

Literacy Media for Elementary School Students

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Abstract

This training is expected to inspire teachers about literacy media Mini Book (Mini Book), Word Wall (Word Wall), Acrostic Poetry, and Key/letter Words (word/letter), as well as how to create and use them to develop student literacy skills that have an impact on improving students' academic abilities. With the existence of variation literacy media that is used appropriately by teachers in learning, students can be helped to be more active and enthusiastic in learning literacy. Therefore, this learning medium can help students achieve maximum results. The partners of this activity are the Teacher Working Group (KKG) of the Somagede Subdistrict Cluster, Banyumas Regency, which totaled 11 people (1 teacher at SD Inpres Piasa Kulon, 2 teachers at SDN Tanggeran, 1 teacher at SDN Kanding, 2 teachers at SDN 1 Sokawera, 2 teachers at SDN 2 Sokawera, 1 teacher at SDN 272 Somagede, and 1 teacher at SDN Somagede). The further target of this activity is students from grade I to class VI of each school. To overcome teacher problems, it is taken in three stages of activities, namely workshops, mentoring, and reflections which are carried out virtually. In general, the expected targets of this training activity are achieved. Teachers who are members of KKG Cluster III Somagede District who took part in the training have been able to design and produce as many as 11 literacy media, namely: 3 mini books, 2-word walls (word walls), 4 acrostic poems, 2 key/letter words (words/letters) that are adjusted to the level of students starting from grade 1 to class VI.

Keywords: Learning Media, Literacy, Elementary School Students

1. Introduction

"All citizens of the world must be free from literacy" is the target of the "Decade of Literacy" program which was initiated as the main agenda of the 2015 Global Community Development by the United Nations. This is also stated in the Education for All (EFA) program under the coordination of the United Nations for 164 countries in the world that participate in the membership of the program (Musfiroh and Beniati, 2016).

Traditionally, literacy is defined as the ability to read and write (Graff, 2006). However, the term literacy undergoes a change in meaning over time. Klein, Peterson, and Simington (1991) define literacy as: a. the ability to perceive information, both oral and written; b. the ability to communicate information, through speaking and writing; c. the ability to speak, precisely, and logically; d. the ability to write fluently; communicating ideas, key/important ideas; and e. have a purpose to communicate." All

Baynham (1995) suggests that literacy is an integration of speaking, listening, reading, and writing skills. The ability to read and write is a necessary skill for success in school and life. It's just that the reality and results of international surveys show that the position of reading literacy competence of Indonesian students is still very low.

The literacy surveys that Indonesia participated in included PISA and PIRLS. PISA (Programme for International Student Assessment) is an international study on the literacy achievements of reading, mathematics, and science students of 15-year-old schools. The study was coordinated by the OECD (Organisation for Economic Cooperation and Development) based in Paris, France. PISA is a study that is held every three years, namely in 2000, 2003, 2006, 2009, and so on. Indonesia began to fully participate in 2000 (Stack, 2006: 52). Meanwhile, PIRLS (Progress in International Reading Literacy Study) is

an international study of reading literacy for elementary school (grade IV) students. This study was coordinated by the IEA (The International Association for the Evaluation of Educational Achievement based in Amsterdam, the Netherlands). PIRLS is held once every five years, namely in 2001, 2006, 2011, and so on. Indonesia began participating in PIRLS 2006 which was attended by 45 participating countries or states as participants (Park, 2008).

The results of the PISA survey in the three surveys that Indonesia has participated in also show alarming results. In a 2000 survey, Indonesia ranked 39th out of 41 countries surveyed. In 2003, Indonesia occupied the 39th position out of 40 participating countries. Meanwhile, for the 2006 survey, Indonesia occupied the 48th position out of 56 participating countries. As a result of the 2006 PIRLS survey, Indonesia was number 41 out of 45 countries surveyed. These results provide homework for experts, observers, and learning practitioners, especially reading, to formulate, innovate, and conduct analytical and development studies to improve student literacy skills (Musfiroh and Beniati, 2016).

The curriculum that applies in Indonesia, especially in elementary schools, contributes greatly to efforts to support this literacy culture. The learning direction of elementary school early graders is to learn to be able to read and write (early literacy). They need basic skills to become fluent readers and writers who can later learn complex content field information (Stephens, 2004). Three main elements should be part of the initial literacy program, namely that students can: first, use strategies to identify written/printed words through sound/spelling relationships & know many words through sight; second, using previous knowledge, vocabulary, and strategies to understand the text; third, develop fluency in those basic literacy skills (Snow, Burns, & Griffin, 1998).

One of the basic literacy skills is the mastery of vocabulary. Vocabulary plays an important role in learning to read because it is the foundation for understanding reading. If many words in the reading are not understood by the readers, then they will not be able to understand the reading (Torgesen, 2007). Mastery of vocabulary will affect the way students think and create in the language learning process so that mastery of vocabulary can determine the quality of a student in the language (Kasino, 2014: 1). That is, if the student has a limited vocabulary, his communication skills will also be weak.

Research related to the development of children's vocabulary has been widely carried out. Research by Hart & Risley (1995) shows that children enter school with different levels of vocabulary knowledge between children from professional families (1,100 words), children from working-class families (700 words), and children from families that do not provide literacy development support (500 words). As a result, there are children in grade 1 whose language skills are low. Hart & Risley's research is in line with the findings of Hirst & Moats (2001) that the average 1st grader has about 5,000 words and whose language skills are good has about 20,000 words.

Research on vocabulary growth shows that students in grade 1 have an average of 6,000 words, and students in grade 12 have an average of 45,000 words. This means that the growth of the student's vocabulary is 39, 000 words in 12 years. Students need to learn 3,000 words per year (Nagy & Anderson, 1984). Walpole & McKenna (2007) found that students start school with different levels of language skills. Some students start school with a large vocabulary that develops in a language-rich environment, while others do not. On average, students in grades 3-5 learn about 3-5 basic words every day through teaching and reading independently, reading about 20 minutes per day can increase a student's vocabulary by about 1,000 words per year.

Students, according to Torgesen (2007), have to learn many different vocabularies. As they progress in school, they are expected to know their words and meanings to be able to read difficult lesson texts. Students need to learn words related to schoolwork, content-specific words (words related to a particular subject), general academic words (common words used in all subjects, literary words, words to describe elements of narrative and exposition texts, and core words (words that are often used). Furthermore, Torgesen (2007) suggests that children already hear a lot of words before they go to school, but seeing printed words (in books) may be a novelty and such printed words may not be used in colloquial spoken language. New words are widely used in the printed text, used in certain areas of content, but they may be loaded with important information about concepts. If children have difficulty learning new vocabulary and its meaning, it means that they have weak basic literacy skills. Weaknesses in basic skills (coding, printed letter awareness, phonological awareness) can affect learning new vocabulary.

The importance of vocabulary learning to the improvement and development of language students' abilities has caused language learning to be more urgent to be carried out more seriously and purposefully. This is because in the field there are still many students who experience language difficulties due to students' low Indonesian vocabulary mastery skills. The fact that low mastery of vocabulary in Indonesian elementary school children is also found in elementary school students in Somagede District, Pinrang Regency. Based on interviews with several teachers involved in KKG Cluster III activities in Somagede Subdistrict, in schools, it was still found that several students had difficulty in accepting and expressing ideas, ideas, thoughts, and feelings, both through writing and oral in Indonesian due to the limited vocabulary of students. This problem is of course also very related to the activeness of students in communication using Indonesian. In addition, the vocabulary comprehension of Indonesian students in elementary school at the grade level is still under ideal circumstances or still below the minimum understanding that students must have. This fact causes students in elementary schools in the sub-district to have difficulty understanding the books that are the learning reference, difficulty solving problems related to understanding, and in the end difficulty in achieving a basic competency as in the curriculum. One of the factors that

influence the weak mastery of the vocabulary of Indonesian elementary school children in the Somagede Subdistrict is that in general, these children come from bilingual family environments (Bugis language and Pattinjo language).

To enrich the vocabulary of students, the teacher: (a) needs to teach vocabulary, (b) use aloud reading strategies, and (c) provide opportunities to interact with words. In addition, it is important for teachers to use more complex vocabulary in their spoken language. Even children in grade 1 can learn many new words when they hear them and are encouraged to use those words in their spoken language. Walpole & McKenna (2007) posits that it is important to build depth of understanding, students need the opportunity to interact with words, both independently and through the guidance of adults around them, especially by their teachers in schools through learning programs.

How teachers teach vocabulary that students don't know is important. However, the reality of learning managed by early grade teachers in elementary schools in Cluster III of Somagede Subdistrict has not fully facilitated and supported the development of students' vocabulary. The learning strategies used by teachers are still very simple. The initial literacy media used is still very limited and does not develop children's language creativity so that the potential for children's vocabulary development is relatively low. In addition, the media that teachers use is generally limited to media provided or purchased by schools. It is still very rare for teachers to create and develop their own media, especially literacy media.

2. Research methods

This PKM is realized in the form of training in making and utilizing Mini Books, Word Walls, Acrostic Poems, and Key/letter Words (words/letters) as a medium for learning literacy in elementary schools. The problem-solving framework taken is divided into three parts, namely workshops/training, mentoring, and reflection/improvement, all of which are carried out virtually between service lecturers as facilitators and participants. Teachers from representatives of 9 elementary schools who were participants gathered in a place, namely the KKG Cluster III Somagede Room, while the facilitator remained in Makassar and directed online (virtually) using the zoom application.

2.1. Workshop

This workshop is intended to provide experience and skills to the participants in designing/creating literacy media in the form of Mini Books (Mini Books), Word Walls (Word Walls), Acrostic Poems, and Key/letter Words (words/letters). This activity is carried out virtually (online) in the form of demonstrations and practices. The workshop was conducted in two meetings. In the workshop, two main series of activities were carried out. First, explaining and modeling how to make Mini Books, Word Walls, Acrostic Poems, and Key/letter Words (words/letters) as a medium of literacy in groups (class I, II, and III teachers for the initial grades; teachers in grades IV, V, and VI for high grades). Second, the finalization of media literacy, modeling the use of media by facilitators, and simulation of each group by the designated model teacher

2.2. Mentoring

This mentoring activity is intended to provide experience to teachers in using mini book media, Word Wall, Acrostic Poetry, and Key/letter Word (word/letter) in pier teaching activities (teaching simulations in front of peers as students); how to condition students, how to involve students in interacting using literacy media, and how to direct students to develop their reading and writing skills utilizing these literacy media. Teachers are accompanied by facilitators/instructors when modeling reading and writing learning activities by utilizing the literacy media even though it is online. Two participants acted as observers).

2.3. Reflection

This reflection is carried out at the end of the activity. The participants together with the PKM implementation team reflected and reviewed together the literacy media produced and how to use the literacy media in the implementation of reading and writing learning in pier teaching, followed by improvements / improvements to the literacy media made to be utilized by each teacher in their class.

3. Results and discussion

This PKM activity is one of the thirteen PKM carried out by the Indonesian Language and Literature Department in the form of training on making and using Mini Books (Mini Books), Word Walls (Word Walls), Acrostic Poems, and Key/letter Words (words/letters) as a literacy medium. This PKM activity is intended for teachers who gather in the form of the Teacher Working Group (KKG) Cluster III, Somagede District, Pinrang Regency, which numbers around 70 people. However, due to the pandemic, it was determined that the number of participants included in this activity was only 11 people (10 teachers plus 1 accompanying teacher). This PKM activity is carried out in the form of workshops and mentoring. The workshop was held online (virtually) on August 8, 2020.

This workshop is focused on identifying literacy learning problems in partner schools, analyzing causal factors and alternative solutions, and making various media in groups, namely: **group 1**: teachers who make mini books (mini books), **group 2**: teachers who make word walls (word walls), **group 3**: teachers who make acrostic poems, and **group 4**: teachers who make key/letter words (words/letters), modeling the use of media by facilitators, and simulation of each group by a designated model teacher.

3.1. Mini Book

A mini-book is a small book measuring 8.5 x 11 cm consisting of four sheets (8 pages) that can be occupied by writing some interesting facts related to a particular topic. The materials needed are a piece of paper (it can be white or colored), scissors, a colored pencil, a regular pencil, and a color marker. The steps for making a mini book that is instructed / trained to the teacher, namely:

- 1) Fold a piece of paper into eight pieces (the quality of the folds will determine the quality of the book):
 - a) Make sure the folds are flat and neat. Stack nails or hard objects such as the tip of a pencil over the fold.
 - b) Start by folding the paper until a long, narrow plane is formed (fold the long side to the long side as well).
 - c) Then fold the paper into two parts, the short side to the short side.
 - d) Fold once again in half, short side to short side.
- 2) Unfold the paper. You will see eight separate fields. This will be the page of the book.
- 3) Fold the short side of the paper to its short side as well. You need to fold the paper in the direction opposite to the first fold. Cut the paper. Put the paper with the folded side facing you.
- 4) Then, cut along the vertical fold line in the middle of the paper until it splits the horizontal fold line. Stop cutting right on the horizontal fold line. You just made a split on the paper, not cutting it completely.
- 5) Unfold. At this stage the paper will form eight planes, but there is a hemisphere in the middle, between the four planes.
- 6) Fold the paper in half, the long side to the long side. Repeat the fold as in the first step. The cut part should be in the middle of the fold.
- 7) Fold the paper forming a book by means of:
 - a) Rotate the paper so that the cut part is on top.
 - b) After that, push both ends towards the center.
 - c) Separate the two middle planes from each other.
 - d) Reverse the direction of the fold on one of the planes. Push both ends of the paper towards one side equal to the other until it forms 4 "wings" that open outwards, forming a plus sign (+) or the letter X.
 - e) Flatten the book. Select two adjacent paper "wings" and push them towards each other, covering the other sheets inside the book.

Figure 1. Mini Book Example

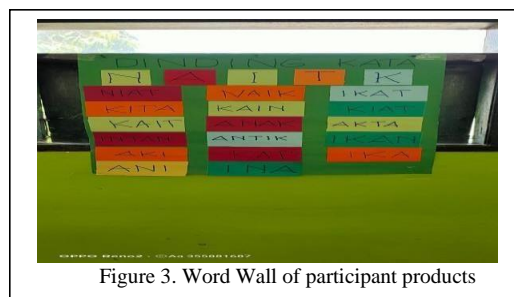


Figure 3. Word Wall of participant products

After being modeled and led over and over again, finally all participants can create a mini-book. The group in charge of creating a mini-book, further created a story accompanied by an image with the theme "The Most Interesting Experience or Phenomenon".



Figure 2. One of the mini books by participants

3.2. Word Wall

Word wall is a collection of systematically organized vocabulary displayed in large letters and affixed to the wall of a class that can be used to improve the understanding of its vocabulary without having to always depend on the use of a dictionary or also the meaning of words given by the teacher (Nensiliani, N., & Suarni, S., 2018). The recommended steps to the teacher to choose the word presented in the wall medium of this word, namely: (1) establish a learning theme in advance, (2) choose words that students do not know, (3) choose words whose meaning is important to understand the lesson, text, reading, (4) ensure that the words taught are words they will encounter across classes and different subjects, (5) for students in grades 1-2, choose 3-5 words to teach explicitly, (6) for students in grades 3-5, choose at least 5-7 words, but not more than 10 words.

3.3. Participants create a wall of words by arranging the letters

- 1) Write as many words as possible formed using the letters [a, n, i, t, and k]!
- 2) Write it in a size large enough that the child can see from any location in the classroom!
- 3) Group the words systematically (usually based on the first letter of the word) on plano paper!
- 4) Long the word wall so that the child can see it when they want to know the spelling of a word or use a new vocabulary in their writing!

3.4. Acrostic Poetry

Acrostic Poetry is a simple poem in which the first letter of each line forms a word or phrase vertically. Acrostic poetry can be used to describe simple topics or short stories.

Figure 5. Acrostic poems created by participants

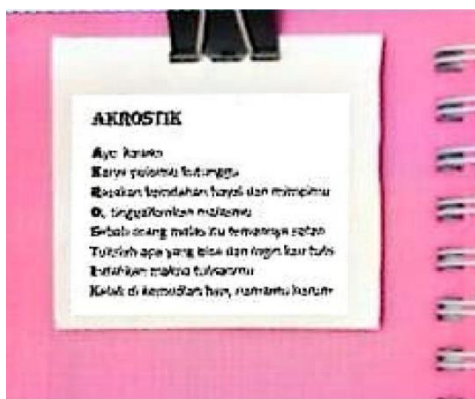


Figure 4. Participants are on the same page with their products

- 1) The steps for making an acrostic poem that is trained to participants, namely:
 - a) Choose a word/phrase in the form of a passion, place, event, or the name of someone important!
 - b) Arrange vertically the selected words/phrases! Make a list of words related to the word/phrase!
 - c) Develop it into a poem by making the letter of the word/phrase the first letter of each line!
 - d) Take advantage of the word list to help develop the poem!

3.5. Keywords/Letters

Keywords/key letters are a special way to stimulate students' creative power by providing some main words as a medium to develop students' creative ideas/ideas. The use of this medium is to develop ideas or ideas in writing down a word or sentence. The steps for making keywords/letters that are trained to participants are: 1) the stage of seeing the word development model to be carried out (adjusted to the theme), 2) the stage of presenting keywords aimed at stimulating students' imagination in order to be able to use their own ideas in developing them, 3) the stage of keyword development by developing their own ideas/ ideas.

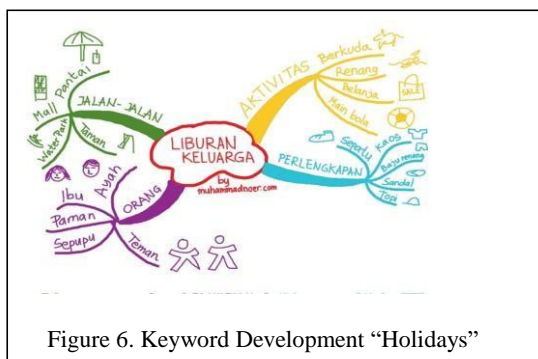


Figure 6. Keyword Development "Holidays"

This activity of designing and making literacy media took place from 10.00 to 17.00 on that day. Teachers are very active, creative, and seem to like they like to work together in producing literacy media. This activity was continued by modeling the use of literacy media by facilitators virtually. continued learning simulation using literacy media by each model teacher of each group in the KKG Cluster III room, while the facilitator monitors and accompanies its implementation virtually through recordings sent by participants. After the simulation, the reflection is carried out again virtually. In this meeting, it was revealed that teachers felt very helpful in creating and using literacy media. It is also realized by the teachers that there are still obstacles they face in developing and using literacy media because they are not used to it.

While conducting workshops and mentoring, the PKM team conducted monitoring and reflection to measure the success and impact of implementing this PKM. In general, the expected targets of this training activity are achieved. In accordance with the expectations of the training, participants gained a strengthening of understanding of literacy learning; about the importance of literacy skills for students in sustaining their success in learning, not only for Indonesian learning, but also for sustaining success in other subjects. To develop literacy skills, students need the opportunity to interact with words, both independently and through the assistance of their teachers in literacy learning programs.

Participants can also identify and find for themselves the problems of literacy learning in their respective classes, especially in learning to read and vocabulary which they have not been aware of as problems so that no follow-up is carried out in the form of appropriate treatment. Based on the results of the activity to identify student literacy learning problems at SD Cluster III, Somagede District, participants can reveal the problems faced so far by students in literacy learning, including (1) the vocabulary of students is still low, (2) their language is colored a lot with the use of patting vernacular, (3) when communicating students are stammering, (4) there are still many students who have not read, (5) they also still have difficulty distinguishing when the use of capital letters and lowercase letters, (6) high-grade students also have difficulty in accepting and expressing ideas, ideas, thoughts, and feelings, both through writing and oral. By understanding the difficulties or problems of literacy learning faced by children, teachers are better able to provide targeted remedial treatment and assistance, in this case when developing literacy media, teachers can already adjust the scope of the topic and vocabulary to the characteristics and needs of children according to their level.

In terms of training content, participants received additional knowledge and experience in creating and using mini books, word walls, acrostic poems, and key/letter words (words/letters) as a medium for developing students' literacy skills at each grade level, starting from grade 1 to class VI. At least, all participants (11 people) have succeeded in making a mini book, there are 3 mini books produced complete with content, there are 2 word walls (word walls), there are 4 acrostic poems, and 2 key / letter words (words / letters) produced by participants in the workshop. Although not all participants produced the

four media that were trained, they already knew the materials needed, the steps for making them, and how to use the literacy media in learning.

In addition, participants have also understood the steps that must be taken in choosing words presented in these four literacy media, namely: (1) setting the learning theme in advance, (2) choosing words that are familiar to students, (3) choosing words whose meaning is important to understand the lesson, text, reading, (4) ensuring that the words taught are words they will encounter across classes and different subjects, (5) for students in grades 1-2, choose 3-5 words to teach explicitly, (6) for students in grades 3-5, choose at least 5-7 words, but no more than 10 words.

In terms of products, participants have succeeded in creating 11 literacy media. Group 1 succeeded in creating 3 mini books complete with content, group 2 succeeded in creating 2 word walls, group 3 succeeded in making 4 acrostic poems, and group 4 succeeded in making 2 key/letter words (words/letters). In literacy learning, teachers have begun to be able to design and manage learning that uses literacy media. This is illustrated in the learning simulation activities carried out by the model teachers of each group. In its implementation, it seems that participants become model teachers and participants who act as students are very happy and enjoy the activity. Although there are still teachers who still have difficulty in using this literacy medium, the overall results are as expected.

From the reflection activities, it was obtained that teachers felt very helpful in making and using varied literacy media that they hadn't thought of before, they could use used materials as media, and they also became aware of how to easily make poems and teach children to make poems. In addition, participants realized and felt the benefits of this training, both for their personal professional development and for problem-solving efforts for literacy learning in their classrooms. With the introduction and training of creating and utilizing literacy media to develop student literacy skills, the skills of teachers participating in this PKM in making mini book designs (mini books), word walls (word walls), acrostic poems, and key/letter words (words/letters) as literacy learning media show significant progress from not understanding the media at all (95%), the implementation of literacy learning with appropriate and fun strategies in the simulation is much better than before (an increase of about 45.75%).

During the training, it can be seen how enthusiastic the participants are in participating in the activities and their motivation is great in completing the task. Aspects that are indicators of monitoring the process of implementing PKM include: punctuality in participating in training, discipline, sincerity / perseverance in participating in training, motivation, cooperation, as well as the activeness and creativity of participants are clearly and as expected. The success of this training is seen from: (1) the attendance of participants participating in the training reaches 100%; (2) his discipline and sincerity in attending training; (3) the success of participants in making 11 literacy media with four variations according to class level; (4) the success of this training can also be seen from the creativity and ability of participants to carry out literacy learning utilizing literacy media which increased to around 75% (the indicator is a comparison of results before the results of sharing obstacles and after training).

4. Conclusion

The information skills that students have are very important to sustain their success in learning. One of the efforts that can be made by teachers to improve students' literacy skills is the use of literacy learning media.

This training has inspired teachers about various kinds of literacy media, such as: mini books, word walls, acrostic poetry, and key/letter words and how to use them to develop students' literacy skills which have an impact on improving their learning outcomes in all subjects. With these literacy media that are used appropriately by teachers in learning, students can be helped to be more active and enthusiastic in literacy learning.

In general, the expected targets of this training activity are achieved. Teachers who are members of KKG Cluster III Somagede District who took part in the training have been able to design and produce as many as 11 literacy media, namely: 3 mini books, 2 word walls (word walls), 4 acrostic poems, 2 key / letter words (words / letters) that are adjusted to the level of students starting from grade 1 to class VI. In addition, the motivation of participants to take part in the training is very high, as evidenced by the attendance of participants who reach 100%. The success of this training can also be seen from the creativity and ability of participants to carry out literacy learning that utilizes the literacy media mentioned in the learning simulation which increases to around 75% (the indicator is a comparison of the results of problem identification submitted by teachers before and after the training).

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