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Editors' Letter to Readers

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Dear Readers,

Before we provide a brief overview of the articles in this issue of *Reading Horizons*, we wanted to share some exciting developments about the journal: Reading Horizons is now completely on-line and open-access. This is significant for several reasons. First, this means that we are able to widen our readership because anyone can now access the articles that are published in the journal and allows a broader audience to read the important research that we are publishing. Second, *Reading Horizons* is one of a few open-access journals that does not charge a publication fee, which is a great incentive for authors. Thus, authors will be able to share their important research to a broader audience without having to pay the typical open-access fee. Third, because we are a completely online journal, this means that we are able to accept figures or other visual representations in color. Authors may also choose to include hyperlinks in their article. We hope that you will pass this information along to others who might be interested in the journal.

In this issue, we have a broad range of articles focusing on issues within pre-service teacher education, authentic literacy experiences, and informational texts within an inquiry unit.

The author of “Preserving social justice identities: Learning from one pre-service literacy teacher” examines the ways in which the pre-service teacher she studies resisted racially and culturally stereotyping her students even when working with a supervisor who lacked a social justice stance. We believe this article demonstrates the complicated nature of preserving social justice identities in authentic settings that may not always support that stance.

The authors of “Addressing the ‘shift’: Preparing preservice secondary teachers for the Common Core” examine how pre-service teachers were introduced to a project focused on disciplinary literacy in order to help them meet the Common Core State Standards. Whether we agree with the Common Core Standards or not, they are the reality facing many teachers across our nation for the moment.

In ““Do you have a brother? I have two”: The nature of questions asked and answered in text-focused pen pal exchanges”, the authors discuss the ways in which 200 students engaged with an adult pen pal within a shared literacy experience. The analysis looks at differences in the numbers of questions asked and reading level and gender.

“A formative study: Inquiry and informational text with fifth-grade bilinguals” shares a study in which Spanish speaking students engaged in reading and writing and building content knowledge and academic vocabulary in English within the framework of a six-week inquiry based unit. The article provides readers the opportunity to think about planning and implementation decision making while learning is in progress.

We hope that you enjoy the articles as much as we have, and that you find them useful and relevant to both your teaching and research interests.

Reading Horizons Editorial Team