NEW EDITION! Making Meaning®
THIRD EDITION

CCC Collaborative Literacy™, Grades K–6

Digital Teacher's Set

Making Meaning®

Center for the Collaborative Classroom™
Empowering teachers. Inspiring students.
Our Hopes for Children and Schools

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, 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 tools, resources, or professional learning support they need.

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.
CONTENTS


Assessment .................................................................................. 3
Research Basis ............................................................................... 4
Addressing the Standards ......................................................... 5
What’s Included ........................................................................... 6
Integrating Social and Academic Development ...................... 8
Building Students’ Intrinsic Motivation .................................. 9
Professional Learning ................................................................. 10

14 CCC Collaborative Literacy, Grades K–6

Beginning Reading Module:
Being a Reader™, Grades K–2 ......................................................... 14

Writing Module:
Being a Writer™, Grades K–6 ......................................................... 15

CCC Programs in Action .............................................................. 16

“Center for the Collaborative Classroom is professionally responsible and professionally respectful of teachers and learners.”
— P. David Pearson
Comprehension and Vocabulary

The *Making Meaning* program is designed to deepen teacher understanding of effective instruction and illuminate student thinking about literature, supporting the development of critical thinking and a lifelong love of reading.

The third edition of *Making Meaning* 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.

**Comprehension Strategies**

The program teaches the following comprehension strategies:

- Using schema/Making connections
- Retelling
- Visualizing
- Wondering/Questioning
- Using text features
- Making inferences
- Determining important ideas
- Analyzing text structure
- Summarizing
- Synthesizing

**Lesson Design**

A week of lessons typically begins with a read-aloud of an engaging text, followed by a whole-class discussion of what the text is about. On subsequent days, the teacher revisits the text to teach a comprehension strategy and provides guided practice as students use the strategy to reread or discuss excerpts. Students ultimately practice the strategy independently by reading books they’ve selected from the classroom library. In addition, students participate in Individualized Daily Reading (IDR), during which they read texts at their appropriate reading levels independently for up to 15–30 minutes each day.
Assessment

The *Making Meaning* program’s multiple-measure assessments give teachers a comprehensive picture of each individual student’s academic and social growth. Teachers can use the *Assessment Resource Book* and the CCC ClassView Assessment App and PDFs to track their students’ reading comprehension and social development, as well as to:

- Recognize strengths and areas for improvement
- Track growth in reading strategies
- Assess individual and group vocabulary acquisition
- Prepare students for state performance-based assessments for literary and informational text

Additionally, the Reading Assessment Preparation Guide for grades 3–6 provides teacher-led practice with peer interaction and collaboration. The guide introduces the types of reading and response-to-reading tasks students will encounter in the Common Core and other state summative assessments, in two categories: informational texts and literature.

**Formative Assessments**

*Class Assessment (K–6)*: Class Assessment Notes within the lessons appear once per week and are designed to help teachers assess the performance and needs of the whole class. The assessment occurs during a lesson at a time when the students are demonstrating their use of the strategies they learned to make sense of text.

*IDR Conferences and Student Reading Goals and Interests Survey (K–6)*: IDR conferences provide teachers with the opportunity to talk with individual students about their reading, identify areas of strength, and note areas in which students need more support.

**Summative Assessments**

*Social Skills Assessment (1–6)*: The Social Skills Assessment allows teachers to note how well each student is learning and applying the social skills taught in the program and how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior.

*Individual Comprehension Assessment (K–6)*: The Individual Comprehension Assessment, which is administered once per unit beginning in Unit 2 (grades 3–6) or Unit 3 (grades K–2), is designed to help teachers assess the strategy use and comprehension development of individual students.
Research Basis

The *Making Meaning*® program is designed to help teachers effectively use teaching strategies that are grounded in decades of research in reading comprehension, vocabulary acquisition, independent reading, and social and emotional learning.

Proven Best Practices

*Making Meaning* is the first program of its kind to combine research-based best practices in reading comprehension and vocabulary development with support for fostering students’ growth as caring, collaborative, and principled people.

The creators of *Making Meaning* have drawn on decades of research from P. David Pearson, Michael Pressley, Ellin Keene and Susan Zimmerman, Nell Duke, Isabel Beck, Michael Graves, and Steven Stahl.

*Making Meaning* puts research into action in a unique, yearlong curriculum of easy-to-implement daily lessons. The program incorporates these teaching methods and strategies* through:

- Reading aloud to students
- Daily independent reading with time for discussion
- Students’ choice of reading material
- Teaching skills in the context of complete, diverse, and meaningful literary works
- Teacher modeling and discussing her own reading processes
- A primary emphasis on comprehension
- Teaching reading as a process by:
  - Using strategies that activate prior knowledge
  - Helping students make and confirm predictions
  - Providing structured help during reading
  - Providing after-reading applications
- Collaborative activities focused on discussion and interaction
- Holistic assessments

*These practices are endorsed by the authors of *Best Practice: Bringing Standards to Life in America’s Classrooms* (Heinemann).

“How we teach matters as much as what we teach, and research informs our practice.”

—Peter Brunn
Author of *The Lesson Planning Handbook* and Vice President of Organizational Learning, CCC
Addressing the Standards

Standards define what students are expected to know and be able to do, but not how teachers should teach. In its pedagogy and approach to instruction, the Making Meaning® program aligns with the fundamental goals of the Common Core and other state standards: to develop students’ ability to think critically, read closely, work collaboratively, and express themselves clearly and confidently. Making Meaning lessons help teachers intentionally address how to teach in ways that can help students achieve high standards for reading comprehension, collaboration, listening and speaking, and vocabulary acquisition.

Reading and Writing
• Students read both informational texts and literature, including novels and plays.
• Students regularly write about what they read.
• Students read closely, critically, and with purpose; they weigh evidence and form opinions.
• Students cite text evidence to support their thinking.
• Students acquire a body of knowledge over time by reading about the same topic across grades.

Language and Vocabulary
• Students acquire word meanings and word-learning strategies that they apply to their independent reading.
• Students learn strategies to unlock new words independently.

Listening and Speaking
• Students participate in substantive discussions about big ideas in texts.
• Students connect with and debate the ideas of others on text-related topics.
• Students discuss ethical issues in texts and learn to ask clarifying questions, justify opinions, and disagree respectfully.

For a correlation of the skills taught in the Making Meaning program with your state standards, visit collaborativeclassroom.org/ccss-tool.
What’s Included

The Making Meaning® program is a blended model of print and digital components that supports the classroom teacher in planning, delivering, and assessing comprehension and vocabulary instruction.

Program Components

Teacher’s Manual
The Teacher’s Manual provides detailed, easy-to-follow lesson plans that clearly and concisely guide teachers through each day’s instruction. The lessons offer several point-of-use features that support teachers’ implementation of the program, such as Facilitation Tips for classroom routines and “just-in-time” professional development videos.

Student Response Book (grades 1–6)
One per student, this book coordinates with specific lessons and provides selected read-aloud texts and excerpts, writing activities, a reading journal, and a reading log.

Assessment Resource Book
This book contains assessment forms and instructions that teachers can use to regularly monitor the progress and needs of individual students and the whole class.

Reading Assessment Preparation Guide (grades 3–6)
This guide contains lessons to prepare students for a standards-based reading comprehension assessment.

NOTE: Grade-level sets of read-aloud trade books in Spanish for each unit are available. Learn more at collaborativeclassroom.org/books-in-spanish.

Authentic Children’s Literature
Each classroom package includes a set of carefully selected, grade-appropriate trade books to use as read-alouds.

Vocabulary Teaching Guide
This guide contains weekly lessons that build students’ vocabularies by teaching words taken directly from Making Meaning read-alouds.
Suggested Libraries

Individualized Daily Reading (IDR) Libraries
The independent strategy practice lessons in the program provide students with valuable practice in using comprehension strategies independently, but additional independent practice is needed if students are to become truly proficient readers. The IDR libraries, organized by grade level and readability, provide books for students to use in independent reading. For a list of IDR titles, visit collaborativeclassroom.org/idr.

Comprehension Strategies Libraries (CSL): Alternative Books for Reteaching Lessons
A library of alternative read-aloud books enables teachers to provide additional strategy practice or to repeat a week of strategy instruction using a different book. For a list of titles by grade level, visit collaborativeclassroom.org/making-meaning.

Picture Cards (grades K–1)
Word Cards (grades K–2)
Pocket Chart (grades K–2)
Picture and word cards are included for each vocabulary word introduced to provide support for the words’ meanings. A pocket chart is included to make it easy to display picture cards and word cards during the lesson.

Digital Teacher’s Set

CCC ClassView™ Assessment App
This online app allows for electronic recording, sorting, synthesizing, and reporting of assessment data for individual students and the whole class.

CCC Learning Hub
The CCC Learning Hub is an online repository of digital resources, such as interactive whiteboard activities, assessment forms, reproducibles, and professional development media.

Technology Tutorials
Found on the CCC Learning Hub, these tutorials support teachers in integrating technology elements into classroom lessons.

Interactive Whiteboard Activities
The program includes activities to use with an interactive whiteboard or to print and display using a projection device.

For samples, correlations to standards, and ordering information, visit collaborativeclassroom.org.
Integrating Social and Academic Development

Research tells us that social and emotional competencies prepare students not only to be productive contributors to learning experiences; they also increase students’ 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 work together.

In addition to building strong academic skills, students need to develop strong social and emotional skills. 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 be engaged adults who understand what it takes to work collaboratively.

Making Meaning® Supports Students’ Social and Academic Growth

Making Meaning lessons are designed to help teachers intentionally weave the academic and social curricula together. Open-ended questions and facilitation tips provide support for promoting intelligent classroom discourse that makes student thinking and learning visible. Students have regular opportunities to solve problems that come up around working with partners or in small groups. Ultimately, students learn to take responsibility for their own learning.

Building Community

The instruction in the Making Meaning program is integrated with regular community-building activities and guided partner work that expands a student’s sense of belonging, autonomy, and competence, combined with 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 agreements before making decisions
• Ask for and receive feedback
Building Students’ Intrinsic Motivation

In every learning context, students make choices about how they will engage and what they will learn. The impact of students’ intrinsic motivation should be at the center of every learning experience. Students have a natural desire to learn and grow that can be invigorated by attending to their curiosity and interests. When students are personally invested in an activity or topic, they will direct their engagement toward learning, which results in higher performance.

*Making Meaning* builds on students’ natural curiosity through daily independent reading in books they care about, while giving teachers the tools they need to effectively confer with individual students about the books they are reading.

**Individualized Daily Reading**

In order for students to develop a love of reading and tackle increasingly complex texts, they need daily practice with reading high-interest fiction and nonfiction books that are carefully matched to their independent reading levels.

Individualized Daily Reading (IDR) is an essential feature of the *Making Meaning* program. During IDR, students spend 15–30 minutes a day independently reading books at their appropriate reading levels. Support for IDR is built into each day’s lesson, except in independent strategy practice lessons. IDR can follow the day’s lesson.

Through the regular application of an increasing repertoire of comprehension strategies and periodic one-on-one conferences to monitor progress, students develop reading fluency, increase reading comprehension, and build vocabulary. The IDR component of the *Making Meaning* program is designed to help each student reach or exceed grade-level reading goals, one book at a time.

**IDR Libraries**

To support students with more opportunities for independent reading, CCC also offers IDR libraries with 2 sets of 120 books with separate, unique titles for each grade. Whether used to build or supplement a classroom library, the leveled book collections include:

- An equal distribution of fiction and nonfiction titles
- A range of genres and cultures, including historical fiction, mystery, humor/graphic novels, science fiction, sports, animals, and science
- Books that model important values, such as fairness, responsibility, and cooperation

Visit [collaborativeclassroom.org/idr](http://collaborativeclassroom.org/idr) for more information.
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
The Making Meaning® program is constructed so that teachers have opportunities to learn new teaching strategies as well as deepen their content knowledge. It is 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

Digital Teacher’s Materials
Teachers also have access to a digital version of the program’s materials that provides a wide array of resources and professional learning support.

Online Course
The Making Meaning online course is an opportunity for teachers to get an overview of the curriculum and to gather support for effectively teaching the program in the classroom. 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 also 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 option 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 end-of-year meeting
  - Surveys for teachers
  - Student assessment
  - A progress reflection tool
CCC Collaborative Literacy, Grades K–6

CCC Collaborative Literacy is an innovative set of modules for beginning reading, reading comprehension, and writing that foster students’ ongoing development as readers, writers, and caring members of the classroom community.

Together the modules that make up the CCC Collaborative Literacy suite of programs—Being a Reader™, Making Meaning®, and Being a Writer™—address the core skills traditionally taught in the language arts block while transforming the learning environment into one that is student centered. CCC 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 suite provides coordinated reading and writing instruction that addresses the full recommended daily language arts block for kindergarten through grade 6, which includes:

• 30 weeks of instruction per year
• 120-minute language arts block recommended for kindergarten and grades 3–5
• 150-minute language arts block recommended for grades 2–3, including Individualized Daily Reading (IDR)

Implementation Guide
The CCC Collaborative Literacy suite 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.
Integrating Rigorous Literacy Work with Social Skills 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.

---

**Being a Reader™ K–2**
- Foundational reading skills
- Differentiated reading groups
- Word study, fluency, and handwriting

**Making Meaning™ K–6**
- Reading comprehension and vocabulary
- Authentic read-alouds
- Individualized Daily Reading

**Being a Writer™ K–6**
- Workshop model
- Genre study using mentor texts
- Integrated language skills

Supporting social and academic development
Assessing to inform instruction
Promoting critical thinking and collaboration

Continuous Professional Learning
Empowering teachers to transform classrooms and build school community

For samples, correlations to standards, and ordering information, visit collaborativeclassroom.org.
Beginning Reading Module

Being a Reader™ Grades K–2

The Being a Reader program is a beginning reading curriculum designed to help all students master the foundational skills and strategies required for reading success at grades K–2. Built upon a continuum of early reading competencies that spans kindergarten through grade 2, Being a Reader is designed to help teachers meet their students where they are academically and create an environment in which all students can grow as readers, independent learners, and caring members of the classroom community.

Program Highlights

Differentiated Instruction
Being a Reader gives every teacher the ability to differentiate early reading instruction—even in classrooms where there is only one teacher. Students receive the individual support needed to develop at their own pace as readers.

Small-group Reading
Small-group reading follows a developmentally appropriate sequence, allowing teachers to place students at their point of need. Phonics, decoding, and high-frequency words are taught in small groups.

Whole-class Instruction
Whole-class instruction in kindergarten and grade 1 focuses on shared reading experiences. In grade 2, whole-class instruction focuses on word work.

Authentic Reading Experiences
Students practice what they are learning by reading. Texts for reading practice are engaging and developmentally appropriate. Books are matched to readers; students transition from hybrid (controlled-vocabulary) texts into leveled texts when they are ready.

Instruction in Independent Work Skills
Research shows that learning the purposes for independent work increases students’ intrinsic motivation. The program explicitly teaches independent work habits and procedures.

Flexible Packaging and Purchasing Options
Teachers can customize instructional materials by purchasing additional book sets for small-group reading to meet the needs of their students.

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, 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, and printable PDFs of teacher and student materials.

CCC ClassView™ Assessment App
The CCC ClassView app provides assessments to inform placement in small groups, assess mastery of early reading progress, and assess social skills. 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.

For samples, correlations to standards, and ordering information, visit collaborativeclassroom.org.
CCC Programs in Action

When you walk into a Collaborative Classroom, you see evidence of the academic and social skills students have developed as they share their ideas, delve into rigorous academic work, and engage with each other in the classroom and on the playground.

Our Reach
Our work has empowered teachers and helped students succeed around the world. Elements of our work have been implemented in 218,435 classrooms and 15,749 after-school sites, covering every U.S. state and reaching internationally as far as Mexico City and Beirut.

Results
Schools and districts that have used our programs and services have seen:

- Increases in student achievement (particularly in literacy, but also in mathematics)
- Teacher growth as evidenced by observation and teacher effectiveness frameworks

Schools that have used our programs have seen students show a dramatic increase in their sense of community in school, which leads to:

- Lower use of drugs and alcohol than in comparison groups
- Less misconduct and delinquency
- Higher educational aspirations

For a more in-depth report of the impact of CCC programs and professional learning support, read our impact study, “Evidence from the Field,” and other details at collaborativeclassroom.org/research-overview.
Foundation Funding for the Center for the Collaborative Classroom

The materials and services of the Center for the Collaborative Classroom are made possible by the generous support of the following institutions and individuals:

The Annenberg Foundation
The Atlantic Philanthropies (USA) Inc.
William and Allison Bennington
Booth Ferris Foundation
The Robert Bowne Foundation, Inc.
The Annie E. Casey Foundation
Center for Substance Abuse Prevention, U.S. Department of Health and Human Services
The Danforth Foundation
The DuBarry Foundation
Einhorn Family Charitable Trust
The Ford Foundation
Google Inc.
William T. Grant Foundation
Evelyn and Walter Haas, Jr. Fund
Walter and Elise Haas Fund
The Horace Hagedorn Foundation
J. David & Pamela Hakman Family Foundation
Hasbro Children's Foundation
The Charles Hayden Foundation
The William Randolph Hearst Foundations
Clarence E. Heller Charitable Foundation
The William and Flora Hewlett Foundation
The James Irvine Foundation
The Jenesis Group
Robert Wood Johnson Foundation
Walter S. Johnson Foundation
Ewing Marion Kauffman Foundation
W.K. Kellogg Foundation
John S. and James L. Knight Foundation
Lilly Endowment, Inc.
Longview Foundation
Louis R. Lurie Foundation
John D. and Catherine T. MacArthur Foundation
A.L. Mailman Family Foundation, Inc.
MassMutual Foundation
The MBK Foundation
Mr. & Mrs. Sanford N. McDonnell
Mendelson Family Fund
MetLife Foundation
Charles Stewart Mott Foundation
William & Linda Musser
National Institute on Drug Abuse, National Institutes of Health
National Science Foundation
New York Life Foundation
The New York Institute for Special Education
Nippon Life Insurance Foundation
NoVo Foundation
Karen and Christopher Payne Foundation
The Pew Charitable Trusts
The Pinkerton Foundation
The Rockefeller Foundation
Louise and Claude Rosenberg, Jr. Family Foundation
The San Francisco Foundation
Shinnyo-en Foundation
Silver Giving Foundation
The Spencer Foundation
Spunk Fund, Inc.
Stephen Bechtel Fund
W. Clement & Jessie V. Stone Foundation
Stuart Foundation
The Stupski Family Foundation
The Sulzberger Foundation, Inc.
Surdna Foundation, Inc.
John Templeton Foundation
U.S. Department of Education
The Wallace Foundation
Wells Fargo Bank
Learn More About Making Meaning!

Learn more about the *Making Meaning* program at [collaborativeclassroom.org/making-meaning](http://collaborativeclassroom.org/making-meaning).

Try It Out

To preview sample lessons, assessment forms, and PD videos, visit [ccclearninghub.org](http://ccclearninghub.org).

Explore More

To examine *Making Meaning* instruction and watch grade-level lessons in action, visit [collaborativeclassroom.org/making-meaning](http://collaborativeclassroom.org/making-meaning).

Our Pedagogy

Find tools to help develop your own Collaborative Classroom at [inside.collaborativeclassroom.org](http://inside.collaborativeclassroom.org).

Attend an Event

Join us for a day of professional learning with other educators from across the country; visit [events.collaborativeclassroom.org](http://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](http://collaborativeclassroom.org/education-consultants).