NEW! Being a Reader™

Grades K–2

CCC Collaborative Literacy™, Grades K–6

Empowering teachers. Inspiring students.
Our Hopes for Children and Schools

The children who walk through the doors of our schools will become the care-takers of our democracy, our economy, our culture, and even our aging selves. In order to fill these roles, our students must be educated to thrive, and, in turn, to contribute to a thriving society.

There is no single set of skills or a bulleted list of facts to memorize, but an interconnected field of social, emotional, and academic competencies that students will need to develop, use, and practice as they grow. They need critical-thinking skills and strategies to synthesize and employ an ever-expanding array of information. And they need compassion and empathy to work with one another to solve the problems that dwell on our horizon.

The teachers who cultivate and refine this learning face extraordinary obstacles. They must grapple with rapidly changing, high-stakes tests that govern what is taught and how teachers are evaluated. Many work in underserved schools that don’t have the resources they need.

The Center for the Collaborative Classroom was founded to meet these challenges. We seek to provide schools and teachers with the support and tools they need to help children develop into highly literate adults who think critically and learn from, care for, and respect one another.
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“The Center for the Collaborative Classroom is professionally responsible and professionally respectful of teachers and learners.”

— P. David Pearson
Being a Reader™, Grades K–2

Building Foundations for Reading Success

The Being a Reader program is a beginning reading curriculum designed to help all students learn the foundational skills and strategies required for reading success. The first program of its kind, Being a Reader integrates reading instruction with the social learning needed to build a caring classroom community. This research-based curriculum teaches foundational skills in the context of rich literacy experiences that foster students’ growth as responsible, caring, and collaborative people. Comprised of 30 weeks of instruction per grade level, this program combines the strengths of whole-class and small-group instruction to develop confident readers who love to read, understand what they read, and can discuss their ideas and opinions with others.

Continuum of Early Reading Development

Children acquire literacy at different rates. The Being a Reader program is designed to meet students where they are academically. The combination of whole-class instruction with differentiated small groups provides a complete environment for student growth in all aspects of literacy.

Whole-class Literacy and Language Experiences

In kindergarten and grade 1, shared reading develops concepts of print, builds phonological awareness, and fosters oral fluency and a love of books and poetry. In grade 2, whole-class instruction shifts to focus on word analysis. Students encounter polysyllabic word analysis instruction (base words and affixes), which is vital for reading content-area texts in later grades.

Small-group Reading with Differentiated Instruction

Designed to meet students' individual needs, all Being a Reader small-group instruction is organized around high-quality, carefully selected fiction and nonfiction in a variety of genres, assembled into 12 sets of books. The books in each set are similarly leveled, and the sets increase in sophistication and complexity.

Each grade-level package includes sets covering a range of reading levels to facilitate differentiated instruction. Small-group lessons target either emerging readers or developing readers.

Emerging readers, who are just beginning to grasp letter–sound relationships and the conventions of written English, read texts that have been specially written to match a scope and sequence of phonics and high-frequency word instruction. These texts were carefully created to include natural-sounding language, plot and character development, fiction and nonfiction topics appropriate for young students, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics and decoding, and high-frequency word recognition, but the goal is always to make sense of what the students read.

Developing readers are ready to practice, apply, and expand a wide array of reading tools and strategies, some of which were informally introduced in lessons for emerging readers. Developing readers continue to read appropriately leveled texts in differentiated groups, but the focus of instruction shifts to developing fluency and using reading strategies to make meaning of increasingly complex text.
Assessment to Inform Instruction
Teachers use ongoing assessment to place students in small groups, monitor individual growth, and track emerging readers’ mastery of foundational skills. Formal and informal assessments help the teacher tailor instruction to students’ individual needs.

Independent Work
Successful small-group instruction depends on students’ ability to develop the motivation and stamina to work independently when the teacher is working with a small group. Being a Reader includes explicit instruction and ample practice so students can develop independent work habits in the first 4–6 weeks of school. It also includes follow-up instruction throughout the year. Independent work is an opportunity for students to choose what they will do and develop responsibility for their learning and behavior.

Handwriting: Grades K and 1
Being a Reader includes instruction in handwriting, focusing on: posture, pencil grip, and paper position; capital and lowercase letter formation; and writing words and sentences.

Spelling Instruction: Grades 1 and 2
Spelling instruction in grade 1 coordinates with phonics and decoding instruction; as students learn to read words, they learn to write them. Spelling instruction in grade 2 follows the sequence of Word Study lessons. Spelling includes high-frequency words.

Teacher Support
The Being a Reader program is also designed to help teachers hone their skills as teachers of reading. Detailed, easy-to-follow lesson plans include suggestions for facilitating discussions, assessing the whole class and small groups, and conferring with students. Notes throughout the lessons explain the pedagogy underlying activities and suggest ways to adapt and extend instruction.

Flexible Packaging
Flexible packaging allows teachers to augment their purchase of Small-group Reading materials to meet the unique needs of their classrooms. For help selecting additional sets, contact your local CCC Education Consultant at collaborativeclassroom.org/education-consultants.

Photo courtesy of Marissa Moss/P.K. Yonge Developmental Research School
Program Structure

Grounded in the latest research, Being a Reader™ combines the best of whole-class and small-group reading instruction in a balanced way to help all students succeed academically and socially as part of a learning community.

Whole-class Instruction and Independent Work: Grades K and 1

In kindergarten and grade 1, whole-class instruction occurs 4 days per week for 30 weeks. Instruction focuses on shared reading, handwriting, and developing independent work habits.

- During **Shared Reading** lessons, students listen to and participate in reading and rereading engaging poems and big books (15 big books and 15 poems per grade). There are 3 days of Shared Reading per week. Instruction focuses on building the classroom community and essential aspects of early literacy, like concepts of print, phonological awareness, letter and high-frequency word recognition, comprehension, and developing a love of language.

- **Handwriting** lessons occur 1 day per week (30 weeks for kindergarten and 20 weeks for grade 1). They follow a clearly defined sequence. Students initially learn the stroke sequence during a whole-class lesson and then apply what they have learned in their Handwriting Notebooks.

- **Independent Work** lessons occur 5 days per week during the first few weeks of the year (6–8 weeks in kindergarten, 4–8 weeks in grade 1). In these lessons, students learn why independent reading and writing are important to their growth. Throughout the year they have ample opportunities to practice independent work habits for reading, writing, and word work while the teacher works with small groups or individuals.

Whole-class Instruction and Independent Work: Grade 2

In grade 2, whole-class instruction occurs 4 days per week for 30 weeks. Instruction focuses on word study, spelling, and developing independent work habits.

- During **Word Study** lessons, students explore polysyllabic words by focusing on word parts. The year begins with a review of complex vowels, base words, and inflectional endings. Meaningful prefixes and suffixes are introduced throughout the year along with common syllable types. Whole-class, partner, and individual word sorts allow students to explore common syllable patterns.

- **Guided Spelling** lessons allow students to explore the connection between decoding and encoding. Optional spelling memory lists that correspond with the weekly sorts are provided.

- **Independent Work** lessons occur 5 days per week during the first 4–6 weeks of the year. Students learn why independent reading and writing are important to their growth. They practice independent work habits for reading, writing, and word work. Throughout the year students apply what they learn to meaningful independent work while the teacher works with small groups or individuals.
Small-group Instruction: Grades K–2

Students in all three grades receive differentiated reading instruction in small groups. Teachers group students according to where they are on the continuum of reading development, regardless of grade level, and ongoing assessment informs grouping and regrouping. During Small-group Reading lessons, students read fiction and nonfiction books representing a variety of genres. Small-group books are organized in 12 sets that each have a corresponding Teacher’s Manual. Each set provides 6 copies of each title. The sets, packaged by grade level, represent the most likely range of reading levels in K–2 classrooms as determined by the Common Core and other state standards for foundational reading skills.

Aimed at emerging readers, Book Sets 1–5 include 68 controlled-vocabulary (or hybrid) texts specifically developed on a scope and sequence of spelling-sounds and high-frequency words. The lessons offer rich opportunities for comprehension activities, such as retelling and making inferences.

Aimed at developing readers, Book Sets 6–12 include 38 leveled trade books and 5 controlled-vocabulary texts. The books include fiction and informational texts selected to teach fluency, text features, and more advanced comprehension strategies.

To see a list of the literature included in each grade-level package, visit collaborativeclassroom.org/being-a-reader.
What’s Included

Print Components

Teacher’s Manual
In kindergarten and grade 1 the Teacher's Manual provides whole-class instruction for 30 weeks of Shared Reading lessons per grade level for big books and poems; 4–8 weeks of Independent Work lessons and 4–6 weeks of Independent Work lessons. The detailed, easy-to-follow lesson plans clearly and concisely guide teachers through each day’s instruction for the whole class, offering students real reading experiences from the start while focusing on grade-level-appropriate strategies. Professional development videos are included at the point of need, accessible via 2D barcodes.

Small-group Teacher’s Manuals
Each of the 12 Small-group Reading Book Sets has a corresponding Small-group Teacher’s Manual, which guides the teacher in leading Small-group Reading lessons. Depending on the level, instruction addresses phonics, high-frequency words, comprehension, fluency, self-monitoring and self-correcting, and independent thinking.

Assessment Resource Book
The Assessment Resource Book helps teachers place students in small groups, monitor individual growth, and assess emerging readers’ mastery of foundational skills and strategies. Ongoing formal and informal assessments help the teacher tailor instruction to each student’s needs.

Handwriting Notebook (grades K–1)
The Handwriting Notebook gives students the opportunity to practice letter formation and write words and sentences.

Word Study Notebook (grade 2)
In the Word Study Notebook, students encounter and analyze words and parts of words with word sorts, weekly spelling practice, and a high-frequency word dictionary.

Small-group Reading Book Sets 1–12
Books for small-group reading include fiction and nonfiction titles organized into 12 sets according to reading level. Each set contains 6 copies of each title. Aimed at emerging readers, Book Sets 1–5 comprise 68 controlled-vocabulary texts that are coordinated with the sequence of phonics and high-frequency word instruction. These texts were carefully developed to contain natural-sounding language and high-quality illustrations. Aimed at developing readers, Book Sets 6–12 include 38 leveled trade books and 5 controlled-vocabulary books.

Read-aloud Trade Books
In kindergarten and grade 1, whole-class shared reading includes 15 big books at each grade. In grade 2, 3 trade books offer periodic shared reading to connect word study with literature.

 Alphabet Wall Cards (grades K–1)
High-frequency Word Cards (grades K–1)
Sound Cards (grades K–1)
These cards are used to review high-frequency words and spelling-sounds, and provide picture mnemonics for the alphabet.
Digital Components

Digital Teacher’s Set
The whole-class Teacher’s Manual, Small-group Teacher’s Manuals, and Assessment Resource Book are available on the web, as well as most iPad and Android tablets, as a Digital Teacher’s Set.

Digital Texts
Digital versions of the controlled-vocabulary texts for emerging readers help reinforce early learning by providing abundant practice opportunities.

CCC ClassView™ Assessment App
Teachers can record, sort, synthesize, and report assessment data for individual students and the whole class using the CCC ClassView app.

Online Tutorials
These tutorials provide teachers with professional development and ways to thoughtfully integrate technology with Being a Reader lessons.

Spelling-Sound Chart
(grades 1–2)
This chart provides picture mnemonics for complex vowels and related spellings.

Dry-erase Markers and Wipe-off Boards
The teacher models writing letters and words, and students follow along and practice on individual wipe-off boards.

CCC Learning Hub
The Being a Reader program includes five years of access to the CCC Learning Hub, an online repository of resources, including interactive whiteboard activities, technology tutorials, blackline masters, and consumable teacher and student materials.

TRY IT OUT!
Start a free digital trial to explore the program at ccclearninghub.org.

For samples, correlations to standards, and ordering information, visit collaborativeclassroom.org.
Research Basis

The Being a Reader™ program is designed to help all students learn to read well and to love reading. Carefully developed whole-class and small-group lessons provide skill and strategy instruction that fosters a caring classroom community and meets students’ instructional needs—no matter where they are in their development as readers.

Best Practices in Early Reading Instruction

Being a Reader is the first program of its kind to situate foundational reading skills instruction in the context of rich literacy experiences that foster students’ growth as responsible, caring, and collaborative people.

Effective reading instruction motivates students to learn foundational skills so that they can read and comprehend engaging texts. The team that created Being a Reader read widely from recent research and theory, including work by Don Holdaway, P. David Pearson, Donald R. Bear and Marcia Invernizzi, Regi Routman, Irene Fountas and Gay Su Pinnell, Marilyn Adams, Timothy Rasinski, and Isabel Beck.

The program wed research in best practices into a coherent literacy curriculum of mutually supportive parts, including:

- Shared reading experiences that develop students’ capacity to explore, learn from, and enjoy language
- Phonics instruction that is systematic and applied immediately by reading connected text
- Small-group work that supports students as they read increasingly complex text with teacher support
- Word study that teaches skills and develops enthusiasm for thinking about how words work
- Fluency instruction to support comprehension and engagement
- Independent work instruction that provides the tools and motivation for students to work responsibly and productively

Photo by Jeff Allen
Assessment

Assessment resources in the Being a Reader program help teachers evaluate class progress as a whole and provide guidance for grouping and regrouping students for differentiated small-group work. Assessment tools are designed to identify student strengths, note areas where improvement is needed, and facilitate conferring with students about their progress. For phonics, decoding, and high-frequency word instruction, periodic assessment both informs the pacing of instruction and identifies students who may need monitoring or extra support.*

Assessment Resource Book

The Being a Reader Assessment Resource Book, available in print and digital versions, addresses reading readiness, placement in small groups, handwriting, independent work, word study, and social skills. Specific assessments vary by grade level.

Placement Assessments for Differentiated Instruction

The Small-group Reading Placement Assessment helps to identify a point of entry into the first five sets of student books and corresponding Small-group Teacher’s Manuals.

Whole-class Assessments

• Class Assessment Notes
• Independent Work Checklist
• Social Skills Assessment
• Handwriting Assessment
• Grade 2 Word Study Progress Assessments

Small-group Reading Progress Assessments

For Emerging Readers in Small-group Book Sets 1–5
• Group Progress Assessments
• Individual Reading Observation
• Mastery Tests

For Developing Readers in Small-group Book Sets 6–12
• Group Progress Assessments
• Individual Reading Observation

Digital Assessment Tools

• In the Digital Teacher’s Set, links to assessment resources appear at point of use.
• The CCC ClassView™ assessment app makes it easy to record and organize assessment results for the whole class and individual students.
  - Digital forms for capturing student growth
  - Student profiles showing progress over time
  - Aggregation of formative assessment data
• Assessment forms are available as printable PDFs on the CCC Learning Hub.

* SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Beginning and Extension Levels, also published by the Center for the Collaborative Classroom, are coordinated with the scope and sequence of phonics and high-frequency word instruction in Being a Reader, and can serve as Tier II or Tier III intervention for students in need of additional support.
Integrating Social and Academic Development

Research shows that developing social competencies not only prepares students to be productive contributors to learning experiences, but also increases their capacity to learn. Teachers in Collaborative Classrooms integrate social development into the fabric of classroom life. The success of instruction depends upon the students’ ability to develop strong social skills and work together. It’s vital that they learn how to agree and disagree respectfully, give thoughtful feedback, share resources, and resolve conflicts. Students benefit from learning to empathize, advocate for themselves, and take care of one another. These are essential life skills that help prepare students to become engaged adults who understand what it takes to work collaboratively.

Students Learn to Work Together

Being a Reader lessons are designed to help teachers intentionally weave the academic and social curricula together. Open-ended questions and facilitation tips provide support for promoting classroom discourse that makes student thinking and learning visible. Likewise, the program includes assessment tools to gauge progress in social skills. The whole-class Social Skills Assessment provides a summary of how students are doing with the social structures included in the program, and Group Progress Assessments for Small-group Reading also document progress toward social skills goals.

Throughout the program, students have frequent opportunities to work collaboratively with partners or in small groups. In Small-group Reading, for example, students discuss the texts they are reading with partners and groups, and they practice listening carefully and taking turns when they participate in discussions and take part in readers’ theater activities.

Building Community

Frequent community-building activities and guided partner work are integrated into the Being a Reader program. This instruction expands the students’ sense of belonging, autonomy, and competence, and gives them an ethical understanding of what it means to be a member of a community.

Students learn to:

- Listen to one another
- Solve problems together
- Share books and materials fairly
- Use prompts to extend thinking and talking
- Disagree respectfully
- Give and ask for help
- Include others in work and discussions
- Reach agreement before making decisions
- Ask for and receive feedback

Photo courtesy of Marissa Moss/P.K. Yonge Developmental Research School
Addressing the Standards

The goal of *Being a Reader* is to help all students read fluently and with comprehension by the end of grade 2. The program was developed with reading standards in mind and includes systematic instruction in print concepts, phonological awareness, phonics and decoding, and high-frequency words. Students read for comprehension and gradually develop fluency as they gain automaticity. Starting in grade 2, *Being a Reader* incorporates targeted instruction in word study skills and polysyllabic decoding, with an emphasis on reading words with inflectional endings, prefixes, derivational suffixes, and common syllable patterns.

**Reading Comprehension**
The most important instructional goal of the *Being a Reader* program is teaching students to read with comprehension. From the first Shared Reading lesson in kindergarten through the last lesson in Small-group Reading Book Set 12, students are guided to think carefully about what they read, to identify important ideas, to understand why characters act as they do or why events happen, and to connect their own experiences to the texts that they encounter.

**Foundational Writing Skills**
With time each day for independent writing, *Being a Reader* supports beginning writers by providing instruction and practice in handwriting and letter formation in kindergarten and grade 1. Guided Spelling lessons help children apply what they learn in phonics, decoding, and word study to their own writing.

**Speaking and Listening**
In the *Being a Reader* program, students engage in a variety of oral language activities throughout each day. They listen to and participate in oral readings of stories, poems, chants, and songs; discuss the texts they are reading with the whole class and with partners; and have the opportunity to practice oral reading fluency as they perform their favorite story scenes with readers’ theater activities.

**Vocabulary Acquisition**
For students to read with comprehension, they must be able to understand the vocabulary they encounter in texts. Each lesson in *Being a Reader* identifies vocabulary that may be challenging for young students and English Language Learners (ELLs).

**Comprehension and Collaboration**
*Being a Reader* incorporates social objectives that help create a climate in which rigorous learning can occur. Regular use of cooperative structures encourages each student to take responsibility for successful classroom interactions and make meaningful contributions to discussions. Collaboration is built into the fabric of the *Being a Reader* program. Students practice working together cooperatively, develop habits and stamina for independent work, appreciate and build on others’ ideas, share materials fairly, resolve conflicts, and take responsibility for their own learning.
Professional Learning

The Center for the Collaborative Classroom nurtures continuous professional learning that empowers teachers to transform classrooms, build school communities, and inspire the academic and social growth of children. We offer a truly “blended” model that provides opportunities for teachers to learn by themselves, in professional learning communities, online, and with in-person coaching and support.
Professional Learning Built into the Curriculum

Program Materials
Our programs are constructed so that teachers have opportunities to learn new teaching strategies as well as deepen their content knowledge. Programs are structured for teachers to learn:
• Cooperative structures that effectively deepen student thinking and engagement
• Facilitation techniques to support student thinking, discussion, and interaction
• Strategies for developing and planning lessons that put student thinking and engagement at the center of instruction
• Ways to integrate academic and social development

Teacher’s Materials
Our programs support teachers with embedded notes and facilitation techniques that increase in complexity throughout the school year. Teachers learn to be observant, make effective judgments, and build a knowledge base about student learning. Some programs also provide access to digital versions of the program’s materials that provide an array of resources and professional learning support.

Online Courses
Our online courses offer opportunities for teachers to get an overview (currently available for Being a Writer and Making Meaning) of the curriculum and to gather support for effectively teaching the programs. Learn more at ccclearninghub.org.

Webinars and Downloadable Resources
We offer a comprehensive selection of webinars for teachers, principals, and coaches; they can participate in real time or watch our library of archived sessions.

We publish regular blog posts that focus on classroom practice and typically reflect the experiences of teachers in Collaborative Classrooms in the field.

Our website contains a wide range of downloadable resources, including videos, staff meeting agendas, and assessment forms. For more information, visit collaborativeclassroom.org.

Support Visits for Professional Learning
Consultants from the Center for the Collaborative Classroom include former teachers, principals, coaches, and district administrators who have extensive experience working in schools and school districts. They are deeply steeped in the pedagogy of the Collaborative Classroom and provide a wide range of professional learning experiences for schools and districts.

Support visits are typically part of a holistic school or district professional learning plan. Services may include:
• Interactive workshops
• In-classroom coaching
• Professional learning community support
• Lesson study
• Model lessons

Assessing Progress
Assessing the growth of teachers’ learning is a critical element of implementing the Collaborative Classroom. As part of a district or school implementation, our consultants can provide:

• Mid-year optional feedback and check-ins (Assessment)
  - Consultations with school/district leadership
  - Feedback on classroom practice
  - A revised course-of-action and professional learning plan
• An end-of-year assessment
  - A review survey at an end-of-year meeting
  - Surveys for teachers
  - Student assessment
  - A progress reflection tool

For samples, correlations to standards, and ordering information, visit collaborativeclassroom.org.
CCC Collaborative Literacy™, Grades K–6

CCC Collaborative Literacy is a powerful way to organize literacy instruction. The innovative modular programs that make up the Collaborative Literacy suite—Being a Reader™, Being a Writer™, and Making Meaning®—foster students’ ongoing development as readers, writers, and caring members of the classroom community. Together, the modules that make up the Collaborative Literacy suite address the core skills traditionally taught in the language arts block while transforming the learning environment into one that is student centered. Collaborative Literacy offers an alternative to traditional textbook instruction through the power of the Collaborative Classroom.

How It Works
Students develop literacy as a result of multiple experiences with authentic literature. Students hear literature read aloud and have daily opportunities to read, write, and discuss ideas in response to texts. The CCC Collaborative Literacy program provides coordinated reading and writing instruction that addresses the full recommended daily language arts block for kindergarten to grade 6:

- 30 weeks of instruction per year
- 120-minute language arts block recommended for kindergarten
- 150-minute language arts block recommended for grades 1–6, including Individualized Daily Reading (IDR)

Implementation Guide
The CCC Collaborative Literacy suite of programs includes an Implementation Guide* for planning and pacing lessons based on the length of a teacher’s language arts block. It shows teachers how to use all three program modules—Being a Reader, Making Meaning, and Being a Writer—in a single classroom.

* You can download the Implementation Guide at collaborativeclassroom.org/collaborativeliteracy.
Reading Comprehension Module

Making Meaning®, Grades K–6

The third edition of the Making Meaning program provides a full year of research-based instruction for grades K–6 that helps teachers deepen their understanding of best practices for teaching comprehension and vocabulary. Support for professional learning is built into the program so that teachers are fully equipped to meet students where they are and help them develop into confident, proficient readers. Embedded videos are provided at point of need to scaffold teachers’ use of facilitation techniques. These practices lead students to collaborate with one another and have conversations about topics, texts, and ideas that matter.

Program Highlights

Trade Books as Mentor Texts
Selected read-aloud trade books provided with the program (16–31 per grade level) allow students to listen to and discuss big ideas in texts.

Integration of Social Skills
Each lesson has social objectives that help to create a climate in which rigorous learning can occur. Objectives include working together cooperatively, appreciating others’ ideas, disagreeing respectfully, and taking responsibility for one’s learning.

Complex Texts and Close Reading
Throughout the program, students read a wide variety of high-quality, increasingly complex texts across disciplines and genres.

Vocabulary Development
Vocabulary lessons teach high-utility words from the program’s read-aloud texts, along with strategies for unlocking word meanings in daily reading.

Individualized Daily Reading
The program includes practice applying comprehension strategies to students’ independent reading.

Reading Assessment Preparation Guide
This guide provides scaffolded practice with the Common Core and other state performance-based assessments.

Digital Teacher’s Set
Each grade level includes access to digital versions of printed teacher’s materials.

Professional Development Videos
Embedded at point of use, more than 50 professional development videos demonstrate instructional techniques and model conferring and facilitation tips.

CCC Learning Hub
This website gives teachers access to interactive whiteboard activities, technology tutorials that help teachers integrate technology into instruction, printable PDFs of teacher and student materials, and professional development media.

CCC ClassView™ Assessment App
The CCC ClassView app provides expanded assessments for the beginning and end of the year, each unit, social skills development, affective and metacognitive growth, and student self-assessment. Teachers can use the app to capture, store, and present student data and use the information to inform their instruction.
Writing Module

Being a Writer™, Grades K–6

The Being a Writer program offers student-centered, deeply interactive instruction for students in grades K–6. Its dual goals—fostering students’ growth as skilled writers and as caring members of the community—make Being a Writer unique among writing curricula. The program integrates close reading of exemplar texts, critical thinking about texts, and authentic writing for various purposes and audiences. Embedded professional development helps teachers implement best practices.

Program Highlights

Workshop Model
Based on the workshop model, the Being a Writer program embraces the writing process and craft using experienced authors as a model for developing an idea or story.

Integration of Social Skills
Being a Writer integrates the development of writing as a skill and craft with the development of the social and ethical values of a responsible person.

Mentor Texts
At each grade level, 14–30 trade books provide immersion in different genres through exemplary writing.

Collaborative Classroom Practices
• Teacher and peer conferences
• Collaborative writing tasks
• Writing for authentic audiences
• Writing daily with a choice of topics

Teacher as Writer
Each unit offers exercises that help teachers develop their own writing skills.

Language Skills Mini-lessons
Skill instruction and practice in grammar, usage, and mechanics can be taught in the suggested sequence or at the teacher’s discretion at an identified point of need (grades 1–6).

Writing Performance Task Preparation Guide
This guide provides practice activities for narrative, informative/explanatory, and opinion writing performance tasks that students must complete as part of the Common Core and other state standards’ writing assessments.

Digital Teacher’s Set
Each grade level includes access to a collection of digital versions of printed teacher’s materials.

Professional Development Videos
Embedded at point of use, professional development videos demonstrate instructional techniques and model conferring and facilitation tips.

CCC Learning Hub
This website gives teachers access to more than 1,000 interactive whiteboard activities, technology tutorials that are integrated with the lessons, printable PDFs of teacher and student materials, writing performance task stimulus materials, and professional development media.

CCC ClassView™ Assessment App
The CCC ClassView app provides assessments for the beginning and end of the year, each unit, social skills development, affective and metacognitive growth, language skills development, and student self-assessment. Teachers can use the app to capture, store, and present student data and use the information to inform their instruction.
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Learn More About Being a Reader!

Learn more about the Being a Reader program at collaborativeclassroom.org/being-a-reader.

**Try It Out**
Preview program materials, assessment forms, and PD videos at cclearninghub.org.

**Explore More**
Examine Being a Reader instruction and get an in-depth look at Small-group Reading at collaborativeclassroom.org/being-a-reader.

**Our Pedagogy**
Find tools to help develop your own Collaborative Classroom at inside.collaborativeclassroom.org.

**Learn with Us**
Join us for a day of professional learning with other educators from across the country; visit events.collaborativeclassroom.org.

**Start a Pilot**
Contact your CCC Education Consultant to establish a pilot at your school or district. Find your representative at collaborativeclassroom.org/education-consultants.