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From the Editors' Desks

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From the Editors' Desks

BY TAMARA L. JETTON AND LEONIE M. ROSE

As we move toward the end of the school year, we have to give pause and think about our accomplishments this past school year. These accomplishments could have included the development of a new literacy curriculum or observing a student's literacy growth over the year. As educators we are encouraged to reflect on our practices in order to examine those practices that positively touched students' lives and those practices that are best left behind. This issue of *The Michigan Reading Journal* is a reflection of sorts in that each article provides new insights into long-standing literacy practices. In the first article, Paula Vergunst and Susan Piazza examine home literacy practices through a micro-ethnographic case study of one particular family and the text literacies they share. This article reexamines the parent-child interactions as a mother and her son share reading time at home and the insights of these interactions for all educators who should consider parents valuable resources who can inform instructional practices.

This *Journal* issue also includes articles that reexamine important instructional practices that teachers have used in their classrooms for many years. For example, Lisa Wujczyk revisits a powerful comprehension instructional strategy—the Directed Reading Thinking Activity. In this article, Wujczyk examines her own practices as she attempts to elicit thoughtful, extended predictions from her young readers in her elementary classroom. The examples she provides show how teachers can employ this instructional strategy with both fiction and information text to increase text comprehension. Kristen Cornelius also revisits instructional strategies for increasing comprehension, but unlike Wujczyk, who is working with her early elementary students, Kristen is examining how these instructional strategies are employed with college students. We think readers will find that her article provides an excellent review of studies that focus on these effective comprehension instructional strategies.

Lastly, Tanya Christ and Ron Cramer provide their first article in a three-part series of articles that revisit literacy assessment as they provide new insights into the uses of an Informal Reading Inventory (IRI). In this article, Christ and Cramer exam-



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ine the practical uses of an IRI and show how this can be used in combination with other important informal instructional assessments in the classroom. We look forward to the Christ and Cramer's second article in the next issue that examines how comprehension can be assessed using IRIs and instructional observation.