The Evidence Base for Collaborative Literacy

The pedagogy of Collaborative Classroom's *Collaborative Literacy* is informed by best practices and research-based recommendations for reading and writing instruction. These Evidence Base Guides were developed to highlight the research support for the instructional practices in the *Collaborative Literacy* reading and writing strands and the specific, common elements of the instruction that align with those practices.

The guides were developed by drawing on national literacy reports, meta-analyses of research studies, and Institute for Education Sciences (IES) practice guides (see reference lists for more detail).

The guides may be used by curriculum adoption committees, district administrators, research staff, teachers, literacy coaches, or grant writers to cite relevant sources, develop ESSA plans, develop research studies, or support implementation and professional learning.

The following high-leverage practices were identified for the *Collaborative Literacy* reading strand:

• Teach Comprehension Strategies

• Facilitate Text Discussion, Speaking and Listening, and Social Skills

• Engage Students in Dialogic Reading

• Teach about Text Features and Genres

• Provide Explicit Instruction with Connected, Independent Reading

• Support Academic Language and Vocabulary Knowledge

• Provide Assessment and Differentiation

• Establish Early Reading Foundational Skills: Phonological Awareness, Phonics, and Decoding

The following high-leverage practices were identified for *Collaborative Literacy* writing strand:

• Teach the Writing Process and Strategies

• Facilitate Speaking and Listening, Peer Collaboration, and Social Skills

• Support the Development of Language Skills and Conventions

• Teach about Text Features and Genres

• Engage Students in Writing to Learn

• Provide Assessment, Monitoring, and Feedback

• Provide Regular, Daily Periods of Writing

• Support Technology Use

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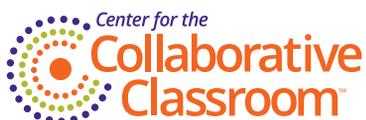
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Evidence Base for *Making Meaning*® *and Being a Reader*™

	Recommended Instructional Practices	*Making Meaning* Program Features (K–6)	*Being a Reader* Program Features (K–2)	Sources
Teach Comprehension Strategies	• Teach and model how to use reading comprehension strategies: question generation, summarization, visualization, clarification, prediction. • Teach reading comprehension strategies through a gradual release of responsibility	• Comprehension strategies taught with the goal of having the students apply the strategies to their independent reading (using schema, making connections, retelling, visualizing, questioning, using text features, making inferences, determining important ideas, analyzing text structure, summarizing, and synthesizing) • Development of metacognitive awareness through teacher modeling and guided and independent practice • Individualized Daily Reading (IDR) conferences	Small-group Reading (Sets 1–5): • Making meaning through analyzing the events and characters in stories, retelling, making connections, exploring text features, making inferences Small-group reading (Sets 6–12): • Comprehension strategies taught with the goal of having the students apply the strategies to their independent reading (making connections, wondering, retelling, making inferences, determining important ideas, using text features, analyzing text structure)	**IES Practice Guides:** K–3 Reading (2010) Adolescent Literacy (2008) **National Reading Panel:** Teaching Children to Read (2000)
Facilitate Text Discussion, Speaking and Listening, and Social Skills	• Guide students through focused, high-quality discussion of the meaning of text • Give students the opportunity to learn by collaborating with their peers	• Discussions of texts are focused using thoughtful, open-ended questions • Development of students' listening and speaking skills • Cooperative structures and partner activities	Small-group Reading (Sets 6–12): • Development of skills needed to participate in small-group discussions about texts in a meaningful way	**IES Practice Guides:** K–3 Reading (2010) Adolescent Literacy (2008)
Engage Students in Shared Reading	• Provide repeated oral reading with feedback and guidance to develop fluency, including questioning the text, providing feedback to students, repeating, expanding, modeling	During interactive read alouds: • The teacher models fluent reading and uses comprehension strategies. "Thinking Tools" used to guide students through texts are also modeled • Students wonder and answer questions before, during, and after a read aloud to make sense of text	During Shared Reading (K–1): • The teacher reads and rereads carefully selected large-format texts with the whole class, models effective reading behaviors and strategies, and invites the students to be involved in reading and discussing the texts	**National Reading Panel:** Teaching Children to Read (2000) **National Early Literacy Panel:** Developing Early Literacy (2008)

Teach About Text Features and Genres	• Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content • Teach reading comprehension with multiple genres	• Text features, text structure, and story elements (e.g., sequencing, setting, theme, character, problem and solution, compare/contrast, cause/effect) are used to unpack different genres • Genres taught: fiction, expository nonfiction, narrative nonfiction, drama, poetry	Small-group Reading (Sets 6–12): • Text features, text structure, and story elements (e.g., sequencing, theme, character, problem and solution) are used to understand different genres • Genres taught: fiction, folktale, memoir, biography, expository nonfiction, narrative nonfiction, poetry	**IES Practice Guides:** K–3 Reading (2010)
Provide Explicit instruction and Connected, Independent Reading	• Provide both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension • Give students reading choices	Individualized Daily Reading: • Students read independently in self-selected texts at their independent reading levels • The teacher confers with individual students, helping them select appropriate books and assessing and supporting their reading	Small-group Reading (Sets 1–5): • Students receive explicit instruction in phonics, decoding, high-frequency word recognition, and comprehension—practicing the skills immediately in appropriately leveled texts Independent Work: • Students work independently on meaningful literacy activities (reading, writing, word work) while the teacher instructs small groups or individuals	**IES Practice Guides:** Foundational Skills (2016) K–3 Reading (2010)
Support Academic Language and Vocabulary Knowledge	• Teach students academic language skills, including the use of inferential and narrative language and vocabulary • Provide explicit and indirect vocabulary instruction	• Introduction of challenging vocabulary embedded in read alouds • *Vocabulary Teaching Guide*: explicit instruction of Tier 2 vocabulary words and independent word learning strategies (e.g., affixes, antonyms, synonyms, multiple meaning words, context clues, idioms, roots, compound words)	Word Study: • Word Study lessons focus on developing the strategies students can use to decode polysyllabic words (e.g., base words, meaningful affixes, and identifying strategies for dividing words into syllables)	**IES Practice Guides:** Adolescent Literacy (2008) Foundational Skills (2016) **National Reading Panel:** Teaching Children to Read (2000) **National Early Literacy Panel:** Developing Early Literacy (2008)

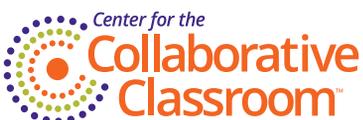| Provide Assessment and Differentiation	• Provide time for differentiated reading instruction for all students based on assessments of students' current reading levels • Adjust instruction or differentiate instruction based on assessments of student progress	Formative assessments: • Class Assessments • Individualized Daily Reading (IDR) Conferences Summative assessments: • Social Skills Assessments • Individual Comprehension Assessments	Small-group Reading: • Students are matched with texts at their assessed reading levels and instruction is provided to address their differing needs Placement Assessments: • Small-group Reading Placement Assessments (Sets 1–5 and Sets 7–12) Formative Assessments: • Individual Reading Observations • Group Progress Assessments Summative Assessments: • Mastery Tests • Social Skills Assessment	**IES Practice Guides:** RtI (2009) K–3 Reading (2010)

Establish Early Reading Foundational Skills				
Phonological Awareness	• Develop awareness of segments of sounds in speech and how they link to letters • Teach students to manipulate phonemes	NA	Small-group Reading (Sets 1–5): • Oral phonological awareness activities (whole class and small group) • Oral segmenting and blending • Identifying beginning, middle, and ending sounds • Blending onsets and rimes • Identifying and producing rimes • Identifying syllables • Dropping first and last sounds and initial blends • Word building exercises (letter-sound relationships) • Sound sorts (small group)	**IES Practice Guide:** Foundational Skills (2016) National Reading Panel: Teaching Children to Read (2000) National Early Literacy Panel: Developing Early Literacy (2008)
Phonics and Decoding	• Teach students to decode words, analyze word parts, recognize sound-spelling patterns, and write and recognize words • Provide systematic phonics instruction • Support detecting or manipulating small units of sounds in words and alphabetic knowledge	NA	Small-group Reading (Sets 1–5): • Single consonants • Short vowels/CVC patterns • Consonant blends • Long vowels/CVCe pattern • Complex vowels • Inflectional endings • Two-syllable decoding Guided Spelling (Sets 1–5, 7, 8 and Grade 2 Word Study): • Spelling-sound relationships • Polysyllabic words • High-frequency words	**IES Practice Guide:** Foundational Skills (2016) **National Reading Panel:** Teaching Children to Read (2000) **National Early Literacy Panel:** Developing Early Literacy (2008)

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For a full bibliography, visit **collaborativeclassroom.org/resources/**.

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