Celebrating 35 Years: New Running Shoes!

This issue marks the beginning of a yearlong celebration of Reading Recovery’s 35th birthday in the U.S! It’s fitting that we begin the party with lots to celebrate!

Celebrating Inquiry

When we celebrated the 30th anniversary of Reading Recovery, I wrote a piece for JRR based on the interviews I had done with some of the key scholars who brought Reading Recovery to this country and supported its expansion. The title of the article was “Get Your Running Shoes On: Reading Recovery Moves to the U.S.” Bob Bowers of the Ohio Department of Education had told Gay Su Pinnell to get her running shoes on when he approved funding for the partnership between Columbus Public Schools, The Ohio State Department, and the Ohio Department of Education. Those “running shoes” were certainly needed as Reading Recovery expanded quickly across the U.S. Now, at the 35th year, we have on a new pair of running shoes thanks to a new partnership with Dr. Tony Bryk and the Carnegie Foundation. In the article, “A Perpetual State of Inquiry: Our Commitment to Continue Marie Clay’s Tradition of Continuous Improvement,” Salli Forbes, Billie Askew, Jennifer Flight, and Judy Embry, share how Reading Recovery professionals are taking an inquiry approach as new running shoes to improve and expand Reading Recovery in the U.S. and Canada.

Celebrating Teaching

This issue is filled with articles for Reading Recovery teachers and teacher leaders to deepen their teaching expertise. Elizabeth Kaye and Mary Lose focus on helping students with letter knowledge in both classrooms and Reading Recovery lessons. Their article, “Promising Practices and Collaborative Discussions: Supporting Children’s Letter Knowledge and Literacy Success,” will support conversations between Reading Recovery professionals and classroom teachers to ensure all children are able to use letter knowledge as they learn to be readers and writers. Jim Schnug offers a new lens on teaching for fluency in his article, “Paying More Attention to Phrasing in Fluent Reading.” Schnug provides a strong theoretical rationale for Clay’s approach to teaching fluency plus carefully selected examples of how to teach for fluency across the lesson. Jennifer Flight and Holly Cumming describe an inquiry project into book selection in their article, “Language Not Levels: An Inquiry into Book Selection.” Their article helps readers to make carefully thought out decisions about selecting the new book for Reading Recovery students.

Editor’s Corner

Patricia L. Scharer, Editor-in-Chief
Celebrating Successes

In the research section, JaNiece Elzy, Jeffery Williams, and Jeffrey Brymer-Bashore explore the effect of Reading Recovery on English language learners in their study, “The Impact of Intentional and Purposeful Practice with English Language Learners in Reading Recovery: A Historical View.” Using data from 2005 to 2018, the team confirmed the findings from the i3 research report that Reading Recovery’s success with ELL students should put this intervention at the forefront of districts’ plans to support children learning to read in English.

Celebrating Colleagues

Karen Scott’s message, “Honoring a Rich Legacy of Commitment to All Learners,” is a celebration that highlights Reading Recovery’s rich heritage of commitment to all learners and also a celebration of Linda Dorn’s life as a change agent in all the schools she worked with. Karen also notes several opportunities we have to carry on Linda Dorn’s legacy by donating to new funds set up in her name.

The Reading Recovery community is also thankful for the talents that Dr. Mary Anne Doyle has brought to The Journal of Reading Recovery — from her role as the original Teaching Section editor to editor-in-chief. When you read more about her contributions in the spring issue celebrating our 35th Anniversary, you will understand that I have “big shoes” to fill as I begin my first term as editor-in-chief! Many thanks, Mary Anne!

Errata


Researchers for the Phonics Screening Check study were inadvertently omitted from the following paragraph on page 24 and from the reference list. Editors apologize for the error.

Finally, it’s important to celebrate some recent news coming out of England where a study of the economic impact of Reading Recovery over 10 years found that “…every £1 spent on Reading Recovery since 2005/6 will create a potential societal benefit of £3.30-4.30” (Hurry & Fridkin, 2018). The study also included the results of the Phonics Screening Check where researchers found that 75% of students who had Reading Recovery prior to taking the Phonics Screening Check passed (Harmey & Anders, 2018).