by encouraging the repeated reading of texts. For assisted reading, for example, we repeatedly read the same text until students could read it independently. Opportunities to encourage the repeated

reading of texts often arose naturally, however. When students started asking to read to the class I put up a sign-up sheet, but insisted that students practice their books before reading them to the class. A school-wide reading program which partnered my students with a first grade class also encouraged students to practice books they were going to read with their younger "reading buddies." Lila, Martin, and Charles, perhaps anxious to avoid embarrassment, worked especially hard to practice their books.

I used explicit strategies to help students learn to make sense of texts. When I read with Lila or Charles, for example, I often suggested specific strategies for making sense of words in text. For example:

During reading I read with Lila and Charles again using assisted/choral reading with Where the Wild Things Are (Sendak, 1963)... When one of them read "...roared their terrible eyes..." I went back and asked "Do they ROAR their terrible eyes?" and they corrected their miscue (April 6, 1992).

Martin read the first few pages from Frog and Toad are Friends (Lobel, 1970). Some miscues: He read "Frog ran up the path to Toad's house." He stopped on "path" until I encouraged him to skip this word and go on. He did and was able to come back and get the word. When he came to "knocked" ("He knocked on the front door"), he paused and I again encouraged him to skip the word and come back. He read ahead and then came back and correctly read "knocked." When he read the line "Blah said a voice [he didn't know the word voice so I encouraged him to skip it and come back. When he did he said monster] from inside the house." But the next time he came to the word "voice" ["I am not here, said the voice"] he read it correctly and then went back and pointed to "voice" and self-corrected (March 24, 1992).

For the benefit of struggling readers we also did whole class lessons on making sense of words in text.

A couple of the kids got hung up on proper names... so at the conclusion of reading I did a quick lesson on how to deal with proper names in text. I asked the group what they did when they came to a name like this which they couldn't pronounce, and held up a copy of Malcolm's Runaway Soap (Bogart, 1988). Most volunteered that they sounded the name out, but Roya said that she just made up another name and went on reading. I picked up on this suggestion and noted that this is what I do (September 6, 1992).

I sometimes took advantage of opportunities to model strategies for making sense of words in text when I read to the class. For example, if I came to a proper name I couldn't pronounce I told the class that I wasn't sure how to say the name so I would have to make up a name (until I learned the proper pronunciation). And, since many of my struggling readers were convinced that good readers did not make miscues, I occasionally pointed out miscues that I made when reading aloud. And, if my miscues didn't change the meaning of the text, I'd tell them that miscues which did not result in meaning change were acceptable (and natural).

I sometimes prepared cloze tasks to encourage struggling readers to use contextual information to make sense of words in text. For example, in early April I prepared a cloze task for Martin, Charles, and Lila based on the book *I Know an Old Lady* (Chambliss, 1987) which they were reading with my assistance.

*I know an old _____ who swallowed a _____.
I don't know why she _____ a fly.
_____ old lady, I guess she'll _____.*

Cloze tasks did not work equally well for all students, however. Martin and Denise usually tried to locate the book on which the cloze was based and use the book to find the missing words. Copying from the book did encourage reading, but missed the point of the exercise. This was easily solved by briefly removing the books from circulation. But for Charles cloze was always a problem. Despite my instructions ("put in any word that makes sense"), he tried to faithfully reproduce the text as it was in the book. I finally overcame this difficulty by making up my own cloze passages.

Cloze is helpful for encouraging students to use context to make sense of words in text, but is not a substitute for students reading actual texts.

I had intended to start Lila, Martin, and Charles on a new cloze task but Lila was so productively engaged in reading Piglet Is Entirely Surrounded by Water (Shepard, 1991) that I didn't think it was a good idea to interrupt her (February 18, 1992).

My individual and group lessons on making sense of words in text did not ignore phonics. For example:

When Charles came to the sentence "... under the hen was quite an egg" he asked for help with "under" and I suggested he go on. When he came back he still had difficulty so I covered up "der" in under leaving "un" for him to sound out (January 6, 1992).

My principle strategy for supporting the development of phonics skills was through individual and whole class spelling lessons.

When I was with Crystal, Benizar asked me how to spell "operation." I suggested she listen for the sounds and she said "o-p-r" ((hen I told her that "er" was usually spelled "er" not "r") and then I said "shun" and Crystal volunteered "shun." Then I started to say that "shun" is usually spelled "tion" but before I could Razika said it. Then I talked about "tion" and noted that other words like vacation and celebration (this one came from Crystal) were also spelled "tion" (October 11, 1991).

During our daily, whole class spelling mini-lessons we explored the sound-symbol system of English orthography by listing (and discussing) words containing similar sounds (e.g., words beginning with *f*, words ending *ing*, words containing a long *o* sound, etc.). Another type of spelling lesson encouraged students to venture spellings for difficult words such as "audacious" or "cellophane."

I was able to provide regular support and direction for struggling readers, but my ability to provide this support depended on the efficient management of time, space, and classroom resources. This is the subject of the next section.

Managing Time and Space

The other day I mentioned to the speech teacher that Martin's language was sometimes inexplicit. Today she gave me a "barrier" game I could play with Martin to encourage more explicit language. This is something I might have done for teachers when I was a special education consultant. It now seems awfully hopeful to me. How can I do this kind of individual work with him and when would I do it? Kind of amusing really... (November 25, 1991).

Traditional instruction — which derives from a common curriculum — will never be congenial to the needs of special and remedial students. Standardized curricula allow teachers to adjust the pacing of instruction for their students but, by treating all students to the same curriculum, do not accommodate differences in students' cultural backgrounds, knowledge, or ability. Nor do these approaches provide teachers with many opportunities to offer intensive, individual support for struggling learners. But, as the above excerpt from my field notes suggests, unique instruction for struggling students is not a workable alternative to traditional classroom organization.

The degree to which I was able to immerse students in print, encourage extensive reading, and provide individual support and direction to struggling students was directly related to my ability to manage time and space effectively and furnish students with the necessary resources. In this section I'll consider how I organized time and space to accommodate the diverse needs of my students.

Kleenex... and books

I've tried to do what I can to make sure that it's their classroom. I've placed the kleenex on the bookcase... because they are there for their use. Putting them on the teacher's desk... suggests that they're mine... The placement of books, writing materials, and art supplies is intended to send the same message — this is their classroom (August 27, 1991).

I tried to create space in which students could read and discuss books and easily access reading materials. A small, carpeted reading center, provisioned with large pillows, provided space for students to read comfortably and quietly. Two students at a time were also allowed to read in the hall. Paul,

one of our most eager readers, often preferred to read in the hall, away from the commotion in the classroom.

Round tables, clustered desks, and another carpeted area offered places for students to read and discuss books together. Members of the "Scary, Evil Book Club," a group of students who came together to read scary books, liked to meet at a round table so they could share what they were reading. For example:

John: Mr. Hyde is crazy. Look at him. Look at Mr. Hyde. That looks like this guy, dude.

Crystal: Maybe it is...

Fatima: A vampire.

John: It could be. No, that's probably the driver of the coach. They're going to show his face here. Catherine! Catherine! They're going to show his face. [as Catherine pages through the book] Find the one where the girl takes off his mask. There. It shows his real face.

Crystal: He has no wounds.

Before I started my year in third grade I wrote:

Too Much To Do

I'm getting more and more anxious about next year. With art, music, phys. ed., science, social studies, math, AND language arts there just seems to be too much to know and do (August 16, 1991).

Time is a precious commodity for teachers so it's not surprising that managing time is a dominant theme in my notes from last year. Out of school I had to find time to plan and prepare lessons and locate resources mindful of my family's resentment that I was stealing time from them. But, as I got more efficient organizing my classroom each morning

before school, I found that I could usually devote up to 30 minutes preparing individual and small group activities for struggling readers and writers.

Managing time also meant finding a large block of time each day for students to read. I began each day by reading to students for about 15 minutes. The next 45 minutes was reading time, during which students were free to read by themselves, to read with classmates, or to share and discuss books with other students. Talk had an important role in our reading program and much of the support students provided for each other would not have been possible if reading time had been silent (i.e., Sustained Silent Reading).

Providing a large block of time for reading gave me the time I needed to provide explicit support and direction to struggling readers. I tried to spend about 15 minutes each reading period working individually or in small groups (i.e., assisted or choral reading) with two or three struggling readers each day. But I did not ignore the needs of more able readers. I regularly met with all my students to discuss what they were reading and provide support and encouragement. I also encouraged all of my students to participate in literature sharing groups and I tried to meet with one or two groups each day. But some days I was disappointed in how I spent my time during our reading period.

During reading I spent most of my time dealing with behavior problems and about the only productive thing I got to do was read a book with Lila which we had to stop because of problems in the hall (January 9, 1992). Reading was fairly chaotic today. I talked to one student about what he'd been reading but otherwise it seemed that I was just keeping order today (January 22, 1992).

Days like these made me work even harder to manage my time. In order to provide effective support for my students' reading development I had to have a clear sense of their progress. Therefore, I found time each day to observe three of my students closely. My observations of struggling readers tended to focus on the strategies they used to make sense of text. For example:

Listened to Nader read from Skinnybones (Park, 1982). One miscue: "cracked" for "croaked" which changed the meaning, but was linguistically okay. Another miscue: "made" for "mad" (as in "I was mad about it") resulted in a significant change of meaning and in fact didn't make sense (April 28, 1992).

The individual support and direction I was able to provide students was informed by these observations.

Conclusion

Accommodating the needs of struggling readers within the regular classroom is possible and this paper shares one version of how to do that. But it will never be easy. Increasing student diversity — by increasing the demands on teachers and complicating the interpersonal dimensions of the classroom community — will almost certainly make the difficult and uncertain business of teaching (Britzman, 1991; McDonald, 1992) even more difficult and uncertain.

Despite any difficulties, the regular classroom is the best place for most special and remedial students. Special and remedial education programs have not fulfilled their promise. Efficacy studies, for example, have consistently reported little or no benefit for students placed in special and remedial programs (Allington and McGill-Franzen, 1989; Carlberg and Kavale, 1980; Glass, 1983). Allington and McGill-Franzen

(1989) conclude that "the expectation that participation in remedial or special education will enhance access to larger amounts of higher quality instruction remains yet unfulfilled" (p. 85). Some go further and conclude that special education programs may actually harm students (Granger and Granger, 1986; Taylor, 1991).

Regular classrooms, by contrast, have the potential to provide rich classroom communities that are responsive to the range of abilities and experiences students bring with them to school. Here differences can be celebrated as a resource students can draw upon to learn from and with each other. But, of course, for this to happen teachers have to create classroom structures which are congenial to differences. I think I managed to create a classroom which gave me the time to provide individual support for struggling readers without ignoring the needs of other students. By encouraging cooperation and collaboration I also enabled students to provide support for each other.

The strongest argument for inclusive education may be a moral one. Sorting students on the basis of ability will always participate in the broader and more destructive practice of sorting students on the basis of gender, class, and race. Diversity is a reality in American and Canadian society and should not be seen as a threat to effective education. Classrooms which recognize, celebrate, and accommodate student diversity will play an important role in the creation of a more equitable and just society in which all people have an equal opportunity to "fully participate in the search for the truth" (Tinder, 1980).

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***Announcing:
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The following grants and awards are being announced by the International Reading Association: Albert J. Harris Award, Elva Knight Research Award, Helen M. Robinson Award, Institute for Reading Research Fellowship, Nila Banton Smith Research Dissemination Support Grant, and Outstanding Dissertation of the Year Award.

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