

Reading Recovery[®] and Common Core State Standards

EXECUTIVE SUMMARY



Many states are moving forward with the implementation of the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. These Standards define knowledge and skills students need during their K–12 school years in order to be college and career ready at the end of high school. Although the Standards do not define specific methods or programs, an effective early intervention is critical for students already struggling with literacy learning.

Reading Recovery is a research- and evidence-based first-grade reading intervention that brings the majority of students with a complete intervention to grade-level performance within 12 to 20 weeks of daily 30-minute lessons. **By helping struggling readers quickly catch up with their peers in Grade 1, Reading Recovery plays a vital role in ensuring that students can benefit from instruction at every subsequent grade level.**

Reading Recovery Supports the Intent of the Standards

Students are expected to meet grade-specific standards.

Reading Recovery assessment and instruction address many of the specific standards for kindergarten and first grade, particularly foundational skills needed to ensure early literacy success.

The focus is on results rather than means.

Literacy outcomes for every Reading Recovery student are collected, analyzed, and reported annually. Results are consistently compelling and are validated by the USDE's What Works Clearinghouse.

Teachers are free to use their professional judgment and experience to meet goals.

Reading Recovery teachers are highly skilled in differentiating instruction to meet the unique and changing needs of each individual child. With intensive training and ongoing professional development, teachers have the knowledge and tools proven to increase student learning.

The Standards present an integrated model of literacy.

The one-to-one Reading Recovery lessons provide natural integration of the Standards' literacy strands: Reading, Writing, Speaking and Listening, and Language.

Literacy instruction is a shared responsibility within the school.

Reading Recovery works within a comprehensive literacy plan in schools, supplementing high-quality classroom instruction in Grade 1.

The Standards call for "a staircase of increasing text complexity."

In a short series of daily lessons, Reading Recovery students move up a steep gradient of text difficulty to more-complex and challenging texts.

The Standards place special emphasis on informational text.

Reading Recovery students read books that represent a range of styles and genres, including informational text.

The Standards seek to "improve access to rigorous academic content standards for students with disabilities."

Reading Recovery meets the goals of response to intervention (RTI) — to provide early intervention for children struggling with literacy learning, to monitor progress toward meeting the core standards, and to identify children who do not respond to intervention.

English language learners must have the opportunity to meet high standards.

Reading Recovery outcomes for English language learners match the large gains shown by native English speakers.

Visit the RRCNA website and download a detailed account of how Reading Recovery supports the goals of the Common Core State Standards, including grade-specific standards. This document offers assistance to educators responsible for aligning Reading Recovery with the goals of the Standards.
http://www.readingrecovery.org/rrcna/advocacy/common_core.asp

Download a copy of the Common Core State Standards
<http://www.corestandards.org/the-standards>