Welcome to Center for the Collaborative Classroom and the *Being a Reader* program. *Being a Reader* includes print and digital components that support you in planning, delivering, and assessing high-quality early reading instruction for kindergarten through grade 2. Embedded professional learning makes *Being a Reader* a curriculum to teach with and learn from.

Look inside for six easy steps to get you started on the professional learning path that is built into the *Being a Reader* curriculum. You will find a complete description of your print components and directions for accessing the program’s digital resources.

1. **Get to Know Your Print Materials**
2. **Get an Overview of the Program**
3. **Locate Special Features in Your Teacher’s Manual**
4. **Become Acquainted with Your Digital Resources**
5. **Get Started Using the CCC ClassView™ App**
6. **View Your Digital Teacher’s Set**
Get to Know Your Print Materials

Exploring your Being a Reader print materials is the first step in understanding the unique pedagogy and organization of the Being a Reader program. As you unpack your boxes, group the components into the following three categories:

- Materials for whole-group instruction
- Materials for small-group instruction
- Materials for whole- and small-group instruction

Materials for Whole-group Instruction

Teacher's Manual
(two volumes per grade; grades K–2)

Handwriting Notebook
(one class set of 25 per grade; grades K–1)

Word Study Notebook
(one class set of 25; grade 2)

Oversized read-aloud books for Shared Reading
(15 titles per grade; grades K–1)

Read-aloud books for Word Study
(three titles; grade 2)
Materials for Small-group Instruction

Small-group Teacher’s Manual
(one volume per set; Sets 1–4, grade K;
Sets 3–8, grade 1; Sets 6–12, grade 2)

Small-group Reading book sets
(six copies of each title in a reusable bag; 
Sets 1–12, dependent on grade level)

31 alphabet wall cards
(one set per grade; grades K-1)

171 high-frequency word cards
(two sets per grade; 
grades K-1)

81 sound cards
(one set per grade; 
grades K-1)

Materials for Whole- and Small-group Instruction

Spelling-Sound Chart
(one per grade; grades K-2)

Wipe-off boards and 
dry-erase markers
(one class set of 25 per grade; 
grades K-2)

Assessment Resource Book
(one volume for all grades; 
grades K-2)
Get an Overview of the Program

We know that you will have a range of reading levels in your class. Being a Reader provides the support you need to meet the needs of all of your beginning readers through a strategic mix of whole-group and small-group instruction. To find out how Being a Reader addresses this challenge, read the following pages in volume 1 of your whole-class Teacher’s Manual:

- Page xix: Program Overview
- Page xxvi: Understanding the Program
  - Shared Reading (grades K–1)
  - Independent Work (grades K–2)
  - Word Study (grade 2)
  - Guided Spelling (grade 2)
  - Handwriting (grades K–1)
  - Small-group Reading (grades K–2)

Small-group Reading Book Sets

In Being a Reader, Small-group Reading is the key to differentiating instruction. The texts for Small-group Reading are organized into 12 sets, each with a corresponding Small-group Teacher’s Manual. The sets, packaged by grade level as shown below, represent the most likely range of reading levels in K-2 classrooms. You may purchase additional Small-group Reading sets to meet the needs of your students. Visit collaborativeclassroom.org/being-a-reader to learn more.

| Kindergarten: Sets 1–4 (47 titles) |
| Set 1 | Set 2 | Set 3 | Set 4 |
| Grade 1: Sets 3–8 (56 titles) |
| Set 3 | Set 4 | Set 5 | Set 6 | Set 7 | Set 8 |
| Grade 2: Sets 6–12 (43 titles) |
| Set 6 | Set 7 | Set 8 | Set 9 | Set 10 | Set 11 | Set 12 |

Book Sets 1–5, aimed at emerging readers, include 68 texts with controlled vocabulary that are coordinated with instruction in spelling-sound associations and high-frequency words. Phonics instructed in Sets 1–5 include:

- Set 1: Short vowels and single consonants
- Set 2: Single consonants and consonant digraphs
- Set 3: Consonant blends
- Set 4: Final e and r-controlled vowels
- Set 5: Complex vowels and two-syllable decoding

Book Sets 6–12, aimed at developing readers, include 43 leveled books that have been selected to teach fluency, self-monitoring and self-correcting, generating independent thinking, and comprehension. Reading levels of the texts in Sets 6–12 are as follows:

- Set 6: DRA levels 16–20; F&P levels I, J, and K
- Set 7: DRA level 18; F&P level J
- Set 8: DRA level 20; F&P level K
- Set 9: DRA level 24; F&P level L
- Set 10: DRA level 28; F&P level M
- Set 11: DRA level 30; F&P level N
- Set 12: DRA level 34; F&P level O
### Locate Special Features in Your Teacher’s Manual

To get a sense of the special features that are built into *Being a Reader* to support your practice, page through Weeks 1–6 in your whole-class *Teacher’s Manual*. Use self-stick notes to mark the features listed below. When you have finished, compare the places in the manual you marked with the places a colleague has marked.

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#### Teacher Notes

Look for these notes in the lesson margins. They alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.

#### Cooperative Structure Icons

These icons indicate where in the lesson students work in pairs or small groups and where cooperative structures such as “Turn to Your Partner” and “Think, Pair, Share” are used.

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#### ELL Support

**Preview the Text**

- A partner-lists words book. This is the way the text is linked with your students before you read it to the whole class. You might read it aloud while pointing to and discussing the illustrations and review any difficult vocabulary.
- “Move, move” (p. 25)
- rooftops: tops of buildings (p. 14)
- El: train that moves on tracks built above a city (p. 19)
- bundled up: dressed in warm clothes (p. 18)
- a hop and skip away: close by (p. 21)
- from peak to vale: from the top of a mountain to the bottom (p. 22)
- in stride: walking or running (p. 28)

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#### Suggested Vocabulary

ELI lists that appear on top of buildings above a city (p. 14)

From peak to vale: from the top of a mountain to the bottom (p. 22)

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#### ELL Vocabulary

- English Language learners may benefit from hearing additional vocabulary defined, including:
  - as a rule: usually (p. 21)
  - rooftops: tops of buildings (p. 14)
  - bundled up: dressed in warm clothes (p. 18)
  - a hop and skip away: close by (p. 21)
  - in stride: walking or running (p. 28)

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#### 2D Barcodes

Point-of-use videos to support implementation are embedded in the *Teacher’s Manual*. Videos may be viewed by scanning the barcode with a 2D barcode reader on your smart phone or tablet. To see an example, download a free 2D barcode reader and scan this barcode to view a video.

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#### Assessment Notes

These boxed notes support you as you observe and assess the whole class, small groups, and individual students.
4 Become Acquainted with Your Digital Resources

To become acquainted with Being a Reader's digital resources, log in and explore the CCC Learning Hub.

The CCC Learning Hub is a website from which you can access all of your digital resources, including:

- Interactive whiteboard activities
- Assessment forms
- Reproducibles
- Professional development media
- Digital versions of your manuals
- The CCC Handwriting app

Log In or Create Your CCC Learning Hub Account

Go to ccclearninghub.org.

Claim your Being a Reader license.

On the CCC Learning Hub, you will find tutorials to help you get started. Select your grade level of Being a Reader to go to a page with its resources.

On the Resources page, you can view the different types of resources that are available to help you teach the program.
Get Started Using the CCC ClassView App

Get started using the CCC ClassView assessment app by launching the app and accessing your Being a Reader assessments.

CCC ClassView is an online tool that enables you to electronically collect, sort, synthesize, and report assessment data for individual students, groups, and the whole class. It can be accessed from the CCC Learning Hub or at classview.org.

View Assessments Using CCC ClassView

Open a “Class Assessment Record” sheet, which you will use to monitor class progress.

Then select the ClassView icon to view the Being a Reader assessments for your class.

Watch the video “Being a Reader: Administering a Digital Assessment” in the Professional Learning section of the CCC Learning Hub.
View Your Digital Teacher’s Set

The Digital Teacher’s Set is a collection of digital versions of the following print materials:
- Grade-specific, whole-class Teacher’s Manual
- Small-group Teacher’s Manuals
- Assessment Resource Book

With the Digital Teacher’s Set, you can:
- Plan lessons from anywhere
- Access and view lesson resources by week and day
- Select icons to link to the CCC ClassView app, interactive whiteboard activities, professional development videos, technology tutorials, and other resources on the CCC Learning Hub.

You can view your Being a Reader Digital Teacher’s Set either on the CCC Learning Hub or using the CCC Access app for iOS or Android.
Try One of the Two Ways to Access Your Digital Teacher’s Set

Select a component from the Digital Teacher’s Set list on your CCC Learning Hub Resources page.

OR

Download and install the CCC Access app for iOS or Android.

The component will open in your web browser.

You’ll be able to view components of the Digital Teacher’s Set on your tablet.

Instructions for how to download and install the CCC Access app are on the CCC Learning Hub. You can also watch this video that explains how to get started.
Blended Instructional Support

Both the print and digital components in the Being a Reader program offer a blended model of instructional support. The digital resources that accompany each classroom package enhance students’ learning experiences and help you streamline your preparation, instruction, and assessment processes. Professional learning opportunities in the form of embedded facilitation tips, teacher notes, and videos at point of use aid you in implementing the program with fidelity and facilitating collaborative classroom routines.

Print Components

- Whole-class Teacher’s Manual (grades K-2)
- Read-aloud trade books (3-15 per grade level)
- Small-group Reading sets (Sets 1-12)
  - Small-group Teacher’s Manual (one for each set)
  - 68 controlled-vocabulary texts for emerging readers (6 copies of each title)
  - 5 controlled-vocabulary texts and 48 leveled trade books for developing readers (6 copies of each title)
- Assessment Resource Book (1 volume for grades K-2)
- Handwriting Notebook (grades K-1)
- Word Study Notebook (grade 2)
- Alphabet wall cards, high-frequency word cards, and sound cards (grades K-1)
- Spelling-Sound Chart (grades K-2)
- Set of wipe-off boards and dry-erase markers (grades K-2)

Digital Components

- Digital Teacher’s Set, which includes:
  - Grade-specific, whole-class Teacher’s Manual
  - Small-group Teacher’s Manuals
  - Assessment Resource Book
- Digital versions of the student texts in Small-group Reading Sets 1-5
- CCC ClassView app
- Access to the CCC Learning Hub, which links to:
  - Interactive whiteboard activities
  - Technology tutorials
  - Blackline masters
  - Printable PDFs of teacher and student materials
  - Professional development media
- CCC Handwriting app
The CCC Collaborative Literacy suite of programs for grades K–6 is composed of three innovative modules that support students’ ability to work independently, encourage students to share their thinking with others, and foster students’ ongoing development as readers and writers. Collaborative Literacy teachers become mindful of their practice by using materials that engage and motivate students, develop critical thinkers, and promote reflection about learning and community.

Together, the modules address the core skills traditionally taught in the language arts block while transforming the learning environment into one that is student centered. Rooted in the Collaborative Classroom pedagogy, CCC Collaborative Literacy connects students’ minds and hearts by integrating rigorous literacy work with social and emotional development.

During Collaborative Literacy lessons:

**Teachers**
become mindful of their practice by using materials that engage and motivate students, develop critical thinkers, and promote reflection about learning and community.

**Students**
learn to work independently and collaboratively, respectfully share their thinking with others, and take responsibility for their learning.
Center for the Collaborative Classroom

The children who walk through the doors of our schools will become the caretakers 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, contribute to a thriving society. At Center for the Collaborative Classroom (CCC), we are helping to build classrooms that are worthy of that goal. CCC is a mission-driven, nonprofit organization committed to ensuring that all students have the opportunity to become highly literate critical thinkers who learn from, care for, and respect one another.

Learn more about our organization and programs at collaborativeclassroom.org.

Develop Collaboration

Build your own Collaborative Classroom using the tools at inside.collaborativeclassroom.org.

Explore Courses

Take advantage of our interactive, self-paced online courses on demand and at no charge. Visit collaborativeclassroom.org/online-courses.

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 local CCC Education Consultant to establish a pilot at your school or district. Visit collaborativeclassroom.org/education-consultants.

Find us on: