Celebrating 35 Years:
Change, Change, and More Changes!

We have so much to share with our readers that this issue is much larger than usual! The subtitle of this column emphasizes change, a theme across this issue. First, the spread of COVID-19 across North America has disrupted our typical publication so, for the first time, this issue is totally electronic. We know some readers will miss having the paper version but hope that this format also enables you to take this celebration issue of JRR with you on your iPad, phone, or laptop (when it is safe to move outside your home, of course). In addition, we encourage you to share this issue with other interested educators so they can learn more about Reading Recovery. The 35th anniversary is a great time to do just that! How about leading an online study group? It’s time to share Reading Recovery widely and the electronic version of JRR is just the ticket!

Celebrating Teaching

Strategic processing is central to Clay’s theory of early literacy. But, helping a child to develop strategic processing is a challenge for every Reading Recovery teacher. Mary Lose’s article, “What to Teach? Supporting Strategic Processing at the Earliest Text Reading Levels,” reminds us that teaching for strategic processing begins right away in Reading Recovery lessons. Her article offers an important discussion of how Wood’s theory of contingent teaching can inform our decision making. The article is rich with student examples to challenge our thinking. The second teaching article is a rich description of how Reading Recovery lessons supported a child on the autism spectrum with attention deficit hyperactivity disorder. Opat, Zalud, Wheeler, and Clements describe how specific decisions by the teacher based on the student’s needs moved her from not attending to print to successfully reading Level 14 texts while demonstrating literacy processing strategies.

Celebrating Our Networked Improvement Community

In the fall 2019 issue of JRR, readers learned of changes Reading Recovery professionals considered while taking an inquiry approach to improvement and expansion (Forbes, Askew, Flight, & Embry, 2019). This exciting work, begun with intense study at the Carnegie Foundation for the Advancement of Teaching, continues with the development of a Reading Recovery Networked Improvement Community (NIC). Chad Lochmiller and Jennifer Karnopp, from Indiana University Bloomington, describe how Reading Recovery leaders have created a NIC based on new learning about improvement science. We anticipate that an article about this work will be a regular feature in JRR. As you read James Schnug’s article, “Wonderfully Disruptive Messages from Reading Recovery,” consider how Schnug’s work aligns with the goals of those working in the NIC — he fully positions “disruptions” as important changes we need to consider for Reading Recovery students to grow and Reading Recovery to grow.
Celebrating Scholarly Successes

Our research section begins with the IDEC report from Jeff Brymer-Bashore about the strong, consistent impact Reading Recovery and Descubriendo la Lectura have on early literacy. Sinéad Harmey and Sue Bodman then offer an important discussion of phonics in Reading Recovery lessons. They extensively reviewed research on phonics and linked key findings and recommendations to Reading Recovery procedures in a helpful chart. Harmey and Bodman challenge all Reading Recovery professionals to describe phonics instruction during lessons as systematic rather than “when needed” arguing that, in fact, Reading Recovery students learn both intensively and systematically about letters, sounds, and how they work. The final research article began at a dining room table as three teacher leaders collaboratively worked through their data. Their multiyear partnership led to important changes in professional development learning and impressive changes in student achievement as well.

Celebrating an Amazing Anniversary

This issue marks the culmination of JRR’s yearlong celebration of Reading Recovery’s 35th birthday in the U.S. We have had so much to celebrate! First, the professors from The Ohio State University who worked initially on the implementation of Reading Recovery in North America—Gay Su Pinnell, Carol Lyons, and Diane DeFord—reflect on the past 35 years as Reading Recovery moved from a small project in Columbus, OH, to the longest lasting intervention for struggling first-grade students. Mary Anne Doyle’s article, “U.S. Reading Recovery’s International Presence,” positions North America within the larger international Reading Recovery presence. Readers will learn about the International Reading Recovery Trainers Organization (IRRTO) and the contributions of literacy professionals around the world. Then, each university training center in North America highlights individual contributions to Reading Recovery and early literacy, followed by a descriptive and visual timeline of Reading Recovery in the past 5 years. Our party ends by reflecting on the 35th Anniversary Luncheon Celebration during the 2020 National Conference. The keynote address by Gay Su Pinnell is both historical and forward thinking about how to make a difference in the next 35 years. Two former Reading Recovery students, a high school junior and a successful businessman, brought the audience to their feet as they shared the impact of Reading Recovery on their lives. The luncheon was the perfect opportunity to again say “thank you” to Jady Johnson who was given a special Excellence in Service Award for the 16 years she led the Reading Recovery Council of North America.

Happy reading!

Reference

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 acknowledgment 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 Publications Manual of the American Psychological Association.

Submitting Articles for Publication
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, email vfox@readingrecovery.org.

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