Editor’s Corner

Mary Anne Doyle, Editor-in-Chief

“What is possible?” All Reading Recovery educators are aware of Marie Clay’s quest for learners who struggle to acquire early literacy. Reading Recovery experience and evidence reveal that over many years of implementation in varying contexts with widely diverse learners, Reading Recovery teachers produce impressive outcomes for children who differ in multiple ways. Thus, the evidence confirms that Reading Recovery disrupts predictive correlations of diminished literacy achievement resulting from individuals’ personal, instructional, home, or community characteristics (Clay, 2015, p. 249–250).

The authors of this issue’s articles heighten our awareness of what is possible by reporting on the growth and success of Reading Recovery in ever-expanding, diverse sets of communities, on Descubriendo la Lectura for Spanish-speaking children, and on developments in the redesign of Clay’s early intervention for special populations, Literacy Lessons. To share these discussions, the content is presented in two distinct sections that focus on the teaching, implementation, and research of Reading Recovery/Descubriendo la Lectura and of Literacy Lessons.

Section 1: Reading Recovery and Descubriendo la Lectura
Matczuk, Sinclair, and Huggins share an enlightening account of introducing and sustaining the growth of Reading Recovery in First Nations communities in Manitoba, Canada. Their report depicts their special wisdom and care in initiating awareness of Reading Recovery by honoring the interests and practices of the local community and by demonstrating instructional and implementation practices aligned with this First Nations’ cultural mores. By working closely with local community and school leaders, the authors have established an exciting implementation and they will continue to nurture this growth. They anticipate important accomplishments for the children and the schools involved.

In South Dakota, Zalud and Baron report that 8% of the state’s population is American Indian; and, with 6 years of Reading Recovery data collected in rural communities, they could explore the effects of Reading Recovery on participating indigenous students. Their results are exciting and confirming. The authors conclude that the indigenous students receiving Reading Recovery were successful; they demonstrated accelerated learning and reached average levels of achievement in literacy. Authors additionally discuss positive evidence of the effects of Reading Recovery on closing the achievement gap among their American Indian students.

Torres-Elias highlights the important need for Descubriendo la Lectura (DLL) given the increasing numbers of Spanish-speaking children entering America’s first-grade classrooms. She reviews key aspects of the implementation of DLL and confirms the success and sustained effects for participating students. Important observations of closing the achievement gap in literacy among these native Spanish-speaking children are also discussed.

Section 2: Literacy Lessons
The Literacy Lessons intervention creates the opportunity to explore what is possible for special populations of learners, beyond those eligible for Reading Recovery, who are offered individual literacy instruction supporting their acquisition of an early literacy processing system. Lose and Konstantellou present an overview of Literacy Lessons, reminding readers of Clay’s vision, intention, and directions for development of this treatment. They clarify the standards developed to ensure the quality of the Literacy Lessons intervention, detail procedures for the selection and training of Literacy Lessons teachers, and discuss the evaluation procedures.

Harmon and Williams add to our understanding of how Literacy Lessons instruction is designed and delivered by sharing informal case studies of children and the reactions of Literacy Lessons

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Vision
We ensure that children who struggle in learning to read and write gain the skills for a literate and productive future.

Mission
We achieve reading and writing success for children through partnerships that foster:

• Reading Recovery in English, Spanish, or French as an essential intervention within a comprehensive literacy system
• Teaching of children that is expert and responsive
• Professional development for teachers that is specialized and continuous
• Ongoing development of knowledge and practice based on research, data, and the theoretical framework that has underpinned Reading Recovery since its founding

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.

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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.

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