

From the Editors

- What comprehension processes are prompted by graphical information during second-grade students' reading of narrative and informational text?
- Do third-grade students construct engaging and in-depth discussions of literature within their guided reading groups even when the teacher's attention is pulled away from the group?
- What specific strategies and instructional sequences do primary-grade teachers use to develop children's vocabulary knowledge during read-aloud?
- Are those first-grade children identified at high risk for developing reading difficulties due to weaknesses in either phonological awareness or rapid automatic naming also identified by Reading Recovery early intervention student selection procedures?

The editorial team for *Literacy Teaching and Learning* is pleased to present our readers with reports of research addressing these and other important questions, expanding our knowledge of young children's literacy development and effective instruction.

In *Picture This: Processes Prompted by Graphics in Informational Text*, Rebecca R. Norman's report of research expands our knowledge of comprehension processes used by young children when responding to graphics within text. This study identified at least 17 crucial comprehension processes prompted by graphics — indicating processes both identical to those identified in research on comprehension of text and unique to the reading of graphics.

In *What the Students Will Say While the Teacher is Away: An Investigation into Student-Led and Teacher-Led Discussion Within Guided Reading Groups*, Nancy Hulan found that students were more likely to experiment and engage in more-complex response strategies in the absence of the teacher. These students also demonstrated a willingness to help one another understand the text. During teacher-led discussions, however, teacher scaffolding directed students' thinking to a more diverse array of strategic responses than occurred during student-led discussions.

In *Vocabulary Development During Read-Alouds: Examining the Instructional Sequence*, Karen J. Kindle found that teachers utilized aspects of instructional models (i.e., dialogic reading and anchored instruction), without formal training in such techniques. Kindle also identified important differences between teachers in the characteristics of their instructional sequences (teacher/student exchanges related to a particular word selected for instruction) during read-aloud instruction.

In *Do Children Selected for Reading Recovery® Exhibit Weaknesses in Phonological Awareness and Rapid Automatic Naming*, Deborah Litt determined that Reading Recovery early intervention student selection procedures do identify children with weaknesses in both phonological awareness and rapid automatic naming. This finding occurred even though Reading Recovery assessment procedures include no direct measure of students' rapid automatic naming or speed of performance.

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