

Statement From the International Literacy Association

On Thursday, November 2, 2023, a Viewpoint commentary slated for the November/December 2023 issue of *The Reading Teacher* titled “Stories Grounded in Decades of Research: What We Truly Know About the Teaching of Reading” by Catherine Compton-Lilly et al. was published to the Wiley Online Library through Early View.

Early View is a service offered by Wiley through which accepted, corrected articles are published in advance of a compiled issue’s release. Articles are posted following receipt of the authors’ corrected proofs and are fully citable. Once published on the Wiley Online Library platform, Early View articles are official versions of record complete with an online publication date and a DOI for citations.

Although the majority of content appearing in the International Literacy Association’s (ILA) academic journals undergoes a double-blind peer review process, commentaries published within the Viewpoint section, which embodies a range of perspectives, do not. Viewpoint authors are invited and reviewed by the department editor. These commentaries reflect the opinions and beliefs of the authors themselves and may not reflect the opinions and beliefs of the journal’s editorial team, the publisher, or ILA.

The commentary written by Compton-Lilly et al. was labeled Viewpoint in accordance with the format. However, all parties involved (including the Viewpoint authors) acknowledge that some readers may have viewed it as an article that had undergone peer review. **A disclaimer has been added to clarify that the commentary is not meant to reflect the beliefs and opinions of any person, publication, or organization, only the authors themselves.** The same disclaimer will be added to the remaining Viewpoint commentaries currently in production, which will publish between now and June 30, 2024.

Please note that, beginning with Volume 78 of *The Reading Teacher*, **all articles—including commentaries and/or other invited pieces—will undergo the peer review process.**

The Viewpoint included a list of scholars labeled “Highly Respected Researchers Whose Research Challenges the *Science of Reading*.” This list was compiled by the Viewpoint authors without the knowledge or consent of those named and the decision was made to remove the list entirely.

In academic publishing, there is a series of checks and balances in place to ensure that any changes made to a version of record are appropriate and warranted. In this case, the journal’s publisher (Wiley) was required to follow a process that included a review from their independent Integrity Assurance & Case Resolution (IACR) team. The IACR review took two business days, during which time no changes could be made to the article. Ultimately, the IACR team agreed that the list of scholars and all in-text references to the list should be removed, and recommended a correction statement be appended to the commentary. The corrected version will be available once Wiley has implemented the changes approved early this week.

ILA journals have long been a trusted resource for literacy research and how it applies to classroom instruction. The majority of articles published in *The Reading Teacher* are peer-reviewed, which is a process the associate editor team facilitates. Descriptions of peer-reviewed article types and the process for submission and review are in the [author guidelines](#).