

# Being a *Reader*

COMPREHENSIVE AND  
COHERENT K-5 READING  
INSTRUCTION



**Cultivating**  
*curious,*  
*capable*  
*readers*  
**who love**  
**to learn**



# Being a Reader: *growing* readers, *empowering* teachers

*Being a Reader*™ is the first comprehensive, evidence-based K-5 program to provide truly differentiated Tier 1 instruction while intentionally integrating foundational skills, deep comprehension, and rich knowledge-building literacy experiences with daily social skills instruction.



Research confirms that effective literacy instruction balances skill development with meaning-making so students become skilled, thoughtful, independent readers. *Being a Reader* equips teachers to create classrooms where all students develop fluent word recognition, build strong comprehension, expand their understanding of the world, and grow as independent, collaborative learners.

## In Being a Reader Classrooms . . .



### Students:

- Read widely and build the word recognition and thinking skills needed for deep comprehension
- Think critically and creatively, synthesize information, and build new knowledge
- Develop as confident, independent learners
- Feel empowered to take risks that lead to deeper learning



### Teachers:

- Grow their knowledge of research-based reading instruction and learn how to tailor it to every student
- Facilitate students' development as independent learners
- Build classroom communities in which all students thrive



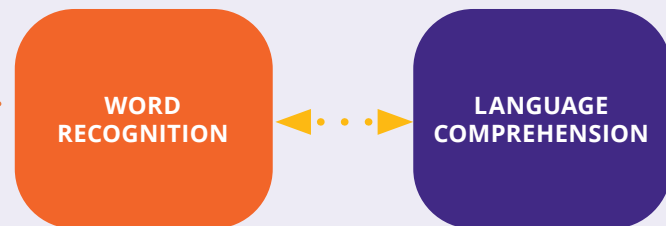
See the Reading League's Curriculum Navigation Report on Collaborative Literacy

[thereadingleague.org/compass/curriculum-decision-makers/](https://thereadingleague.org/compass/curriculum-decision-makers/)



# Word Recognition and Language Comprehension Develop *Together*

*Being a Reader* is intentionally designed so that from the start, students read accurately and fluently while building the language, knowledge, and thinking skills needed to make meaning from text.



**Whole-class lessons** immerse students in rich literature, language, and discussion to build comprehension, knowledge, vocabulary, and oral fluency, and, in K–1, print and phonological awareness.

Targeted, **small-group foundational skills lessons** work in tandem to provide explicit, placement-based phonics instruction, ensuring students develop the accuracy and fluency needed to fully participate in comprehension, discussion, and independent reading.

Once students master these skills, small-group instruction shifts to a focus on **fluency and comprehension**, where students deepen their ability to read for meaning, engage in discussion, and use evidence from text to support their ideas.

This integrated design reflects what research shows about how reading develops—and what classrooms need to support all students as they grow into confident, capable readers.

## The Power of Integrated Instruction

*Being a Reader* is designed as a coherent system where whole-class instruction, small-group instruction, and independent work reinforce one another. This design ensures teachers are equipped to respond directly to what students are learning in real time.



### Whole-Class Instruction: Making Thinking Visible

Through interactive read-alouds, language development lessons, vocabulary, and word study, whole-class instruction creates shared opportunities for students to engage with text. As students listen, respond, build on one another's ideas, and write about reading, teachers gain insight into their comprehension, language use, and engagement, all of which inform instructional decisions.



### Small-Group Instruction: Targeted Teaching Based on Evidence

Small-group instruction responds to individual strengths and needs. Early on, Small-Group Foundational Skills sets provide explicit, placement-based phonics instruction to support accuracy and fluency. Once students demonstrate mastery, Small-Group Comprehension lessons shift to fluency, comprehension, vocabulary, and syntax, allowing teachers to target instruction based on observations of student work.



### Independent Work: Application Informs Instruction

Independent reading and writing provide opportunities for students to apply and transfer their learning. Alongside personalized, adaptive practice aligned with foundational skills instruction, these experiences provide timely evidence that informs whole-class and small-group instruction.

Together, these three contexts create a feedback loop. Evidence from student talk, reading, and writing shapes instruction, ensuring teaching remains responsive as students build accuracy, understanding, and independence.

# Laying the *Foundation* for Reading, Thinking, and Independence

*To become truly independent readers, students need instruction that's intentionally designed to progress within and across grades.*

## Grades K–2: Building Strong Readers from the Start

Whole-class instruction builds the language, skills, and habits students need to become readers. As students become more skilled and independent, instruction shifts to strengthen comprehension, oral language, vocabulary, and routines for independent reading, writing, and word work.

### WHOLE-CLASS INSTRUCTIONAL STRANDS

KINDERGARTEN	GRADE 1	GRADE 2
Reading	Reading	Reading
Vocabulary	Vocabulary	Vocabulary
Letter Names	–	Word Study
Handwriting	Handwriting	–
Independent Work	Independent Work	Independent Work

### How Whole-Class Instruction Builds Across K–2

#### Kindergarten–Grade 1

- Building comprehension, vocabulary, and oral language through interactive read-alouds
- Developing phonological awareness, print concepts, and word recognition
- Strengthening letter formation to support fluent reading and writing

#### Grade 2

- Increasing emphasis on deep comprehension and written response
- Moving from foundational phonics to morphology and polysyllabic word study
- Transitioning from direct vocabulary learning to independent word analysis

By the end of grade 2, students read fluently for meaning, analyze unfamiliar words, support ideas with evidence, and take increasing ownership of their reading and thinking.

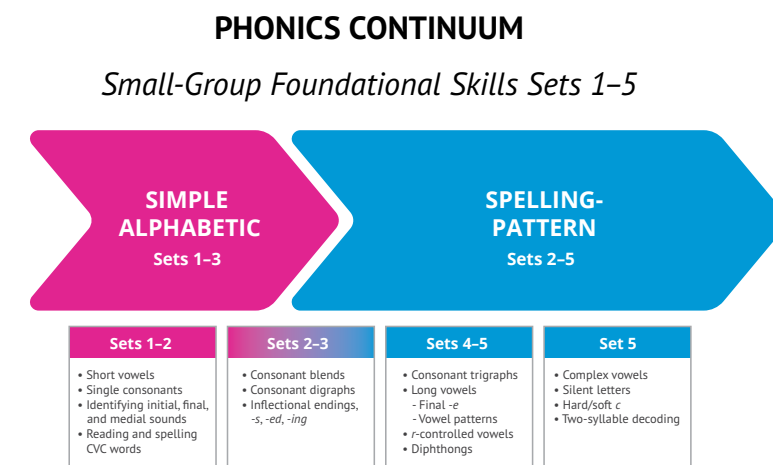
*These foundations prepare students to apply their learning in small-group instruction and independent reading.*

## Small-Group Instruction: Meeting Readers Where They Are

*Being a Reader's* small-group instruction follows a research-based continuum that ensures both decoding mastery and strategic comprehension. Instruction is targeted and responsive, allowing students to progress at their own pace in reading development.

### Small-Group Foundational Skills Sets 1–5 (Grades K–2)

- Placement-based instruction builds decoding accuracy, fluency, and comprehension.
- Decodable texts aligned to instruction allow immediate application.
- Guided Spelling integrates decoding and encoding.



The end of Set 5 marks the culmination of single-syllable phonics instruction. Optional fluency and comprehension lessons provide additional support as students transition to trade books and Small-Group Comprehension.

### Small-Group Comprehension (Grades 1–2)

- Explicit instruction in comprehension strategies, text analysis, and syntax using grade-level trade books.
- Students learn to monitor understanding, self-correct, generate independent thinking, and analyze texts.

### Independent Practice: Purposeful and Connected

During small-group instruction, students engage in independent work rotations aligned to daily lessons. Whole-class Independent Work lessons establish routines that build stamina and independence, while maximizing instructional time.

# Deepening Comprehension, Knowledge, and Independence

*As readers grow, instruction shifts, inviting students to read more deeply, think critically, and take greater ownership of their learning.*

## Grades 3–5: Strengthening Comprehension and Independent Thinking

Building on strong foundational skills and independent reading habits established in K–2, whole-class instruction consolidates word-analysis skills and comprehension strategies so students read increasingly complex texts with understanding and purpose. Grounded in content-rich texts across genres, instruction emphasizes reading as a tool for thinking and learning.

### WHOLE-CLASS INSTRUCTIONAL STRANDS

GRADE 3	GRADE 4	GRADE 5
Reading	Reading	Reading
Word Study	Word Study	Word Study

### The Focus for Whole-Class Instruction in Grades 3–5

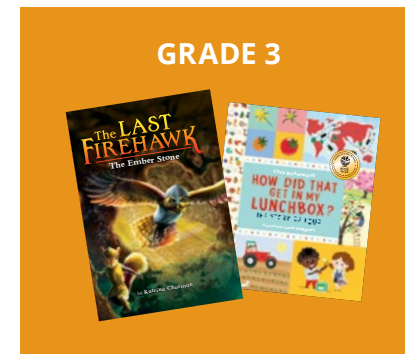
- Reading, discussing, and understanding complex fiction and informational texts
- Analyzing text structure, genre, and author’s craft
- Building vocabulary through morphology, syntax, and analyzing and decoding polysyllabic words
- Strengthening fluency and expressive reading
- Applying comprehension strategies purposefully and independently

Across grades 3 through 5, students read independently to build knowledge, think critically about texts, and engage in evidence-based discussion and writing.



**In every classroom, readers are talking, collaborating, thinking critically, and using authentic texts to build strong reading habits.**

– Casey Wescott, Principal  
North Creek Elementary School, Chelsea, Michigan



### Small-Group Comprehension

- Small-group instruction deepens comprehension, strengthens strategic reading, and supports collaborative discussions.
- Targeted strategy instruction uses whole, grade-level texts.
- Explicit instruction in syntax and vocabulary supports understanding of complex texts.
- Students prepare for student-led book clubs.

### Individualized Daily Reading and Application

- Students read self-selected texts daily.
- Teachers meet with individuals or small groups as needed.
- Book clubs provide opportunities for student-led discussion.

*Wide reading and conversations about books cultivate curiosity and a love of reading, motivating students to seek out knowledge and see reading as a tool for learning.*



**Download Digital Samples!**

[info.collaborativeclassroom.org/download-being-a-reader](http://info.collaborativeclassroom.org/download-being-a-reader)

# Empowering Independent Readers and Learners K-5

Students grow into confident, independent readers through daily opportunities to apply new skills by reading whole texts—building agency, stamina, and curiosity while reinforcing what they’ve learned.

## Individualized Daily Reading: Where Independence Meets Instruction

Individualized Daily Reading (IDR) is a core part of every *Being a Reader* lesson. Each day, students choose and read books from the classroom library while applying the skills and strategies they’re learning.

During IDR, teachers meet one-on-one with students to identify strengths, set goals, and guide growth. Students then come back together to share ideas, write about their reading, or reflect on their learning and behavior as readers.

In grades 3–5, IDR also allows time for differentiated small-group instruction and student-led book clubs.

## The IDR Library: Essential Collection

Each grade-level IDR Library includes 120 diverse fiction and nonfiction titles, many of which connect to *Being a Reader* topics. Spanning genres and content areas, these carefully curated collections support a range of abilities and interests, ensuring students always have engaging, relevant choices.



### Why IDR Matters:

- Builds stamina and independence
- Reinforces comprehension strategies
- Supports targeted one-on-one instruction
- Encourages goal-setting and agency



### Why Invest in IDR Libraries:

- Reinforces content topics and knowledge-building
- Offers authentic texts across genres
- Expands representation of families, cultures, and communities
- Supports student choice and sustained independent reading

See page 23 to learn more.

# Growing Independence: Supporting K-2 Work Rotations

In grades K-2, *Being a Reader* prepares students to work independently during small-group instruction. Whole-class lessons establish and reinforce work routines, so that teachers can meet with small groups without interruption, confident that students are engaged in meaningful practice.

## Independent Work Rotations (Grades K-2)

During independent work rotations, students practice phonics, reading, and writing skills aligned to daily instruction while building stamina, decision-making, and productive work habits.



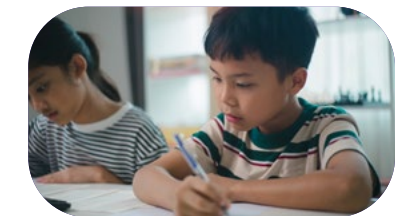
### Reading

- Rereading small-group books
- Reading digital decodable texts or nonfiction articles using CC PAL
- Building poetry readers (K-1)



### Word Work

- Completing picture and word sorts introduced in lessons
- Engaging with phonics manipulatives
- Using CC PAL to practice phonics decoding, and word analysis through skills-based games



### Writing

- Practicing handwriting
- Writing words, sentences, and stories



CC PAL extends foundational skills instruction with adaptive, independent retrieval practice directly aligned to what students are learning, making independent work productive and purposeful.

See page 26 to learn more about CC PAL.

# Building Knowledge Deepens Comprehension

When students connect new information to what they already know, they engage more deeply with texts, think critically, and retain learning. Carefully sequenced texts build knowledge while strengthening comprehension.

## Knowledge Building Through Related Texts

*Being a Reader* builds knowledge through carefully selected, content-rich texts that support comprehension and vocabulary development.

- Discussions of sophisticated texts deepen understanding, build oral language, and develop critical thinking.
- Related texts within units allow students to revisit ideas and use language in meaningful ways.
- Curated trade books, articles, and digital media provide rich content across genres.

## Integrating Literacy with Science and Social Studies

Select units feature related texts that build understanding of science and social studies topics.

These interdisciplinary connections support students in:

- Applying literacy skills across content areas
- Developing conceptual understanding
- Building academic vocabulary tied to real-world topics

### SCIENCE: ANIMALS

- Grade K: Animal Young
- Grade 1: Animal Life Cycles
- Grade 2: Animal Habitats
- Grade 3: Animal Migration
- Grade 4: Symbiotic Relationships
- Grade 5: Wildlife Conservation



### SOCIAL STUDIES: PEOPLE AND PLACES

- Grade K: Places in the Community
- Grade 1: People in the Community
- Grade 2: People Who Make a Difference
- Grade 3: Artistic Expression
- Grade 4: Innovation
- Grade 5: Exploration



Additional social studies topics explored across a unit include National Parks (grade 3) Navajo Code Talkers (grade 4) and Wangari Matathai & the Green Belt Movement (grade 5).

# Going Beyond Facts: Teaching Students to Build Knowledge

*Being a Reader* goes beyond building knowledge about specific topics. It teaches students how to learn—how to ask questions, read widely, make connections, and synthesize information—so they can build knowledge about any topic, inside and outside the classroom.

## Knowledge Built Through Wide Reading and Curiosity

In addition to focused topic study, *Being a Reader* emphasizes reading widely across genres, authors, and subjects.

- During Individualized Daily Reading (IDR), students apply comprehension strategies in self-selected texts and explore topics of personal interest.
- Daily exposure to varied texts builds background knowledge, academic vocabulary, and curiosity.
- Students learn to follow their interests, ask questions, notice patterns across texts, and connect ideas over time.

## From Reading to Research, Thinking, and Synthesis

*Being a Reader* helps students develop the habits and strategies needed to build knowledge independently through:

- Asking questions and seeking information across multiple texts
- Integrating ideas from read-alouds, discussions, independent reading, and writing
- Synthesizing information to develop new understanding
- Using reading as a tool for learning across disciplines

Rather than limiting knowledge building to predefined topics, *Being a Reader* empowers students to approach any topic with confidence, curiosity, and purpose.



*Students don't just learn about topics—they learn the habits of mind that make knowledge building transferable.*

# How Being a Reader *Supports* English Learner Students

*Being a Reader's* inherently supportive design helps teachers create safe and inclusive classrooms where all learners, especially EL students, can participate fully. Built-in scaffolds within daily lessons make content accessible, promote language development, and support success.

## Community Building

- Creates a classroom space where students feel safe taking risks
- Reduces anxiety so students are more willing to speak, read, and write

## Academic and Social Development

- Integrates language learning with meaningful social interaction and collaboration
- Develops academic language, communication skills, and higher order thinking through discussion

## Predictable Lesson Structure

- Provides consistent routines so students know what to expect
- Builds confidence and supports independent participation

## High-Quality, Diverse Texts

- Reflect a range of backgrounds, cultures, and perspectives
- Expose students to rich language and grade-level content

*These features support all learners while ensuring that multilingual students have access to rigorous, grade-level instruction.*

## Just-in-Time and Just-in-Case Supports

- **Pre-Teaching Support** activities include suggestions for building background knowledge, previewing the text, or providing language support.
- **Interactive Read-Alouds** support language development through teacher modeling, visual and contextual support, and using structured talk and language frames to help students understand, practice, and use English confidently.
- **EL Notes** provide point-of-use scaffolding to make the language and content more accessible.
- **Extension activities** provide focused time for students to look closely at mentor texts, analyze language, conduct research, explore author's craft, or practice using vocabulary words.

**EL Note**  
You might **model and think aloud** about the process for making an inference about Naomi using the first passage on page 18 of the *Student Response Book*.

# Designated English Language *Development*

In addition to integrated supports for EL students, *Being a Reader* includes a digital-only Designated English Language Development (D-ELD) component. Daily lessons use research-based practices that ensure instruction is rigorous, language-rich, strategic, and connected.

Designated ELD lessons (accessed via the Learning Portal) build into and from the Reading strand in *Being a Reader*, providing opportunities for students to apply new language skills directly to core instruction in authentic contexts. Each lesson requires 30 minutes of additional daily instruction.

## Meaning Making

Students build knowledge about texts and strengthen their language skills through collaborative and interactive reading activities that support comprehension and engagement.

## Language Development

Students develop academic language through interactive vocabulary and language analysis activities including word play, sentence unpacking, and collaborative text reconstruction.

## Effective Expression

Students expand oral and written language through structured discussion and writing activities, including presenting, performing texts, and dramatic play.

## Content Knowledge

Students work with the same texts used in the *Being a Reader* lessons, allowing them to closely examine academic language and deepen comprehension of content.

## Foundational Skills

Students reinforce foundational skills through activities such as choral, paired, or fade-in/fade-out reading and oral retelling—building fluency and automaticity. Language analysis and vocabulary routines also reinforce phonics, print awareness, and morphology.



# Oral Language *Fuels* Literacy Growth

Oral language—speaking, listening, and verbal reasoning—lies at the heart of *Being a Reader*. Through discussion, students build knowledge, deepen comprehension, and develop the language skills needed to read, write, speak, and think independently.

## How Being a Reader Builds Oral Language

### Whole-Class Discussions

- Grade-level texts spark rich discussion that helps students clarify ideas, use evidence to support their thinking, and build shared understanding.
- Teachers model and scaffold academic language students use in speaking and writing.

### Partner Talk and Collaborative Conversations

- Structured partner work gives all students regular opportunities to rehearse ideas, explain their thinking, and listen to others.
- Frequent oral rehearsal builds confidence and supports deeper understanding.

### Student-Led Book Clubs and Discussions (Grades 3–5)

- Students learn, generate, and practice using prompts to help keep book discussions going.
- Targeted instruction builds independence and deepens thinking.



# Assessments That Guide, Support, and *Strengthen* Instruction



In *Being a Reader*, assessment is seamlessly embedded in instruction and designed to inform timely, confident teaching decisions. Placement, formative, and summative assessments give teachers clear insight into students' academic progress and social development—without interrupting learning.

### Placement and Progress Monitoring (Small-Group Foundational Skills)

- A Placement Assessment identifies each student's entry point for foundational skills instruction.
- Mastery Tests monitor progress and inform instructional decisions.

### End-of-Unit Summative Assessments

- Summative assessments track growth and document learning across the year.
- Student Progress and Social Skills Assessments monitor comprehension and social growth.
  - Word Study Assessments and Spelling Tests measure application of word analysis in reading and spelling.
  - Grading Support identifies written artifacts that serve as authentic evidence of learning.

### Ongoing, Embedded Formative Assessments

Formative assessments are woven into daily instruction and provide real-time insight.

- Listening Comprehension Assessments (Grades K–1) monitor comprehension and oral language.
- Class Assessments guide next instructional steps based on observation.
- Reading Conferences identify strengths and needs, monitor fluency, and support goal setting.
- Reading Comprehension Assessments, Comprehension Checks, and Exit Tickets (Grades 2–5) provide snapshots of understanding across instructional settings.
- Genre Culmination Activities (Grades 3–5) allow students to demonstrate understanding of genre features.
- Vocabulary Checks (Grades K–2) assess word learning and retention.

# Ensure Success Through Aligned Intervention with SIPPS

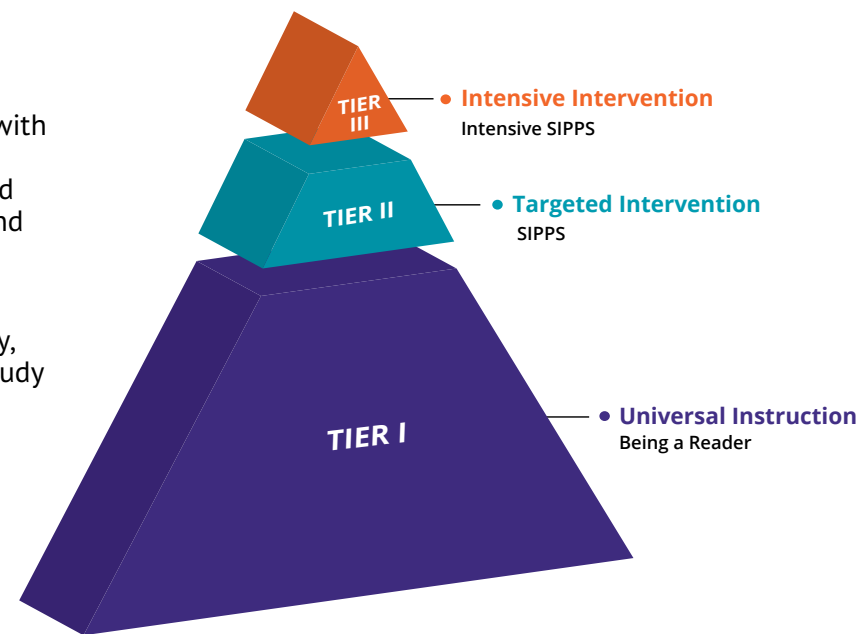
Assessment insights guide timely decisions about when core instruction is sufficient—and when students need aligned intervention. *SIPPS*® works seamlessly with *Being a Reader* to provide targeted support for students who need additional time and practice to master foundational reading skills.

*SIPPS* and *Being a Reader* share a common scope and similar routines so teachers are able to intensify instruction in Tiers II and III without introducing inconsistencies.

## Three *SIPPS* levels support a range of needs:

- ***SIPPS* Beginning and Extension** align with Small-Group Foundational Skills Sets 1–5, reinforcing phonics, decoding, and fluency through consistent routines and connected text practice.
- ***SIPPS* Challenge** extends support to polysyllabic word reading, morphology, and vocabulary, aligning with Word Study in grades 2–5.

*SIPPS* can be used alongside *Being a Reader* or with any comprehensive ELA curriculum.



Learn More

[collaborativeclassroom.org/programs/SIPPS/](https://collaborativeclassroom.org/programs/SIPPS/)

## What's Included

*Being a Reader* provides print and digital classroom-ready materials that support whole-class, small-group, and independent learning across grades K–5.

### Whole-Class Materials



#### Teacher's Manuals (print + digital)

Grade-level whole-class unit manuals provide daily lessons, built-in educative supports, and assessment guidance.

#### Implementation Handbook

This manual includes the program overview, planning tools, assessment support, and sample schedules.



#### Trade Books for Teaching and Reteaching

Each classroom package comes with 26–48 high-quality trade books per grade, including big books for K–1 and reteaching texts to reinforce initial instruction.

### Digital-Only Resources on the Learning Portal

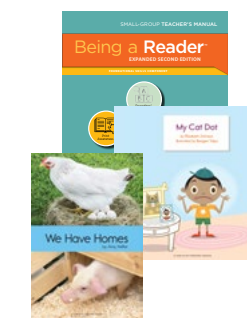
**Designated English Language Development Teacher's Manual** provides daily lessons that connect directly to whole-class Reading lessons.

**Reading Assessment Preparation Guide (Gr. 3–5)** helps students prepare for end-of-year reading assessments.

#### Additional Whole-Class Resources

- Phonological Awareness Cards (K)
- Alphabet Wall Cards (K–1)
- Word and Picture Cards (K–2)
- Spelling-Sound Chart (K–5)

### Small-Group Materials



#### Small-Group Foundational Skills Sets 1–5 (Grades K–2)

Teacher's Manuals and decodable texts are aligned to placement-based instruction and connected text practice.

#### Foundational Skills Sets by Grade:

- K (Sets 1–4)
- Grade 1 (Sets 3–4)
- Grade 2 (Set 5)
- Includes Spelling-Sound Wall and Handheld Cards and High-Frequency Word Cards



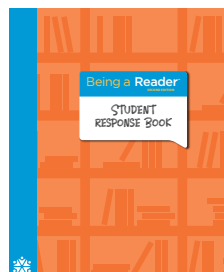
#### Small-Group Comprehension (Grades 1–5)

Teacher's Manuals provide differentiated Tier 1 instruction to support development of reading skills and strategies and promote independent thinking. Lessons use grade-level trade books, articles and poems.

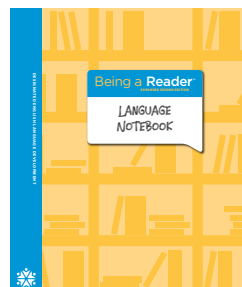
# What's Included (continued)

## Consumable Student Materials

Each classroom package includes 25–30 copies of the following:



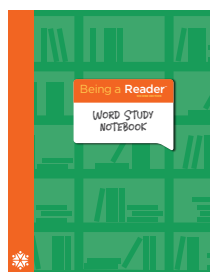
**Student Response Book (Grades K-5)**  
Lesson-aligned activities, tools, and a Reading Journal



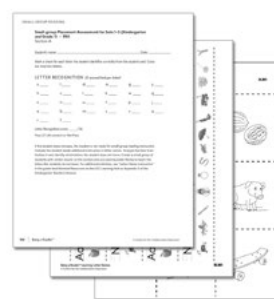
**Language Notebook (Designated ELD, Grades K-5)**  
Lesson-aligned activities and resources



**Handwriting Notebook (Grades K-1)**  
Letter formation practice



**Word Study Notebook (Grades 2-5)**  
Weekly spelling, word sort, and vocabulary activities



**Consumables Package (Grades K-2)**  
Starter materials, including poetry reader pages (K-1), sorts, and assessments

## Non-Consumable Student Resources



**Wipe-Off Boards and Dry-Erase Markers**  
25 of each (grades K-2)



**Digital Nonfiction Article Library**  
15 per grade; audio support in K-1



**CC PAL: Practice App for Literacy\***  
Adaptive foundational skills practice aligned to *Being a Reader* instruction, with access to decodable texts and nonfiction articles

\*CC PAL is included with initial purchase. Continued access requires annual subscription.

## Optional Resources (Additional Purchase)



**Collaborative Classroom Literacy Kit (K-3)**  
Hands-on materials that support engaging, lesson-aligned independent work; each kit supports six students and contains word puzzle cards, letter-tracing sensory pads, magnetic dry-erase activity trays, Elkonin boxes, phoneme phones, word-building magnetic tiles, and upper- and lower-case letters, stamp sets, and alphabet puzzle cards



**IDR Library: Essential Collection**  
120 titles per grade at a range of reading levels and genres, with many titles linked to lesson topics



**SIPPS Aligned Intervention**  
Targeted phonics and decoding support aligned to *Being a Reader* scope and sequence and routines

## Explore These Aligned, Optional Resources



**Preview the IDR Library: Essential Collection**  
[collaborativeclassroom.org/programs/individualized-daily-reading/](https://collaborativeclassroom.org/programs/individualized-daily-reading/)



**See What's Inside the Literacy Kits**  
[collaborativeclassroom.org/programs/literacy-kit/](https://collaborativeclassroom.org/programs/literacy-kit/)



**Learn More About SIPPS**  
[collaborativeclassroom.org/programs/sipps/](https://collaborativeclassroom.org/programs/sipps/)

# The Learning Portal

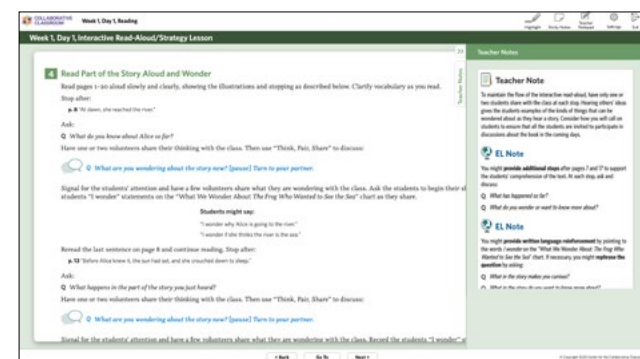
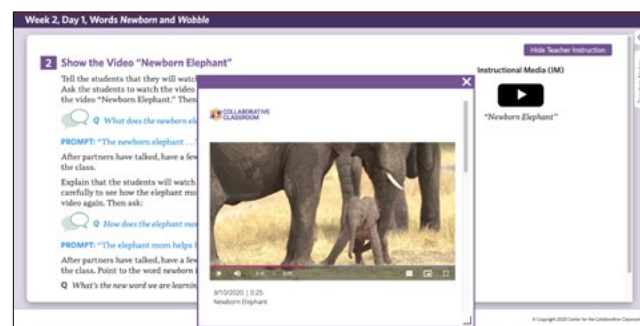
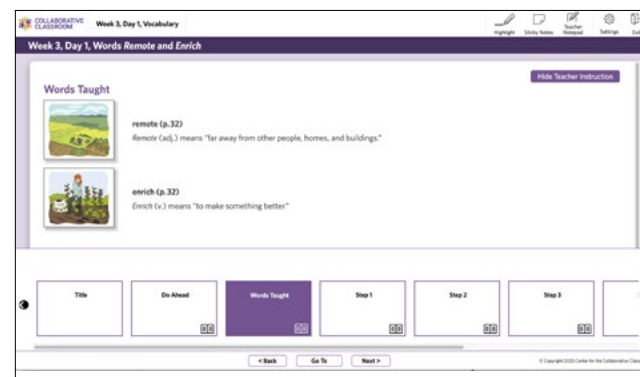
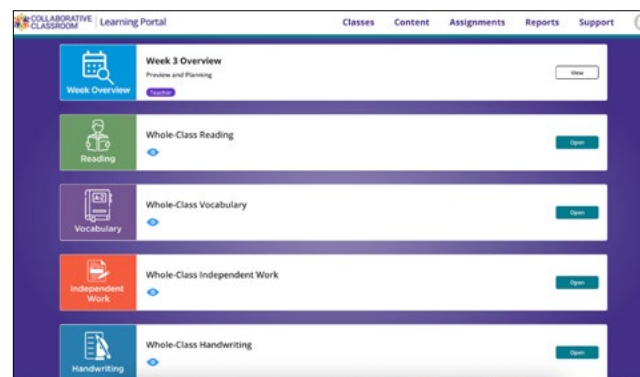
*Being a Reader* classroom packages include a license to the Learning Portal—a single, intuitive digital environment that brings together core instructional materials, planning tools, assessments, and professional learning to support coherent, high-quality instruction.

Whether leading whole-class lessons, facilitating small-group instruction, or supporting multilingual learners, teachers use the Learning Portal to keep resources seamlessly connected and instruction focused.

## Everything Teachers Need, All in One Place

The Learning Portal organizes instruction the way teachers teach—moving between whole-class lessons, small-group instruction, and independent practice. Teachers can:

- Plan and deliver instruction using digital lessons and integrated resources
- Assign digital texts for independent reading, assessments, and practice materials
- Capture assessment data and use it to inform next steps
- Access layered guidance—quick refreshers, instructional insights, and point-of-use scaffolds—within every lesson



## Learning Portal Standard Access

Learning Portal Standard access is included with every classroom package and remains available for the life of the program. It provides:

- **Digital Teacher's Manuals** in an accessible e-reader format
- **Designated ELD Teacher's Manuals** with daily lessons aligned to *Being a Reader* lessons
- **Reading Assessment Preparation Guide** to prepare students for end-of-year reading assessments
- **Secure single sign-on and roster management** when requested with the initial purchase
- **A digital assessment system** that turns student data into clear instructional action
- The ability to assign and push **digital texts** directly to student devices

## Learning Portal Elevated Access

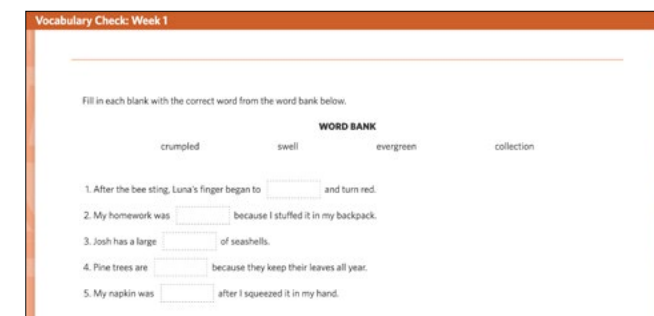
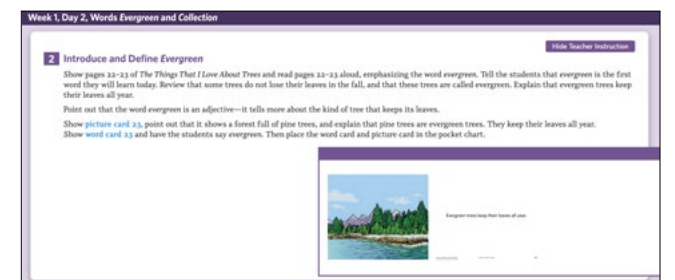
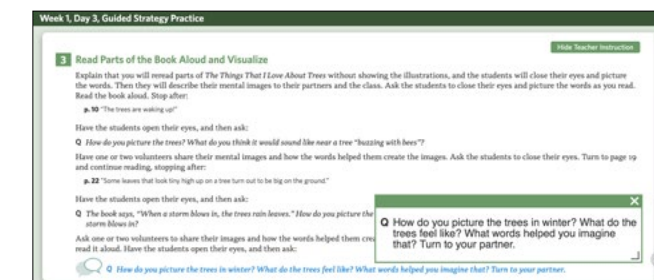
Learning Portal Elevated\* provides additional tools that increase efficiency, personalize practice, and further support instructional decision-making. It includes:

- **Step-by-step “lesson flow”** with embedded instructional resources and teacher supports
- **One-click access** to student-facing lesson content
- **Digital Card Deck App** for Small-Group Foundational Skills
- **CC PAL**, the adaptive student practice app that's aligned to foundational skills instruction
- **CC AI Assistant**, for 24/7 implementation support
- **Personalized just-in-time professional learning**

\*Learning Portal Elevated access is included for one year with initial purchase. Continued access is available through an annual subscription.

## From Insights to Action

The Learning Portal is a partner in implementation, helping teachers reduce preparation time while keeping instruction focused on student learning.





# Personalized Practice Aligned to Instruction

Aligned with *Being a Reader's* scope and sequence, CC PAL provides short, engaging foundational skills practice that reinforces whole-class and small-group instruction.

## CC PAL is intentionally designed to:

- Adjust automatically to each learner's needs, reinforcing current instruction
- Build retention through frequent, targeted retrieval practice
- Support productive independent practice during small-group rotations
- Extend practice with decodable texts



## Teacher Insights That Inform Instruction

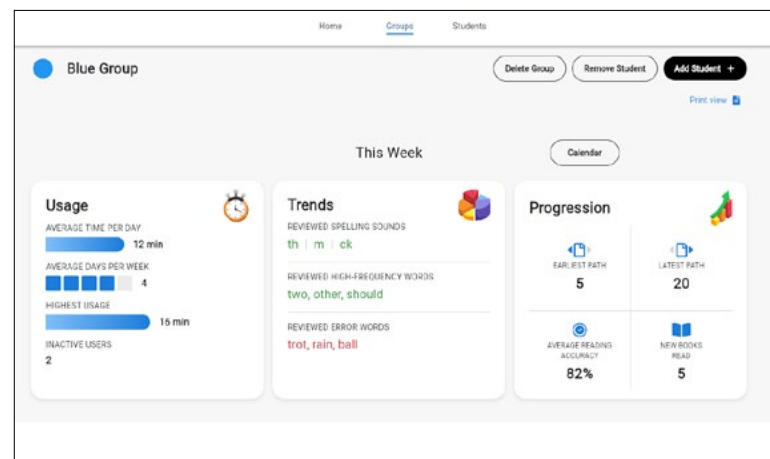
CC PAL includes a teacher-facing web-based app that provides real-time insights into student practice.

### Teachers can see:

- Practice time and frequency
- Skills reviewed and top errors
- Broad performance trends
- Item-level analysis of comprehension data

### These insights help teachers:

- Monitor progress efficiently
- Identify patterns across students
- Make timely, evidence-based instructional decisions.



# Partners in Professional Learning

Collaborative Classroom is a learning organization—we know that *how* we teach matters as much as *what* we teach. Together, our curricula and professional learning empower teachers through an educative curriculum and implementation support.

## Pathways for Professional Growth

Professional learning is flexible and customizable—ranging from built-in curriculum supports to facilitated in-person and virtual experiences.

### Professional Learning Built into the Curriculum

Our programs are educative—they teach while you teach. Opportunities to learn, practice, and reflect on effective instruction are built into the design. Embedded supports help teachers:

- Identify student needs and differentiate instruction
- Make informed decisions about student progression
- Support multilingual learners
- Facilitate communication and collaboration
- Feel confident, prepared, and effective

### The Support Center

The Collaborative Classroom Support Center helps educators find answers to common questions. They can browse program-specific content articles or submit requests for additional support if needed.

### On-Demand Professional Learning

A Learning Portal Elevated subscription provides access to just-in-time support to maximize impact. Resources include:

- Quick Start courses, such as:
  - Getting Started
  - Preparing for and Teaching Small-Group Foundational Skills
  - Preparing for and Teaching Small-Group Comprehension
- Additional resources for using assessments, pacing and facilitating lessons, and refining teaching practices will also be available on-demand.

### CC AI Assistant: Personalized Support

Available 24/7 with a Learning Portal Elevated subscription, CC AI Assistant gives educators immediate answers to implementation questions.

We're also building a Literacy Insights System that connects curriculum, student performance data, and AI-enabled guidance, helping teachers identify reading risk earlier and respond more precisely during instruction.

*Smarter support, exactly when you need it.*



## Watch a Video Tour of CC PAL

Scan the QR code or visit

[collaborativeclassroom.org/programs/cc-pal-practice-app](https://collaborativeclassroom.org/programs/cc-pal-practice-app)

# Deepening Practice, Sustaining Success

## Professional Learning Packages

In addition to the professional learning supports included with *Being a Reader*, our team of educators, leaders, and professional learning facilitators and developers have crafted professional learning packages based on their years of success supporting schools and districts nationwide. We will work closely with your leadership team to:

- Generate year-long plans to meet your needs
- Provide virtual and in-person sessions that support your professional learning framework
- Ensure that all teachers feel confident with the curriculum
- Equip leaders with the tools they need to monitor and support the implementation



“  
**Collaborative Classroom is not an ordinary curriculum “vendor.” They are our partners in making sure our students and educators get what they need to be successful.**

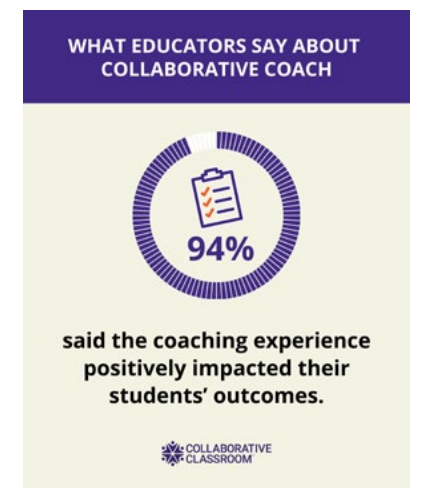
– Laura Mendes  
Director of Literacy, Elementary and Early Childhood Education  
Springfield Public Schools, MA

# Building Capacity, Strengthening Implementations

## Collaborative Coach

**Collaborative Coach is a personalized, video-based, asynchronous coaching experience that provides one-on-one *Being a Reader* coaching for individual teachers, coaches, or leaders in a safe and supportive environment.**

Educators receive direct access to a Collaborative Coach who will provide program-specific professional learning and feedback through our tool on the Learning Portal. Coaching is personalized to meet each educator’s teaching practice.



“  
**My Collaborative Coach was expert, extremely supportive, and open to any questions that I had. She was always available and responded to me as quickly as possible.**

– Vikki DeLoach, Interventionist  
Joseph Shanklin Elementary, SC

# Collaborative Literacy

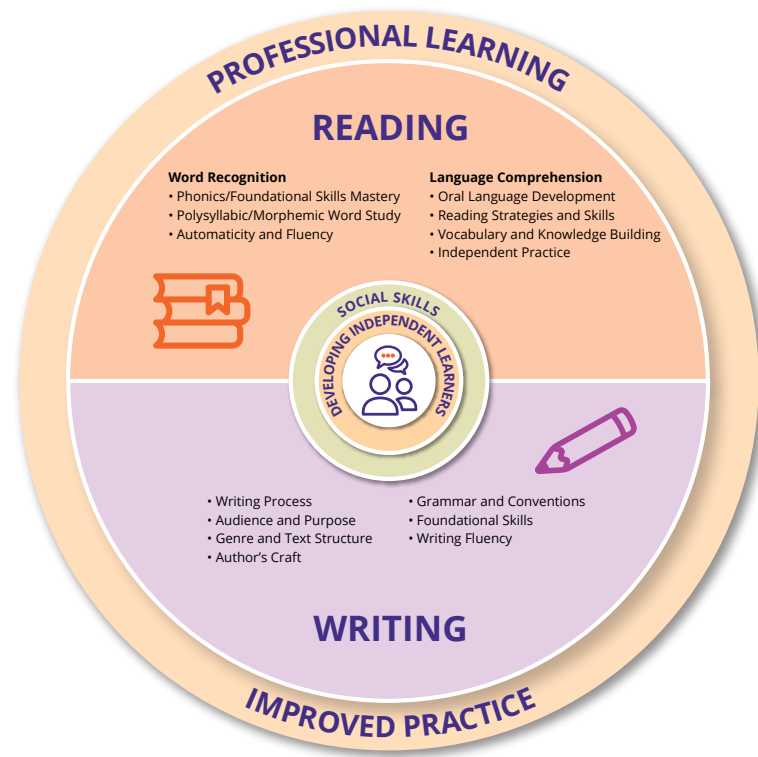
## Complete Your English Language Arts Curriculum with Being a Writer, K-5

While *Being a Reader* stands on its own as a complete reading program, it also works alongside *Being a Writer* to form Collaborative Literacy, a comprehensive ELA curriculum that marries the latest research in literacy education with explicit teaching of social skills and embedded professional learning

### Being a Writer

*Being a Writer*™ is a time-tested, research-based K-5 writing program that integrates process, genre, craft, and grammar instruction with explicit social skills development to foster students' ability to communicate as writers and become responsible, caring members of the classroom community.

Whether implemented alone or together as Collaborative Literacy, *Being a Reader* and *Being a Writer* help teachers create environments where all students can develop into capable, confident readers, writers, and independent learners.







Learn More

[collaborativeclassroom.org/programs/being-a-writer](https://collaborativeclassroom.org/programs/being-a-writer)

# Aligned Early Childhood Solutions

Whether you're looking for a complete curriculum for 3- and 4-year-olds, a targeted literacy program for the year before kindergarten, or professional learning to empower your educators, our proven offerings support joyful learning and strong outcomes for early childhood.

	 		
<b>What is it?</b>	Comprehensive curriculum, offering two years of instruction; aligns with Collaborative Literacy (K-5)	Literacy curriculum for the year before kindergarten; aligns with Collaborative Literacy (K-5)	Professional learning that enhances the instructional quality of any early childhood curriculum
<b>Who is it for?</b>	Children in PK3 and PK4 (preschool and PreK)	Children in PK4 and Transitional Kindergarten	Adults who teach and care for children ages 3-5
<b>What does it cover?</b>	All domains of learning, including language and literacy, mathematics, social-emotional learning, and STEM	Comprehensive early literacy instruction, as well as instruction to develop oral language, executive functioning, and social skills	Gives adults the knowledge to embed sensitive relationships in all interactions and develop children's oral language, literacy, social, and self-regulation skills
<b>What educator supports are available?</b>	Curriculum-specific professional learning and implementation support	Curriculum-specific professional learning and implementation support	SEEDS of Learning is curriculum-agnostic professional learning



Learn More

[collaborativeclassroom.org/early-childhood-learning-solutions](https://collaborativeclassroom.org/early-childhood-learning-solutions)

# See the Power of our Programs in Action

Ask About  
a Pilot Today



Learn More  
[collaborative  
classroom.org/pilots/](https://collaborativeclassroom.org/pilots/)



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Alameda, CA 94501-1042  
800.666.7270  
[collaborativeclassroom.org](https://collaborativeclassroom.org)

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