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## From the Editor

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## **Dear *Reading Horizon* Readers,**

This issue represents the last issue, number four, of Volume 51. Beginning in the fall, *Reading Horizons* will enter a new publication year with a new look. *Reading Horizons* is looking to grow and reach out to our literacy community. We are using Scholar-Works to become available as a digital publication where we will soon be accepting online submissions. In addition, we plan to expand our web-presence with a blog, Facebook page, Twitter, Pinterest, and possibly more.

Please note that this web presence will unfold slowly over the next year to determine where you, the readers, would like to see us. Think of this upcoming process much like the signs dotting our highways this summer “Under Construction”. We know that the end results should mirror a smooth and far more enjoyable ride—so much for the highway metaphor.

This issue starts out with an invitation to the café culture issued by authors Mathers and Stern. In the café setting, adolescents can enjoy the pleasure of choice in reading material. Based on a survey of 160 adolescents, Mathers and Stern found that although adolescents admit to the importance of reading, they rarely engage voluntarily in reading books for pleasure. Citing the origins of the first coffeehouses around 1400 in Constantinople and later institutionalized in Europe among the literarie, the authors outline criteria for and examples of four existing successful school cafes where reading for pleasure has increased.

Next, authors Mundy, Ross, and Leko take us inside two elementary schools in north central Florida to share their qualitative data on two differing literacy coaches. Following the two coaches, the authors chronicled and described how these two coaches interpreted and delivered professional development very differently with their respective faculties. One employed a knowledge-for-practice in her role as expert, while the other conceptualized her role as knowledge-in-practice in her role as collaborator.



Mundy, Ross, and Leko then share implications for how to better prepare literacy coaches for their roles.

Rupley, Nichols, Mraz, and Blair share their research on that ever-present literacy developmental process of building readers' vocabulary. With a theoretical framework which leads to practical approaches to building vocabulary, the authors present several explicit approaches for vocabulary instruction. Additionally, they present conceptual understandings allowing a generative approach designed to help students generate meanings of new words based on relating old knowledge to new knowledge.

And Young and Ward present a great list of books that not only can help students to keep an edge on their summer reading but keep this edge well into fall. You will meet some great animals and great characters from the Mighty Miss Malone to the Chinese Cyborg Cinderella.

A final word or two needs to be shared about *Reading Horizons* new staff and advisors. First, we have the artistic and editorial expertise of Shana Wolstein, with a newly minted M.F.A. She brings great talent and energy to both the technology and writing/editing process of this journal. Next, the graduate faculty of Literacy Studies will share in the production, review process, literacy expertise, and advising role for *Reading Horizons*. They bring a shared vision albeit in their differing areas of literacy expertise. They include Lauren Freedman, Esther Gray, Susan Piazza, Marie Selena Protacio, and Karen F. Thomas.

Thank you and enjoy,

Karen F. Thomas, Ph.D.  
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