As Reading Recovery educators, we know the value of shared information to solve problems. We use it daily for hard-to-teach students and for resolving implementation issues at schools and training sites. On a national scale, we have shared information and developed strategies to maintain the schools’ ability to adopt Reading Recovery for professional development and to offer this proven early literacy intervention for struggling beginning readers.

Recently, Reading Recovery advocates in several states have seen action by the state departments of education to develop lists of approved interventions, assessments, and professional development programs. These actions are in connection with a few different initiatives that include Common Core State Standards (CCSS), the third-grade guarantee, and plans for response to intervention (RTI).

Many states are attempting to ensure their students meet CCSS that have been adopted by 46 states across the nation. These standards spell out the knowledge and skills students should have in the K–12 academic years so that all students are college and career ready at the end of high school.

In more than 30 states, legislatures have passed some form of third-grade reading guarantee that requires children be retained if they do not achieve proficiency requirements. In other states, the evolution of the state plan for response to intervention, part of the 2004 Individuals with Disabilities Education Act, includes new reviews of assessments and interventions for state approval or recommendation.

Last fall, several states including Ohio, Iowa, and Colorado issued requests for proposals (RFPs) to publishers to submit information so they could be included on an approved list that would make them eligible for state literacy funding. The RFPs for intervention information, assessment information, and professional development were released in December—just before Christmas—and had short turn-around times.

Though we do not know the impact that state “lists” will have on Reading Recovery implementation, we do know that some language and requirements are not consistent with successful Reading Recovery implementation. In some cases, the list of assessments for RTI does not include *An Observation Survey of Early Literacy Achievement* (Clay, 2005) and may be limited to only those assessments provided from one vendor.

Staying informed about national and state initiatives is critical because these regulations and lists influence Reading Recovery’s access and ability to qualify for funding. With the help of RRCNA, university training cen-

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information available that may be useful to local and state advocates. For example, the white paper on Common Core State Standards and Reading Recovery has been updated on the RRCNA website. An article by Jeff Williams, an Ohio teacher leader and literacy coach, is included on pages 15–25 in this publication. “Common Ground: Reading Recovery and the Common Core State Standards” explores how CCSS implementation will likely influence classroom instruction and provides answers to questions that teachers and administrators might have about Reading Recovery in the context of the Common Core. More information for local and state advocates will be available as it is developed.

The Reading Recovery network in North America has a long and successful history of working collaboratively to respond to changes in educational trends and funding sources. RRCNA, in collaboration with Reading Recovery trainers, teacher leaders, teachers, school and district administrators, and partners, has successfully applied for federal funding, responded to critics, and developed materials that address current educational initiatives and issues. With the current emphasis on state-level initiatives and actions, you can look to the Reading Recovery network, including the leadership of RRCNA, to support the efforts in your state to maintain Reading Recovery’s viability and effectiveness.

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