The celebration of the 30th Anniversary of Reading Recovery continues with this issue of The Journal of Reading Recovery. Any 30th anniversary is noteworthy, but for an educational innovation to withstand the changing winds of politics, educational pendulum swings, and economic challenges over 30 years is exceptional. In celebrating 30 years of Reading Recovery, we especially recognize that 2 million-plus children have received successful literacy interventions that put them on a trajectory to becoming literate. I think it is fitting that we also celebrate the legacy of Dame Marie Clay. Through her pioneering research, vision, and collaborative spirit, she led and inspired the work of others that literally changed the landscape of literacy—not only in the United States—but across the world.

As with any celebration there is usually a bit of nostalgia and reflection of the past paired with excitement and hope for the future. Joy Cowley helped us celebrate at the 2015 National Conference by presenting a keynote address and writing a book just for Conference attendees. In an excerpt from her speech she shares how memories of childhood can be an asset to an author and that entertainment, child-centered content, and magic are the things that lay the foundation of literacy learning for young readers. Her clever books have delighted children around the world, giving them a good start toward literate lives. Her article is both nostalgic and hopeful.

In interviews with Carol Lyons, Gay Su Pinnell, and Diane Deford, Pat Scharer provides a glimpse into the early years of Reading Recovery implementation in Ohio. We can celebrate these women for their pioneering efforts in bringing Reading Recovery to the United States and their subsequent contributions to literacy teaching and learning.

The foundation of our work in Reading Recovery is based upon Clay’s view of literacy as a complex theory. In this issue, Mary Anne Doyle has written a beautifully crafted primer of Clay’s theory of literacy processing that encapsulates the essence of our work with students who struggle to learn to read and write. I know this article will become a standard to share with anyone interested in early literacy acquisition. An additional research-to-practice article by Bob Schwartz provides an explanation of the complexity of word recognition learning based on cognitive research. This article provides new ways of thinking about why we teach for multiple sources of information in the service of meaning.

What we have learned from Reading Recovery contributes to teacher expertise in the service of all children. Two articles included in this issue discuss the contribution of Clay’s work in broader settings. Gay Su Pinnell and Irene Fountas share the ways in which Reading Recovery has influenced guided reading instruction in classrooms, and Salli Forbes and Linda Dorn discuss key concepts that support opportunities for children to read and write with small-group teaching.
Reading Recovery can level the playing field for the lowest children in first grade, but it is the combined efforts of everyone involved in the children’s lives that help them continue to progress as literate individuals. A trio of articles focuses on ways to extend reading opportunities for children through summer reading programs. Richard Allington advocates for summer reading programs to help close the achievement gap for low-income children. C.C. Bates and Maryann McBride share their success with a summer reading program and provide advice that will help readers implement similar programs. In a third article, Allison Briceño and Descubriendo la Lectura colleagues across the nation also stress the importance of summer reading and share ways of making home-school partnership connections to support accelerated student learning. The spirit of collaboration can be celebrated in the partnerships forged around the common mission to ensure literacy for all children.

In the annual IDEC summary report, Jerry D’Agostino and Sinéad Harmey share that during the 2013–2014 implementation year, students posted the strongest outcomes experienced since data collection began in the U.S. Reading Recovery student data closed the achievement gap with the average random sample students, and the average discontinued DLL students surpassed the average of the random sample.

We have so much to celebrate! Through Marie Clay’s visionary work we are joined as an educational community of learners, researchers, and teachers who make a difference in the world. We celebrate passionate Reading Recovery professionals who engage in the work of learning and teaching in behalf of children. And we celebrate the children whose lives have been changed because of those teachers.

A special thank you from the JRR editorial team

RRCNA Director of Communications Marsha Studebaker will retire at the end of June. Marsha has been a guide, an advisor, an effective communicator, and a passionate advocate for Reading Recovery for 15 years. Her integrity, wisdom, and grace have been true gifts to the people who have been privileged to work with her. Congratulations on your well-deserved retirement, Marsha!