

*READ* Journal Highlights

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Welcome to the second issue of the *READ, an Online Journal for Literacy Educators*. The theme of this issue is **Literacy in a Multilingual Context**. Such a theme can't be more relevant as our world is more interconnected than ever before. Language is the main vehicle that help us communicate and stay connected. Today, teachers need to be prepared to work with children and families from different cultural and linguistic backgrounds including children with special learning needs. As I read the articles in this issue, the recurrent theme throughout seems to emphasis the significant role teachers play as they plan and teach *all* children in today's schools.

With a focus on content curriculum and language, the first article “**Viewing Content Curriculum through the Lens of Language Acquisition: A Content Analysis**”, by Patricia Durham and Jacqueline Ingram presents an in-depth study to investigate whether literacy journals are supporting teaching content curriculum. Using a mixed method content analysis, the authors highlight the need to recognize literacy learning in the content areas as content in the language acquisition process.

Using a different approach in their article, “**A Multi-case Analyses of Pre-service and In-service Teachers Response to Coaching Techniques**”, Jennifer Stepp and Maria Peterson-Ahmad, study effective coaching models to improve instructional teaching strategies. Findings from their study suggest that only through a metacognitive process teachers develop the needed teaching strategies to teach all students. In addition, they emphasize that only by implementing the metacognitive process teachers will reflect on and learn the specific teaching strategies needed to teach multilingual students.

In their column, entitled “**Jugar y Aprender – Play and Learn: First Language Literacy and Parent Involvement**”, Mary Petron and Alma Vanegas-Contreras describe various games to promote the language and culture of Spanish speaking children. The authors recommend monolingual English speaking teachers to have the handout ready and involve Spanish speaking parents in their children's education.

In Laura Graves, Helen Dainty and Jane Baker's article titled, “**Dis-Alternative Stories: Disability Awareness, Teacher Preparation, and the Writing Process**”, they describe an assignment that pre-service teachers did and through reflection, they discovered the power of children's literature to change deficit perceptions on children with disabilities and English Language Learners (ELL).

In her quantitative study titled “**Sustained Effects of Participation in Imagination Library (IL)**”, Ann Harvey measures the outcomes of a program to promote language and reading in the homes of young children. The findings reveal that students enrolled in the IL program scored higher on various early literacy skills inventories than those not enrolled in the program. In conclusion, the author explains that the mission of the program is met by providing more books to young children and encouraging more emphasis on family reading time.

In his article, “**Diversity in Literature: Preparing Literacy Teachers for a Multicultural World**”, Antonio Causarano reviewed and discussed studies that support the systematic use of multicultural literature in the classroom. He also presented strategies to create a richer curriculum that fosters awareness of diversity and multiculturalism. In addition, he calls on literacy teachers to recognize the importance of providing students with multicultural literature as part of the curriculum.

Finally, Astrid Chio and Gloria Carter offer some excellent reviews of *Red Midnight* by Ben Mikaelson and *Heart-Shaped Cookies* by David Rice, both of which present many emotional situations that will keep middle school and older readers hooked throughout the story.

I appreciate the opportunity to highlight the manuscripts featured in this issue and stay tune for the next issue in December 2016: **Globalizing Digital Literacies**.

