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From the Editor

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From the Editor

Summer has come bringing with it lush greens and vibrant pinks, yellows, and reds as southwest Michigan bursts with azaleas, creeping phlox, and rhododendrons. Kids peer out school windows at sunny days inaccessible to them as teachers wish it would stop raining on the weekends and those same clouds would blot out the sun on school days. Summer school has started on the campus of Western Michigan University with students cramming semester courses into a brief seven weeks, wondering why everything is moving so quickly. There's always something new waiting for us – whether it be seasons that are expected but always hold the new or students who are filled with the unexpected, we can surely count on the newness of life. And issue 50.2 of *Reading Horizons* brings us ideas fresh from the minds of literacy scholars around the country.

*How do you do? How **do** you do? How do YOU do? How do you **do**?* Did you read those four sentences differently? Did that voice in your head give various meanings and emphasis to the words? What might the eyes of the person asking, “How **do** you do?” be doing? I picture the eyebrows rising, head tilting, and presume that the questioner is being a little too personal for comfort. Dr. James Erikson's discussion of emphatic (or expressive) prosody is a fascinating study in inferential thinking and how important this is to comprehending both written and spoken language. For example, simply changing the emphasis of a word can change the entire meaning of a phrase from welcoming to cautionary. Dr. Erikson asks us to consider the importance of emphatic prosody when interpreting texts.

I am an avid reader as I'm sure many *Reading Horizons* subscribers are. This month I read *The Help* (Stockett, 2009), *Graceling* (Cashore, 2009), *The Girl Who Played with Fire* (Larsson, 2010), and *House Rules* (Piccolt, 2010) (not to mention manuscripts for *Reading Horizons*). Some avid readers, like me, enjoy fiction while others voraciously read articles, non-fiction, websites, or newspapers. Teachers joy in watching their avid readers asking for books and hope for more students to catch on to the wonder of reading. Drs. Nance Wilson and Michelle Kelly found these avid readers lurking in middle school classrooms and interviewed them to dispel some of the commonly held myths about these adolescent readers. They challenge us to look more carefully at them, to understand their out-of-school reading, and use this knowledge to create a more supportive in-school environment that will enhance and support their reading skills and needs.



Every once in awhile I have a student who is what could be called “spelling challenged.” She or he will write something like “I definantly want to become a third grade teacher.” I get confused as to whether s/he is making a strong statement about how deeply s/he feels about being a teacher (defiantly) or asserting that third grade is what s/he definitely wants to teach. Spelling can be a complicated issue for all ages so it is vital that we teach our youngest writers to think carefully about how to spell words correctly. Dr. Molly Ness’ research into the complexities of spelling development takes us into the world of 17 3rd grade writers as she analyzes their spelling patterns to better comprehend their orthographic understandings. She then uses this knowledge to make recommendations for how teachers can teach young students to become better spellers and writers.

Just as the seasons come and go bringing about change that can be at the same time exciting and challenging, reading research is ever changing and growing. We continue to look deeper and broader as we gain new understandings of the complexities of literacy and seek to find ways to inform others of our work. What we do is important to the ever-growing field of literacy practice and research. So...*what* will you do? What *will* you do? What will **you** do?

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**There is no more crucial or basic skill
in all of education than reading.**

