Welcome to the 2010 issue of the Journal of Classroom Research in Literacy!

In our third year of publication, the JCRL continues to showcase classroom research as reflective practice by teachers. One of the authors, Carol Jupiter, referred to the following quote by G.K. Chesterton: “Fairy tales are more than true; not because they tell us that dragons exist, but because they tell us that dragons can be beaten” (as cited in Gaiman, 2003, n.p.). In this issue we have an opportunity to catch a glimpse into three teachers’ classrooms as they don their writing armour to tackle their own dragon-sized obstacles in their quest to delve deeper into their practice of teaching writing.

The three articles in this issue are based on a view that “more than a way of knowing, writing is an act of discovery” (The National Commission on Writing in America’s Schools and Colleges, 2003, p. 14). Three Ontario teachers are ready to take up this call for a “writing revolution”, which was made in response to both the lack of acceptable writing skills by college students and the inclusion of a writing assessment in the SAT. This paper requested funding, policy-making decisions, time devoted to teaching and learning writing skills, assessment measurements, inclusion of technology, and professional development in order to move the practice of writing to the forefront in American schools. Overall, the Commission recognizes that the only way to gain the writing reforms needed in education is through perseverance, practice-based inquiry, public engagement, and partnerships.

While our JCRL authors write from a Canadian perspective, similar “dragons” exist in their schools. Carol Jupiter found a way to put her grade 2 students on a more level writing field by using the editing tools of “strong sentences”, “brackets”, and “I’m stuck” in a class which became “a buzz with people who care about writing” (p. 14). Learning the writing process became creative and fun, and Carol’s students became better writers. Rocco Racco also found that “students continually discover, create and learn during various stages of the writing process” (p. 2). Rocco’s article shows that providing high school students creative writing opportunities while studying a novel creates spaces where students’ voices and self-expression are acknowledged, where writing enjoyment is discovered, and where further text understandings are enhanced. Finally, Daniela Bascuñán invites us into her reflective personal journey of her practice of teaching writing. By staying true to both her own writing experiences and the needs of her students, Daniela recounts her tale with writer’s workshop.
As the National Commission on Writing in America’s Schools and Colleges emphasizes, there is a need for teachers to view themselves as writers, not only as teachers of writing. The readers, editors, and writers of the *Journal for Classroom Research in Literacy* encourage our fellow educators to further engage in our online forum on literacy as writers of their own classroom research.

**References**

