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Editor's Introduction to the Issue

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Editor's Introduction to the Issue

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Welcome to the Spring/Summer 2015 issue of the *e-journal of Balanced Reading Instruction*. The journal has certainly been going through some major changes and these changes have caused some delays in the publication of the current issue, but we are back on course. In fact, I would have to say that we are moving forward at a great pace. One major set back was working through the change in editorship. We went from two co-editors to just one and that required that I reassess all the responsibilities that were once shared and handled separately. With that said, I am excited to share news of a new web-based platform that will be handling all aspects of the journal—from submitting manuscripts and the review process to hosting the published articles. I have been working closely with our amazing team of librarians here at LSU who oversee the e-journal hosting platform and I think this new approach to the management of the journal is going to make things more efficient and productive for all those involved with the *e-journal of Balanced Reading Instruction*. I have had first hand experience in using the platform with several other journals that I have either submitted manuscripts to or served as a reviewer for while on their editorial board. The system is wonderful at maintaining communication between the editors and authors and it is also very user friendly for both authors and reviewers. We are in the process of converting over to the new system and I am excited to say that it will be used for the next issue of our journal.

THE CURRENT ISSUE

The current issue of the *e-journal of Balanced Reading Instruction* offers several diverse, yet very relevant pieces. I also feel that the range of topics in this issue serve to represent the readership and this is a good measure for us moving forward as we consider manuscripts and invite contributors. The first article, "In Praise of Miscues and the Comprehension of Complex Texts," sets itself in the current context of the Common

Core State Standards (CCSS) and looks at the results of having our students engage with more rigorous and complex texts, especially when the texts are nonfiction. Specifically the article looks at the types of miscues that occur and how that relates to the reader's comprehension of the text. In keeping with the CCSS, the second featured article for this issue, "Creating Critical Readers and Responders Using the Common Core State Standards," provides a framework for teachers to use with their students in order to foster engagement with critical literacy. Not only does this contribution outline a solid instructional approach, it also suggests specific pieces of literature to use in the classroom.

The third piece in this issue, "The Neglected Readers: Differentiating Instruction for Academically Gifted and Talented Learners," draws our attention to those students who are often given less attention in the classroom—the gifted students—as many teachers try to support their developing readers. The authors of this article point out that even gifted and talented students require differentiated instruction. Therefore, they provide research-based strategies to address this concern. The fourth and final article, "The Global Leaders of Tomorrow: Shaping Critical Thinking and Social Justice Through Literacy," truly ties this issue together as it uses the CCSS to ground its approaches to reading and writing in the classroom. The authors then go on to demonstrate how quality children's literature can be used effectively in the classroom by teachers to foster critical thinking that can be applied to authentic situations in an effort to make our world more socially just.

This issue also features several reviews of texts. In "Bringing New Books to the Classroom: A Review of 2014-2015 Children's Literature," the contributor gives the gist of 17 newly published titles. Then, the second review focuses solely on *Quantity and Quality: Increasing the Volume and Complexity of Students' Reading* by S. Wilde (2013).

In closing, I would like to thank all of the contributing authors who worked so hard and were so patient as we the journal transitioned from co-editors to one sole editor. Your professionalism is not only reflected by the work you shared here, but also by your actions and thoughtfulness. It was a pleasure being your editor for this issue.

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