Contents
Spring 2022

Teaching

The Importance of Executive Function Skills in Literacy Development ........ 5
Jeffery L. Williams

Challenging Deficit Thinking in Special Education: Acceleration Possibilities in Literacy Lessons ......................... 17
Jamie R. Lipp and JaNiece Elzy

Intervention Essentials
Lessons With Emergent Bilingual Learners............................................ 27
Mary D. Fried

Professional Learning: Constructing Understanding ................................. 29
Elizabeth L. Kaye and Allyson Matczuk

The Annual National Evaluation of Reading Recovery ............................... 31
Mary Anne Doyle

Where Are They Now? .............................................................................. 33
Kris Piotrowski

Implementation

Distinguished Scholar Series
An Examination of Dyslexia Research and Instruction With Policy Implications .............................................. 35
Peter Johnston and Donna Scanlon

Research

Susan A. Mauck and Jeffrey B. Brymer-Bashore

Team Members Share Value of Improvement Science Hub Work ............. 68
Jennifer Flight and Amy Smith

continued
Contents

RRCNA

President’s Message
Working Together to Clean Up the Literacy Landscape ......................... 70
Leslie McBane

Executive Director’s Message
Doing Whatever It Takes to Serve Our Students’ Needs ......................... 72
Billy Molasso

Other Council News ................................................................. 73
2021–2022 RRCNA Board of Directors
Connect With Reading Recovery Teachers on Meta
Community Forum Offers You Exclusive Access
Reserve Your Room for TLI in Louisville
LitCon: Incredible Professional Development From Our Screens to Yours
LitCon Professional Development Awards
Teacher Leader Training Awards

The Last Word ................................................................. 80

Advertising Index
Heinemann ................................................................. inside back cover
RRCNA Associate Members ............................................. 76
Our spring 2022 issue is packed with learning opportunities for JRR readers. I’m so excited about the content that I’m going to challenge readers to create opportunities to both read and discuss an article or even the entire issue with colleagues — perhaps in class, or over coffee, or even via FaceTime! Jeff Williams takes the lead this issue with a thought-provoking article on executive function, high-level organizational skills. Williams makes important links between Clay’s theories and recent scholars who are studying and documenting the relationship between executive function and literacy development.

Next, Jamie Lipp and JaNiece Elzy argue against deficit theory by demonstrating the progress of Literacy Lessons™ students whose learning is accelerated by individual lessons with trained Literacy Lessons intervention specialists. Why slow down the curriculum when students are able to accelerate their learning via lessons planned to meet their individual needs?

Three new Intervention Essentials follow about working with children who are emergent bilinguals; the importance of live, face-to-face learning sessions for literacy professionals; and the rationale for collecting data on each Reading Recovery® student to maintain the fidelity of implementation of Reading Recovery standards. We hope that readers are informed by this series of 2-page articles and are finding them useful to distribute to colleagues and administrators to enhance their understanding of Reading Recovery. Let us know how you are involving the pieces in your advocacy work and be sure to request a specific topic or two!

The latest Distinguish Scholar Series article is by literacy scholars, Peter Johnston and Donna Scanlon. Originally published by the Literacy Research Association, we are so pleased to have permission to reprint the 12 questions and answers that Johnston and Scanlon wrote about dyslexia. These questions and answers will surely spark conversations with colleagues and administrators as well as inform district policy.

In our upcoming fall issue, we will be printing a speech given by Marie Clay in 1986. The speech was found recently in typed format with Clay’s handwritten notes. It’s an opportunity for the past to inform the present! Inspired by this find, the JRR editors are posting a Call for Manuscripts. Please email me at the address below with your ideas.
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, as well as an abstract of not more than 250 words.

For questions about or help with the submission process, email vfox@readingrecovery.org.

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