The Evidence Base for Being a Reader

The pedagogy of Collaborative Classroom's *Being a Reader*™ is informed by best practices and research-based recommendations for reading instruction. This Evidence Base Guide was developed to highlight the research support for the instructional practices in the *Being a Reader* program, along with the common elements of the instruction that align to these practices.

The guide was 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 guide 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 *Being a Reader* program:

- 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

Evidence Base for Being a Reader (K–5)

	Recommended Instructional Practices	*Being a Reader* Program Features (K–5)	Sources
Teach Comprehension Strategies	• Teach and model how to use reading comprehension strategies: question generation, summarization, visualization, clarification, and prediction • Teach reading comprehension strategies through a gradual release of responsibility	• Making meaning through analyzing the events and characters in stories, retelling, making connections, exploring text features, and making inferences • Comprehension strategies taught with the goal of having the students apply the strategies to their independent reading (making connections, questioning, retelling, making inferences, determining important ideas, using text features, analyzing text structure, and summarizing) • Development of metacognitive awareness through teacher modeling and guided, independent practice • Individualized Daily Reading (IDR) conferences	**IES Practice Guides** K–3 Reading (2010) Adolescent Literacy (2008) **GELN** Essential Instructional Practices in Literacy, grades 4–5 (2016) **National Reading Panel** Teaching Children to Read
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	• Development of skills needed to participate in small-group discussions about texts in a meaningful way • Discussions of text are focused using thoughtful, open-ended questions • Development of students' listening and speaking skills • Cooperative structures and partner activities • Students respond to literature in their book discussions to learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read	**IES Practice Guides** K–3 Reading (2010) Adolescent Literacy (2008) **GELN** Essential Instructional Practices in Literacy, grades K–3 (2016) Essential Instructional Practices in Literacy, grades 4–5 (2016)

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, and modeling	• The teacher reads and rereads carefully selected large-format texts and/or trade books with the whole class, models effective reading behaviors and strategies, and invites the students to be involved in reading and discussing the texts • Students wonder and answer questions before, during, and after a read-aloud to make sense of text • The teacher models fluent reading and uses comprehension strategies. "Thinking Tools" used to guide students through texts are also modeled	**National Reading Panel** Teaching Children to Read (2000) **National Early Literacy Panel** Developing Early Literacy (2008) **GELN** Essential Instructional Practices in Literacy, grades K–3 (2016) Essential Instructional Practices in Literacy, grades 4–5 (2016)
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 and contrast, cause and effect) are used to understand different genres • Genres taught: fiction, biography, expository nonfiction, narrative nonfiction, persuasive nonfiction, drama, and poetry	**IES Practice Guide** K–3 Reading (2010) **GELN** Essential Instructional Practices in Literacy, grades K–3 (2016) Essential Instructional Practices in Literacy, grades 4–5 (2016)

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	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 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 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) **GELN** Essential Instructional Practices in Literacy, grades K–3 (2016) Essential Instructional Practices in Literacy, grades 4–5 (2016)
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	• 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) • Introduction of challenging vocabulary embedded in read-alouds • Explicit instruction of Tier 2 vocabulary words and independent word-learning strategies (e.g., affixes, antonyms, synonyms, multiple-meaning words, context clues, idioms, roots, and compound words) • The teacher is alerted at the start of each lesson to address vocabulary terms and definitions that will be used with students	**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) **GELN** Essential Instructional Practices in Literacy, grades K–3 (2016) Essential Instructional Practices in Literacy, grades 4–5 (2016)

| Provide Assessment and Differentiation | • Provide time for differentiated reading instruction for all students based on assessments of students' current reading levels
• Adjust or differentiate instruction based on assessments of student progress | 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 6–12)
• Placement and Grouping Support Record (*Book Clubs*)

Formative Assessments:
• Group Progress Assessments
• Class Assessments
• Individualized Daily Reading (IDR) Conferences
• Independent Work Observations
• Group Discussion Observation for Small-Group Reading and *Book Clubs*
• Exit tickets and recordings of book club discussions

Summative Assessments:
• Student Progress Assessment
• Mastery Tests (Sets 1–5)
• Letter Name Assessment (Kindergarten)
• Word Study Assessment (grades 2–5)
• Social Skills Assessment | **IES Practice Guides**
RTI (2009)
K–3 Reading (2010)

GELN
Essential Instructional Practices in Literacy, grades K–3 (2016)
Essential Instructional Practices in Literacy, grades 4–5 (2016) |

Establish Early Reading Foundational Skills

	Recommended Instructional Practices	*Being a Reader* Program Features (K–2)	Sources
Phonological Awareness	• Develop awareness of segments of sounds in speech and how they link to letters • Teach students to manipulate phonemes	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) **GELN** Essential Instructional Practices in Literacy, grades K–3 (2016)
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	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) **GELN** Essential Instructional Practices in Literacy, grades K–3 (2016)

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