Welcome to the Journal of Classroom Research in Literacy 2020!

With great pleasure, we welcome you to the 10th issue of the Journal of Classroom Research in Literacy. The three articles in this issue provide you with multiple perspectives on teaching literacy—views from a French Immersion kindergarten classroom, a school library and an after-school tutoring setting. All articles tell stories about the teacher-researchers’ practice. Sandra Morassuti describes two of her senior kindergarten students’ reactions to the portrayal of wolves in folktales, showing how the two students’ perspectives of animals changed when they were provided nonfiction portrayals and read the folktales using a critical literacy perspective. Fatma Faraj presents her collaborative experiences with teachers in a middle school context. She shows how students’ literacy learning is supported through collaborative relationships where a teacher-librarian and teachers are engaged in cooperative planning and team teaching. Toan Nguyen tells the story of a six-week paired reading program that he integrated into his after-school tutoring. He shows how the paired reading experience contributed to a nine-year old student’s fluency and motivation to read.

We hope that you will find all the three articles to be inspiring and informative to your own work with students and colleagues.

The 2020 JCRL Editorial Team (top row, from left): Alicja Wysocka, Shelley Stagg Peterson, Grace Chan; (second row, from left): Bryan Wright, Newton Ranaweera