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A Letter from the Chair of Balanced Reading Instruction

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supports the use of both narrative and informational text. Further, this approach advocates for contextualized instruction. Thus, for example, word study is taught in the context of a topic or integrated into the literature that is being explored. Balance Reading Instruction is based on a whole-part- whole approach that integrates the complimentary components to reinforce the learning for all students. As an approach, it is more satisfying to the students and the teacher because the materials are authentic and engaging for students. It is also important to note that the Common Core Standards can be incorporated in a balance literacy program because they systematically lay out the skills that are important for readers to know and use.

Enjoy this issue of the *e-Journal of Balance Reading Instruction* and note how each article brings new light to the complex process called literacy.

Welcome to another edition of the *e-Journal of Balance Reading Instruction*. The journal continues to advocate for a framework of instruction that is rich in nature and meaningful to students. The goal of our Balance Reading Instruction Special Interest Group is the promotion of a comprehensive literacy program designed to meet the needs of all students. The underpinnings of this approach recognize that no one aspect of literacy instruction is more important than another. Balancing the instruction means that classroom instruction should include all the different aspects of literacy, including, read aloud, share and guided reading, shared and guided writing, word study and literature study. This approach

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