

Message from the Editors

We hope this issue finds you well rested from summer and gearing up for a fabulous new school year. As we strive to have a wider reach in both readership and scholarship, you will notice this issue is available in two formats: a web-based, searchable format and a PDF version. We are also scheduling Question the Author (QtA) sessions on facebook, and you will soon receive an email with a schedule of these opportunities to chat with the authors. It will be a great way to have several shared state-wide conversations as part of your back-to-school professional reading!

There are six featured articles focused on a variety of issues. As students return to school, K-12 teachers will address issues of bullying as required by Texas law, and this issue of the *Texas Journal of Literacy Education* opens with the use of young adult literature (YAL) as a catalyst for discussing the dilemmas of this complex issue. You will find ideas on how to utilize YAL to provide case studies for your focus on anti-bullying. We also take a look at how the structure of ABC books provides opportunities to explore any topic from twenty-six perspectives – at any grade level. As we continue to strive for increased reading comprehension, we peek into a second-grade classroom to see how reading comprehension workstations provide the independent practice needed by students to support increased comprehension. These research-based workstations and routines can be adapted to any grade level. You will also read about how two teacher educators are using Pinterest in their literacy courses to support both the creation and sharing of content and teaching ideas as well as learning critical curation of literacy lessons.

Throughout this issue you will find a heavy emphasis on writing. Most of the articles above have a strong integrated writing component. Additionally, we have articles that focus specifically on writing as a tool for inquiry learning and as a way to support content learning with both K-12 students and preservice teachers. One article describes an adaptation of Janet Allen's *Writing to Learn* process to engage students in the critique, analysis, and evaluation of concepts and ideas encountered while reading to support their own inquiry and research. Sanchez and Lewis report on their research investigating preservice teachers' deeper understanding of their coursework content knowledge using a writing to learn process in order to shape their thinking about the new knowledge they are learning. Finally, you will find the second installment of the TALE Board's special series comparing the Texas Essential Knowledge and Skills (TEKS) with the Common Core State Standards (CCSS). You will discover how the emphasis on research is of particular importance in the state of Texas, while the CCSS places special emphasis on argument.

As always, we wish to thank all those who submitted their work and those who reviewed submissions. This journal would not be possible without the work of practicing teachers, graduate students, and educational researchers. If you know of a colleague doing wonderful work, offer to help write it up in order to share it with others. Submit the kind of work you like to read about! Our next submission deadline is January 20, 2015 for the Summer 2015 issue. You will find the manuscript submission form at <http://www.texasreaders.org/journal.html>. Look for the winter issue at the end of the semester.

Best wishes,
Leslie Haas, Susan Szabo, Debra Lee, and Sheri Vasinda