Welcome to Our Community!
We are here to support you! Take advantage of our many resources to support our programs in your school.

VISIT
Visit our Collaborative Literacy Texas Edition webpage at bit.ly/TexasCollabClass to learn more.

SHARE
Join our Facebook Community to share your stories, ask questions, and connect with other educators at facebook.com/groups/collabclass.

ASK
Contact Dawn Castilleja at 817.320.7928 or dcastilleja@collaborativeclassroom.org and Tamera Slaughter at 469.394.7809 or tslaughter@collaborativeclassroom.org.

LEARN
Find out more about Collaborative Classroom’s unique approach to professional learning at collaborativeclassroom.org/professional-learning.

Collaborative Classroom is a nonprofit organization that provides teachers with rigorous curricula that fully integrate literacy instruction and social and emotional learning.

Our mission is to provide a sustainable, scalable, and affordable way for schools and districts to grow research-supported teaching practices that support teachers with helping students grow as readers, writers, and thinkers as they develop the social and emotional skills necessary to thrive.

A Comprehensive, Student-centered Approach to Literacy
Collaborative Literacy, aligned with TEKS and ELPS, is a rigorous, yearlong curriculum that addresses the core reading, writing, and speaking and listening skills that students need to thrive academically and socially. By integrating literacy instruction with social skills development, Collaborative Literacy enables students’ growth as readers and writers who think critically, while simultaneously fostering their growth as caring, collaborative, and principled people.

TEXAS EDITION
Approved for the Proclamation 2019 Adoption List

Collaborative Literacy

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Collaborative Literacy Overview

High-quality, differentiated core instruction informed by meaningful assessment and continuous professional learning.

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<th>READING INSTRUCTION</th>
<th>WRITING INSTRUCTION</th>
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<td><strong>Foundational Skills: Being a Reader, Grades K–2</strong></td>
<td><strong>Writing: Being a Writer, Grades K–5</strong></td>
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<tr>
<td>Whole-class Instruction</td>
<td>Whole-class Instruction</td>
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<tr>
<td>• Letter-name lessons (K)</td>
<td>• Genre and craft lessons with mentor texts</td>
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<tr>
<td>• Shared reading lessons (K–3)</td>
<td>• Skills and conventions mini-lessons</td>
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<td>• Word study lessons (grade 2)</td>
<td>• Peer conferring lessons</td>
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<td>• Independent work lessons with embedded social skills instruction</td>
<td>• Embedded social skills instruction</td>
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<td>Differentiated Small-group Instruction</td>
<td><strong>Reading Assessment</strong></td>
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<tr>
<td>• Emerging readers: Focus on foundational skills</td>
<td><strong>Reading Assessment</strong></td>
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<td>• Developing readers: Focus on comprehension, fluency, and word analysis</td>
<td><strong>Using vocabulary and word-learning strategies with partners</strong></td>
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<tr>
<td>Independent Practice and Application</td>
<td><strong>Support for Differentiated Instruction</strong></td>
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<tr>
<td>• Foundational skills application in supportive texts</td>
<td>• Writing conferences</td>
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<tr>
<td>• Reading, writing, and word study</td>
<td>• Diagnostic skills assessment</td>
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<tr>
<td>*K: I Being a Reader also includes Handwriting lessons</td>
<td>• Differentiated skills practice</td>
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<tr>
<td><strong>Foundational Skills: Guided Spelling, Grades 3–5</strong></td>
<td><strong>Independent Practice and Application</strong></td>
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<td>Whole-class Instruction</td>
<td><strong>Sharing from the Author’s Chair</strong></td>
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<td>• Strategies for spelling think, pattern, and sight words</td>
<td>• Daily writing time</td>
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<td>• Frequent review</td>
<td>• Sharing from the Author’s Chair</td>
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<tr>
<td>• Support for phonemic segmentation</td>
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<td>• Support for transferring spelling knowledge to writing</td>
<td>• Editing, revising, and proofreading mini-lessons</td>
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<td>Differentiated Instruction</td>
<td>• Writing performance task preparation lessons (grades 3–5)</td>
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<td>• Guidance for differentiating for individual needs</td>
<td><strong>Support for Differentiated Instruction</strong></td>
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<tr>
<td>Independent Practice and Application</td>
<td>• Writing conferences</td>
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<tr>
<td>• Daily practice in student books</td>
<td>• Diagnostic skills assessment</td>
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<tr>
<td>• Weekly homework practice</td>
<td>• Differentiated skills practice</td>
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</tbody>
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- CCC Collaborative Literacy

- THIRD EDITION

- Grades K–5

- Reader

- Writing

- Phonics

- Grammar

- Spelling

- Word Study

- Content Area

- Collaborative Learning

- Foundational Skills

- Differentiated Instruction

- Independent Practice and Application

- Guided Practice

- Whole-class Instruction

- Comprehension and vocabulary lessons using trade books

- Reading, writing, and word study

- Using vocabulary and word-learning strategies with partners

- Guided Practice

- Rereading mentor texts and excerpts

- Using vocabulary and word-learning strategies with partners

- Writing conferences

- Differentiated skills practice

- Independent Practice and Application

- Individualized Daily Reading

- Reading journal entries

- Support for Differentiated Instruction

- IDR Conferences

- IDR Mini-lessons

- Sharing from the Author’s Chair

- Using vocabulary and word-learning strategies with partners

- Guided Practice

- Rereading mentor texts and excerpts

- Using vocabulary and word-learning strategies with partners

- Writing conferences

- Differentiated skills practice

- Independent Practice and Application

- Individualized Daily Reading

- Reading journal entries

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