A Call to Action!
The articles in this issue of The Journal of Reading Recovery are both a call to action and a wealth of support for every Reading Recovery professional. To accomplish our main goal of ensuring a quality intervention for every first-grade student who needs it, we must include actions beyond our 30-minute lessons. The authors in this issue argue for everyone to be a knowledgeable other, well-informed about Reading Recovery; to serve as a literacy leader in their building via coaching and professional development; and to be an active advocate relative to state and federal mandates.

A Knowledgeable Other
The Research Committee of the North American Trainers Group (NATG) has been working to provide support for all Reading Recovery professionals to serve as advocates for Reading Recovery. Based on their recommendation, “Intervention Essentials,” our new FAQ series, premieres in this issue with brief answers to questions most often posed when talking about Reading Recovery. The three questions in this issue focus on the rationale for a full series of lessons, the importance of individual instruction, and the importance of full implementation. Look for more answers to questions in future issues.

We hope you will find these rapid responses helpful and appreciate the work of the trainers who write in response to the FAQs.

A Peer Coach
Reading Recovery teachers and teacher leaders have specialized knowledge that is hugely valuable for primary teachers. One way to share this knowledge is through peer coaching. The power of these interactions is clearly described by Lea McGee and Lisa Fisher as we learn about their journey in Sarasota, Florida, implementing both Reading Recovery and Literacy Lessons. The lead article by Irene Fountas and Gay Su Pinnell offers ways to expand your expertise in responsive literacy coaching as you work with primary classroom teachers. Their article offers a structure for coaching, language which facilitates change, and a rationale for active listening.

An Active Advocate
We can no longer passively accept mandates from state or federal levels. Rachael Gabriel describes a 4-part process for actively unpacking the meaning behind such mandates as part of our Distinguished Scholar Series. She uses examples of legislation from 4 different states to discuss ways that “all policy is always incomplete and imperfect” (p. 21) and describes ways to interpret legislation and demonstrate compliance yet keep within the theoretical stance of the district’s literacy program. Debra Zarling’s article provides important information relative to current challenges such as those arguing for a Simple View of Reading (SVR), followed by an important article by Robert Schwartz and colleagues using recent challenges to MSV-based approaches to literacy instruction. Finally, Billy Molasso writes about new initiatives from RRCNA including web-based resources, a new Legislative Response Team, and an invitation to join the new Community Advocacy Committee.

The articles in this issue are powerful supports for all Reading Recovery advocates. My hope is that the entire issue is read and discussed in small groups and in ongoing professional development to support this Call to Action!

Editor’s Corner
Patricia L. Scharer, Editor-in-Chief

Reading Recovery Council of North America, Board of Directors 2021–2022
President
Leslie McBane, South-Western City Schools, Columbus, OH
President-Elect
Marghan McCormick, Jackson County ISD, Jackson, MI
Vice President
Debra Rich, Saint Mary’s College, Moraga, CA
Past President
Amy Smith, Madison County Schools, Richmond, KY
Treasurer
Jeffery Williams, Solon City Schools, Solon, OH
Secretary
Kathleen Brown, Long Beach USD, Long Beach, CA
Debbie Baker, Woodford County Schools, Versailles, KY
Felicia Cumings Smith, Jefferson County Schools, Louisville, KY
Wenda Dickens, Canadian Institute of Reading Recovery, Winnipeg, Manitoba, Canada
JaNiece Elzy, Texas Woman’s University, Denton, TX
Judy Embry, University of Kentucky, Lexington, KY
Steven Foreman, Zanesville City Schools, Zanesville, OH
Rachael Gabriel, University of Connecticut, Storrs, CT
Lindy Harmon, University of Kentucky Lexington, KY
Janet Irving, Sarasota County Schools, Sarasota, FL
Laura Kingsley, Sarasota County Schools, Sarasota, FL
Carmen Lipscomb, Denton ISD, Denton, TX
Beth Magisg, Fayette County Public Schools, Lexington, KY
Allyson Matczuk, Manitoba Education & Training Early Childhood Education Unit, Winnipeg, Manitoba, Canada
Antoinette Miranda, The Ohio State University, Columbus, OH
Robert Muller, National Louis University, Chicago, IL
Lisa Pinkerton, The Ohio State University, Columbus, OH
Gay Su Pinnell, The Ohio State University, Columbus, OH
Helen Proulx, Saint James-Assiniboia School Division, Winnipeg, Manitoba, Canada
K. Journey Swafford, Georgia State University, Atlanta, GA