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Editor’s Corner

Mary Anne Doyle, Editor-in-Chief

We begin this issue commemorating the 10th anniversary of Marie Clay’s death. “My wish is that you continue,” wrote Maya Angelou. Continue to astonish a mean world, to protect the young and defenseless, to enlarge your range, to increase your spirit, and to risk everything for the good thing.

Astonishing the world of researchers and educators, ensuring literacy success for young, struggling learners, supporting Reading Recovery in multiple languages around the world, implementing Reading Recovery and its redevelopments (e.g., Descubriendo la Lectura) with integrity and fidelity: This is Marie Clay’s legacy, an indelible signature of honor and success made ever so meaningful by the realization that millions of lives in multiple settings, cultures, and languages across the globe have been enhanced by her scholarship and leadership. Her quest was to determine what was possible, her discoveries and her contributions were revolutionary, and her commitment and efforts continued to the final weeks of her life.

Marie’s wish was for us to continue, and so we strive to follow her lead. We continue to pursue enlarging our presence in order to serve more children, conducting relevant research and critical inquiry, examining and refining our explanations, problem solving implementation concerns, and fiercely guarding the integrity of Marie Clay’s work to ensure fidelity to her process and procedures and to maintain effectiveness.

Continuing the study of Reading Recovery instruction, its implementation, and related research, as well as continuing the national evaluation of student results, are the foci of the articles in this issue. A recurring theme noted across these articles is reflection.

Leslie McBane, James Schnug, and Cheri Slinger share their interesting examination of children’s writing by exploring and hypothesizing the implications of patterns observed in children’s writing errors. In addition to their descriptions of the children’s writing, they share their discoveries and the lessons they learned about their students and their teaching. Their reflections of each child’s writing behaviors and ‘mistakes’ clarified the child’s control and emerging competencies and informed their instructional decisions. Taking time to complete systematic observations and reflect deeply was key to identifying each child’s strengths and to providing powerful instruction. They detail a process that teachers will want to replicate.

Jennifer Flight offers a rich account of an exploratory, informal research project with her student, an English language learner (ELL). Her instructional approaches, accounting for the child’s oral language development and honoring his cultural knowledge, and her descriptions of his performance and growth over a relative short period of time will be very helpful for Reading Recovery teachers instructing ELLs. One of her important suggestions is to study a child’s oral language closely and reflect. ”There is much to learn when we become more observant and reflective with respect to what the learner can do” (p. 33). As noted by our authors looking at children’s writing, Jennifer’s reflections of observed learner strengths are critically important for creating powerful learning opportunities.

Our Implementation section features an article written by Mary Jackson, a retired site coordinator for Reading Recovery/Descubriendo la Lectura in a large, suburban district. She shares her reflections of the processes her team engaged in over time as they implemented these interventions, responded to changes within the district (e.g., a new superintendent), and addressed issues of sustainability. Her discussion is honest and echoes challenges others have experienced. Most helpful are her reflections for improvement as these offer important, proactive efforts to ensure a secure implementation.

Bridie Raban brings current research in neuroscience to our attention for ongoing reflection. She discusses discoveries that relate to literacy acquisition and instruction while cautioning readers of the many unknowns in this relatively new area of science. She links key concepts directly to Marie Clay’s theoretical perspective and Reading Recovery instructional procedures. This reveals how astute Marie Clay was in designing instruction based on a transformational perspective of cognitive development.

IDEC Director Richard Lomax shares exciting results in the annual evaluations of Reading Recovery and Descubriendo la Lectura. “In its 32nd year of implementation in 2015–2016, students in the intervention posted amongst the strongest outcomes shown thus far” (p. 53). The data confirm that our teachers are highly effective; they provide outstanding instruction to a diverse range of learners.

With our authors, our commitment to learning through research, reflection, diligent attention to program implementation, and effective teaching will strengthen and sustain Reading Recovery. In so doing, we will continue Marie Clay’s remarkable legacy and her wish for the gift of literacy for all children.
How to Submit Articles

Write for The Journal of Reading Recovery

Every Reading Recovery teacher, teacher leader, administrator, site coordinator, and parent has a good story to tell. Please consider sharing your Reading Recovery experiences, ideas, and surprises by writing for The Journal of Reading Recovery (JRR). We need to hear from you because readers have told us they want to hear more about people like themselves—especially those on the front lines working with children.

Blind Peer Review Process

The Journal of Reading Recovery is a peer-reviewed and refereed publication issued twice annually to members of the Reading Recovery Council of North America. All submitted manuscripts will be read by the editors to determine suitability for publication. Authors will receive an acknowledgement when the submission is received and will be notified via email of the editors’ decisions.

JRR uses a blind review process allowing only editors and editorial staff to know the names of the authors. The article will be sent to the appropriate section editor who will monitor a peer review process by a team of reviewers. Editors will send authors feedback from reviewers and, if necessary, specific suggestions for revision.

Guidelines for Authors

1. Select a topic of interest to our Reading Recovery audience.
2. Write clearly, concisely, and use an active voice.
3. Be sure the message is clear and has a consistent focus throughout.
4. Include dialogue or samples of children’s work when possible.
5. Articles will be edited to fit space and style requirements; published length ranges from short anecdotes to longer, more technical articles.
6. RRCNA publications follow the style designated by the most-recent edition of the Publication Manual of the American Psychological Association.
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All manuscripts, feature items, photos, and original artwork must be submitted electronically (see website for photo and artwork requirements) via email to vfox@readingrecovery.org.

For original manuscripts, please follow the most-recent APA style guidelines. Manuscripts must be double-spaced and should be no more than 30 pages (excluding reference list, tables, and figures). No identification of the author(s) and affiliations should appear anywhere in the manuscript, including running headers and footers. A cover page identifying corresponding and contributing authors, affiliations, and email contacts should accompany the manuscript.

For questions about or help with the submission process, contact Vicki Fox, director of communications, at vfox@readingrecovery.org or call 614-310-7332.

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