The Center for the Collaborative Classroom is a nonprofit organization dedicated to students’ growth as critical thinkers who learn from, care for, and respect one another.
Collaborative Literacy, K–6

**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
**How we teach matters as much as what we teach.**

| **Fostering caring relationships and building inclusive and safe environments are foundational practices for both the student and adult learning communities.** |
| **Classroom learning experiences should be built around students constructing knowledge and engaging in action.** |
| **Honoring and building on students’ intrinsic motivation lead to engagement and achievement.** |
| **The social and academic curricula are interdependent and integrated.** |
What are your hopes and goals for your students as they engage in a reading community?
“Virtually all the authoritative voices and documents in every teaching field are calling for schools that are more student-centered, active, experiential, authentic, democratic, collaborative, rigorous, and challenging.”

—Best Practice: Bringing Standards to Life in America’s Classrooms
Zemelman, Daniels, and Hyde, Heinemann 2012
## Recommendations on Teaching Reading

<table>
<thead>
<tr>
<th>▲ INCREASE</th>
<th>▼ DECREASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher reading good literature aloud to students</td>
<td>Students compelled to read aloud to whole class or reading group, being corrected and marked down for errors</td>
</tr>
<tr>
<td>Time for independent reading</td>
<td>Exclusive emphasis on whole-class or reading-group activities</td>
</tr>
<tr>
<td>Children’s choice of their own reading materials</td>
<td>Teacher selection of all reading materials for individuals and groups</td>
</tr>
<tr>
<td>Balance of easy and hard books</td>
<td>Exclusively difficult &quot;Instructional-level&quot; books</td>
</tr>
<tr>
<td>Exposing children to a wide and rich range of literature</td>
<td>Relying on selections in basal reader</td>
</tr>
<tr>
<td>Teacher modeling and discussing his/her own reading processes</td>
<td>Teacher keeping his/her own reading tastes and habits private</td>
</tr>
<tr>
<td>Primary instructional emphasis on comprehension</td>
<td>Primary instructional emphasis on reading subskills such as phonics, word analysis, syllabication</td>
</tr>
<tr>
<td>Teaching reading as a process:</td>
<td>Teaching reading as a single, one-step act</td>
</tr>
<tr>
<td>• Use strategies that activate prior knowledge</td>
<td></td>
</tr>
<tr>
<td>• Help students make and test predictions</td>
<td></td>
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<tr>
<td>• Structure help during reading</td>
<td></td>
</tr>
<tr>
<td>• Provide after-reading applications</td>
<td></td>
</tr>
<tr>
<td>Social, collaborative activities with much discussion and interaction</td>
<td>Solitary seatwork</td>
</tr>
<tr>
<td>Grouping by interests or book choices</td>
<td>Grouping by reading level</td>
</tr>
<tr>
<td>Silent reading followed by discussion</td>
<td>Round-robin oral reading</td>
</tr>
<tr>
<td>Teaching skills in the context of whole and meaningful literature</td>
<td>Teaching isolated skills in phonics workbooks or drills</td>
</tr>
<tr>
<td>Writing before and after reading</td>
<td>Little or no chance to write</td>
</tr>
<tr>
<td>Encouraging invented spelling in children’s early writings</td>
<td>Paraphrasing preconventional spelling in students’ early writings</td>
</tr>
<tr>
<td>Use of reading in content fields (e.g., historical novels in social studies)</td>
<td>Segregation of reading to reading time</td>
</tr>
<tr>
<td>Evaluation focused on holistic, higher-order thinking processes</td>
<td>Evaluation focused on individual, low-level subskills</td>
</tr>
<tr>
<td>Measuring success of reading program by students’ reading habits, attitudes, and comprehension</td>
<td>Measuring success of reading program only by test scores</td>
</tr>
</tbody>
</table>

"Recommendations on Teaching Reading" excerpted from *Best Practice: Bringing Standards to Life in America’s Classrooms*, 4/e by Steven Zemelman, Harvey Daniels, and Arthur Hyde. Copyright © 2012 by Steven Zemelman, Harvey Daniels, and Arthur Hyde. Published by Heinemann, Portsmouth, NH. Reprinted by permission of the publisher.
Reading, writing, and discussion—these three—are the foundation for a well-equipped mind: the key to equity, access, and economic opportunity.

-Mike Schmoker, Results Now
What does it look like in practice?

Go to:
https://www.youtube.com/playlist?
list=PLEzqrn3Nm5X7U
KAH36qS23KCPKrnNg
adS-
How did this lesson support students as readers?
Center for the Collaborative Classroom has created programs that teachers can teach with and learn from.

Peter Brunn
## Facilitation Techniques

<table>
<thead>
<tr>
<th>Using cooperative structures (e.g., Turn to your Partner) to engage all students.</th>
<th>Asking open-ended questions so students think deeper</th>
<th>Asking follow-up questions (How do you know? Why does that make sense?)</th>
<th>Using wait-time to call on a student to respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening carefully and responding neutrally to student responses</td>
<td>Avoiding repeating or paraphrasing students so they learn to listen to one another, not just the teacher</td>
<td>Asking students to respond to one another (“What questions can we ask Phillip?”)</td>
<td>Asking students to use discussion prompts to connect their ideas (I agree with ___ because...)</td>
</tr>
</tbody>
</table>
Components of Making Meaning

Making Meaning
Strategies that Build Comprehension and Community

Classroom Libraries
For Individualized Daily Reading

Vocabulary Teaching Guide
Thinking and Talking About Words
Making Meaning

Comprehension Instruction

Student Talk
- Partners
- Groups
- Whole Class

Individualized Daily Reading

Vocabulary Instruction

Teacher Supports
In the Making Meaning program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. The students learn and practice the strategies with guidance and support during the strategy lessons before using them in their independent reading.

-Making Meaning Introduction
# Development Across the Grades

<table>
<thead>
<tr>
<th>Reading Strategy</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using schema/Making connections</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
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<tr>
<td>Retelling</td>
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<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
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<tr>
<td>Visualizing</td>
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<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Wondering/Questioning</td>
<td>■</td>
<td>■</td>
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<td>■</td>
<td>■</td>
<td>■</td>
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<tr>
<td>Using text features</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
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<tr>
<td>Making inferences</td>
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<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
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<tr>
<td>Determining important ideas</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
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<tr>
<td>Analyzing text structure</td>
<td>■</td>
<td>■</td>
<td>■</td>
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<td>■</td>
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<tr>
<td>Summarizing</td>
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<td>■</td>
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<tr>
<td>Synthesizing</td>
<td>■</td>
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</tr>
</tbody>
</table>

- ■ formally taught
- □ informally experienced
Daily Lesson Design

Consistent Lesson Format...

- Daily and Weekly Goals
- Instructional Sequence
- Facilitation Language
- Teacher Notes to Support Lesson Delivery
Daily Lesson Design

Strategy development instruction is a combination of...

- Comprehension Strategy
- Whole Class Lesson
- Individualized Daily Reading
**Reading Comprehension Strategies**

<table>
<thead>
<tr>
<th>Retelling</th>
<th>Making connections/ Using schema</th>
<th>Visualizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wondering/ Questioning</td>
<td>Making inferences</td>
<td>Understanding text structure</td>
</tr>
<tr>
<td>Determining important ideas</td>
<td>Summarizing</td>
<td>Synthesizing</td>
</tr>
</tbody>
</table>
Comprehension Strategy Lessons

Read-aloud Lessons and Read-aloud Lessons with Alternative Text

Strategy Lesson

Guided Strategy Lessons and Independent Strategy Practice Lessons
Individualized Daily Reading

Sustained reading (up to 30 min) at appropriate reading levels.

**Students**
- Learn to choose books
- Build stamina
- Apply and practice skills and strategies they’re learning
- Reflect on their reading
- Keep a reading log
- Read up to 30 minutes a day

**The Teacher**
- Provides a range of genres and reading levels
- Guides book selection
- Confers and assesses
- Teaches self-monitoring skills
- Reinforces reading for understanding and metacognition
- Introduces increasingly complex texts
Making Meaning

Comprehension Instruction

Student Talk
- Partners
- Groups
- Whole Class

Individualized Daily Reading

Vocabulary Instruction

Teacher Supports
Experience a vocabulary lesson – grade 4
Explicit Vocabulary Instruction

- Focus on high-utility words
- Introduction to words in context
- Student-friendly definitions and examples of how words are used
- Active, meaningful engagement with new words
- Practice with prompt cues so students use the words
- Multiple exposures to the words over an extended period of time
- Instruction in word-learning strategies
<table>
<thead>
<tr>
<th>Independent Word-learning Strategy</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
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<td>Recognizing synonyms</td>
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<td>Recognizing antonyms</td>
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<tr>
<td>Using context to determine word meanings</td>
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<tr>
<td>Recognizing words with multiple meanings</td>
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<tr>
<td>Using inflection endings</td>
<td>![ ]</td>
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<tr>
<td>Using knowledge of compound words to determine meanings</td>
<td>![ ]</td>
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<td>![ ]</td>
<td>![ ]</td>
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<tr>
<td>Analyzing word relationships to better understand words</td>
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<td>![ ]</td>
<td>![ ]</td>
</tr>
</tbody>
</table>

- ■ formally taught
- □ informally explored or reviewed
Making Meaning

Comprehension Instruction

Student Talk
  • Partners
  • Groups
  • Whole Class

Individualized Daily Reading

Vocabulary Instruction

Teacher Supports
Teacher Supports

Print and Digital Components

CCC Learning Hub
Teaching for Transfer

Read-aloud and Comprehension Instruction
Strategy Practice
Guided Strategy Practice
Independent Strategy Practice
Individualized Daily Reading
To build on today’s experience in Best Practices in reading instruction, I am going to ___________. 
Welcome to Our Community!

We are here to support you!

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Try

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We’re to support!

Kathleen Messenbaugh
jkm95@cox.net

Ann Leon
annleon.impact@gmail.com

@AnnLeon000