

A Letter from the Chair of Balanced Reading Instruction

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climate, which includes effective, organized instruction for these students, in daunting? This issue of BRI addresses culturally relevant pedagogy, offers techniques that are realistic and can be built into the instruction in these classes. The BRI authors emphasize the need to move away from ethnic holidays as the method of dealing with diversity to practices that bridge the home and school. The goal is to build a new classroom community that respects the abilities and knowledge of each member of the class. Along with this, teachers need to ensure that the content reinforces the concepts which need to be presented in useful, meaningful and consistent content. The curriculum must be matched with the students' background knowledge and language experience. This is no easy task.

Enjoy this issue and consider responding to the ideas presented in the articles. We will publish your comments in the next issue.

The educational community is currently faced with a number of problems including implementing the Common Core, lack of resources and professional training for teachers and growing diversity in classrooms. This issue of BRI is timely as it deals with the issue of diversity. The overall goal of this issue is to encourage readers to refocus instruction to include culturally relevant pedagogy.

Each day, teachers are instructing in culturally diverse classrooms with students varying in background. While a class can be heavily Hispanic or Asian, the class composition does not mean the students share the same background. Creating a

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