Editors' Letter to Readers

Recommended Citation

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Dear Readers,

It has been only a few short months since we took over as the new co-editors of *Reading Horizons*. The learning curve has been steep, but we are excited to say that things are moving ahead with impressive speed. We wanted to share with you an exciting development for *Reading Horizons*. The editors and staff are preparing for *Reading Horizons* to transition to an open access journal beginning in January 2015. The journal will continue to be issued in print until then, but in the next year, everyone will also be able to access all articles online at the following location: http://scholarworks.wmich.edu/reading_horizons. The only articles, which cannot yet be accessed at this site, are those which have been published in the past two years.

Some may be wondering how transitioning to an open access format may affect publishing in our journal. We are pleased to share that even though we are becoming a fully open access journal, we are not charging a publication fee to authors. As well, we remain a double blind peer reviewed journal. By becoming an open access journal, authors will be able to reach a much wider audience. We have been receiving a number of high quality submissions, and we look forward to receiving more in the upcoming year.

In this issue, we are pleased to share four peer reviewed articles that explore issues of supporting readers and learners from a number of perspectives. First, author Molly Ness' article entitled "Helping Elementary Teachers to Think Aloud" describes how 31 teachers learned to use the think aloud strategy to effectively support readers in their graduate course. The article provides wonderful details from actual transcripts to demonstrate what an effective think aloud might look like, and when, and how to implement the strategy during instruction. Second, author Aimee Papola-Ellis addresses text complexity and provides insight regarding how factors such as interest and background knowledge about a topic impact how challenging a text may be. The article provides food for thought regarding how lack of experience or prior exposure to information can make a text more challenging for different readers. Third, authors Wilson, Prior, and Martinez provide a thought provoking examination of how second graders interpret characters in picture book illustrations. Close inspections of picture books reveal the rich and varied ways in which visual text contributes to the development of characters (as well as other

aspects of stories). We believe that it is critically important that teachers invite children to delve into illustrations to understand characters and help them extend their understanding of the more subtle devices that illustrators use in developing characters. The fourth article in this issue is written by Rodriquez, Abrego, and Rubin and it addresses the critical issue of supporting English Language Learners through the coaching of teachers. This article will be an excellent resource for coaching courses and for classroom teachers. We believe there is a critical need to support teachers in this area and the authors provide excellent suggestions for our readers.

We hope you enjoy reading these excellent articles as much as we have putting this volume together. Enjoy!

Lauren Freedman

Susan Piazza

Selena Protacio

Co-Editors of *Reading Horizons*