

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 from 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

The following high-leverage practices were identified for the *Collaborative Literacy* writing strand from the *Being a Writer*™ program:

- 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

Evidence Base for Being a Reader (K–5)

	Recommended Instructional Practices	<i>Being a Reader</i> Program Features (K–5)	Sources
Teach Comprehension Strategies	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>IES Practice Guides K–3 Reading (2010) Adolescent Literacy (2008)</p> <p>GELN Essential Instructional Practices in Literacy, grades 4–5 (2016)</p> <p>National Reading Panel Teaching Children to Read</p>
Facilitate Text Discussion, Speaking and Listening, and Social Skills	<ul style="list-style-type: none"> • Guide students through focused, high-quality discussion of the meaning of text • Give students the opportunity to learn by collaborating with their peers 	<ul style="list-style-type: none"> • 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 	<p>IES Practice Guides K–3 Reading (2010) Adolescent Literacy (2008)</p> <p>GELN Essential Instructional Practices in Literacy, grades K–3 (2016) Essential Instructional Practices in Literacy, grades 4–5 (2016)</p>

<p>Engage Students in Shared Reading</p>	<ul style="list-style-type: none"> • Provide repeated oral reading with feedback and guidance to develop fluency, including questioning the text, providing feedback to students, repeating, expanding, and modeling 	<ul style="list-style-type: none"> • 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 	<p>National Reading Panel</p> <p>Teaching Children to Read (2000)</p> <p>National Early Literacy Panel</p> <p>Developing Early Literacy (2008)</p> <p>GELN</p> <p>Essential Instructional Practices in Literacy, grades K–3 (2016)</p> <p>Essential Instructional Practices in Literacy, grades 4–5 (2016)</p>
<p>Teach About Text Features and Genres</p>	<ul style="list-style-type: none"> • Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content • Teach reading comprehension with multiple genres 	<ul style="list-style-type: none"> • 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 	<p>IES Practice Guide</p> <p>K–3 Reading (2010)</p> <p>GELN</p> <p>Essential Instructional Practices in Literacy, grades K–3 (2016)</p> <p>Essential Instructional Practices in Literacy, grades 4–5 (2016)</p>

<p>Provide Explicit Instruction and Connected, Independent Reading</p>	<ul style="list-style-type: none"> • 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 	<p>Small-Group Reading (Sets 1–5):</p> <ul style="list-style-type: none"> • Students receive explicit instruction in phonics, decoding, high-frequency word recognition, and comprehension—practicing the skills immediately in appropriately leveled texts <p>Individualized Daily Reading:</p> <ul style="list-style-type: none"> • 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 <p>Independent Work:</p> <ul style="list-style-type: none"> • Students work independently on meaningful literacy activities (reading, writing, word work) while the teacher instructs small groups or individuals 	<p>IES Practice Guides Foundational Skills (2016) K–3 Reading (2010)</p> <p>GELN Essential Instructional Practices in Literacy, grades K–3 (2016) Essential Instructional Practices in Literacy, grades 4–5 (2016)</p>
<p>Support Academic Language and Vocabulary Knowledge</p>	<ul style="list-style-type: none"> • Teach students academic language skills, including the use of inferential and narrative language and vocabulary • Provide explicit and indirect vocabulary instruction 	<ul style="list-style-type: none"> • 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 	<p>IES Practice Guides Adolescent Literacy (2008) Foundational Skills (2016)</p> <p>National Reading Panel Teaching Children to Read (2000)</p> <p>National Early Literacy Panel Developing Early Literacy (2008)</p> <p>GELN Essential Instructional Practices in Literacy, grades K–3 (2016) Essential Instructional Practices in Literacy, grades 4–5 (2016)</p>

<p>Provide Assessment and Differentiation</p>	<ul style="list-style-type: none"> • 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 	<p>Small-Group Reading:</p> <ul style="list-style-type: none"> • Students are matched with texts at their assessed reading levels and instruction is provided to address their differing needs <p>Placement Assessments:</p> <ul style="list-style-type: none"> • Small-Group Reading Placement Assessments (Sets 1–5 and Sets 6–12) • Placement and Grouping Support Record (<i>Book Clubs</i>) <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Group Progress Assessments • Class Assessments • Individualized Daily Reading (IDR) Conferences • Independent Work Observations • Group Discussion Observation for Small-Group Reading and <i>Book Clubs</i> • Exit tickets and recordings of book club discussions <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Student Progress Assessment • Mastery Tests (Sets 1–5) • Letter Name Assessment (Kindergarten) • Word Study Assessment (grades 2–5) • Social Skills Assessment 	<p>IES Practice Guides</p> <p>RTI (2009)</p> <p>K–3 Reading (2010)</p> <p>GELN</p> <p>Essential Instructional Practices in Literacy, grades K–3 (2016)</p> <p>Essential Instructional Practices in Literacy, grades 4–5 (2016)</p>
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Establish Early Reading Foundational Skills

	Recommended Instructional Practices	<i>Being a Reader</i> Program Features (K–2)	Sources
Phonological Awareness	<ul style="list-style-type: none"> • Develop awareness of segments of sounds in speech and how they link to letters • Teach students to manipulate phonemes 	<p>Small-Group Reading (Sets 1–5):</p> <ul style="list-style-type: none"> • 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) 	<p>IES Practice Guide Foundational Skills (2016)</p> <p>National Reading Panel Teaching Children to Read (2000)</p> <p>National Early Literacy Panel Developing Early Literacy (2008)</p> <p>GELN Essential Instructional Practices in Literacy, grades K–3 (2016)</p>
Phonics and Decoding	<ul style="list-style-type: none"> • 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 	<p>Small-Group Reading (Sets 1–5):</p> <ul style="list-style-type: none"> • Single consonants • Short vowels/CVC patterns • Consonant blends • Long vowels/CVCE pattern • Complex vowels • Inflectional endings • Two-syllable decoding <p>Guided Spelling (Sets 1–5, 7, 8 and Grade 2 Word Study):</p> <ul style="list-style-type: none"> • Spelling-sound relationships • Polysyllabic words • High-frequency words 	<p>IES Practice Guide Foundational Skills (2016)</p> <p>National Reading Panel Teaching Children to Read (2000)</p> <p>National Early Literacy Panel Developing Early Literacy (2008)</p> <p>GELN Essential Instructional Practices in Literacy, grades K–3 (2016)</p>

Evidence Base for Being a Writer

	Recommended Instructional Practices	<i>Being a Writer</i> Program Features	Sources
Teach the Writing Process and Strategies	<ul style="list-style-type: none"> Teach students strategies for the various components of the writing process: plan, draft, revise, and edit. 	<ul style="list-style-type: none"> Process writing approach (grades 3–6): cycles of prewriting, drafting, revising, proofreading, and publishing Writing strategies: prewriting techniques (e.g., generating ideas, making lists, quick writes, peer conferring, and using mentor texts to get ideas), revision and proofreading techniques (e.g., guided rereading of drafts, proofreading checklists, Word Banks, and peer and teacher conferring) 	<p>IES Practice Guide K–5 Writing (2012)</p> <p>Common Core Meta-Analysis (2015)</p> <p>Writing Next (2007)</p> <p>Evidence-Based Practices (2014)</p>
Facilitate Speaking and Listening, Peer Collaboration, and Social Skills	<ul style="list-style-type: none"> Promote a supportive writing environment and an engaged community of writers. Provide for peer collaboration: opportunities to work together to plan, draft, revise, edit, and give and receive feedback (grades 2–6). 	<ul style="list-style-type: none"> Classroom discussion Collaborative writing tasks and peer conferring Cooperative structures (“Turn to Your Partner”; “Think, Pair, Share”; “Heads Together”; and “Group Brainstorming”) Author’s Chair Help one another improve their writing through pair conferring and expressing interest in one another’s writing 	<p>IES Practice Guide K–5 Writing (2012)</p> <p>Common Core Meta-Analysis (2015)</p> <p>A Meta-Analysis of Writing (2012)</p> <p>Writing Next (2007)</p> <p>Evidence-Based Practices (2014)</p>
Support the Development of Language Skills and Conventions	<ul style="list-style-type: none"> Help students develop and apply knowledge about the conventions of written English and writing skills, including spelling, capitalization, punctuation, sentence construction, and grammar. Teach foundational writing skills (text-transcription and sentence construction) (grades 1–3). 	<ul style="list-style-type: none"> Grammar, usage, punctuation, capitalization, and some spelling Skills embedded in writing tasks (e.g., capitalization and punctuation, complete sentences, and guided writing practice [K–1]) and Extension activities <i>Skill Practice Teaching Guide</i> and <i>Student Skill Practice Book</i> mini-lessons (grades 1–6) K–2 skill instruction during shared or modeled writing activities; 3–6 skill instruction during revision and proofreading phases 	<p>IES Practice Guide K–5 Writing (2012)</p> <p>Common Core Meta-Analysis (2015)</p> <p>Evidence-Based Practices (2014)</p>
Teach about Text Features and Genres	<ul style="list-style-type: none"> Teach students to write for a variety of purposes and audiences (describe, narrate, inform, persuade, and analyze). Increase students’ knowledge about writing (gathering ideas and information, text types and structures, good models of writing, and vocabulary) (grades 3–6). Provide students with opportunities to read, analyze, and emulate models of good writing (grades 3–6). 	<ul style="list-style-type: none"> Grades K–6: personal narrative, expository (or informative), opinion writing, and poetry Grades 2–6: letter writing Grades 3–6: functional (or explanatory) nonfiction Study of read-aloud texts and modeled writing as mentor texts 	<p>IES Practice Guide K–5 Writing (2012)</p> <p>Common Core Meta-Analysis (2015)</p> <p>A Meta-Analysis of Writing (2012)</p> <p>Writing Next (2007)</p> <p>Evidence-Based Practices (2014)</p>

	Recommended Instructional Practices	<i>Being a Writer</i> Program Features	Sources
Engage Students in Writing to Learn	<ul style="list-style-type: none"> • Support students to use writing to deepen content and literary knowledge. • Support students to use textual and other sources of information as content for writing. 	<ul style="list-style-type: none"> • Inquiry activities (e.g., Extension and Technology Extension activities) • Writing About Reading activities • Nonfiction writing research 	Common Core Meta-Analysis (2015) Writing Next (2007) Evidence-Based Practices
Provide Assessment, Monitoring, and Feedback	<ul style="list-style-type: none"> • Facilitate conferences: Discussions about the writer’s goals, the writing process, the writing task, or the written product. • Establish goals for students’ writing. • Monitor performance and progress. • Provide opportunities for self-evaluation (grades 3–6). • Provide feedback: Verbal or written information (grades 2–6). • Use formative writing assessment to enhance students’ writing. 	<ul style="list-style-type: none"> • Teacher conferring • Specific product goals and student self-assessment • Formative assessments (class assessment notes, student goals and interests survey, student self-assessments, and beginning- and end-of-year writing samples) • Summative assessments (social skills assessment and individual end-of-unit writing assessment and rubrics) 	IES Practice Guide K–5 Writing (2012) Informing Writing (2011) Common Core Meta-Analysis (2015) A Meta-Analysis of Writing (2012) Writing Next (2007) Evidence-Based Practices (2014)
Provide Regular, Daily Periods of Writing	<ul style="list-style-type: none"> • Provide daily time for students to write (minimum of one hour per day devoted to writing, beginning in first grade; 30 mins. teaching, 30 mins. writing). • Create routines that ensure students write frequently (grades 1–8). 	<ul style="list-style-type: none"> • Daily periods of writing (20–25 mins. K–2, 20–30 mins. 3–6) 	IES Practice Guide K–5 Writing (2012) Common Core Meta-Analysis (2015) A Meta-Analysis of Writing (2012)
Support Technology Use	<ul style="list-style-type: none"> • Use computer tools and software throughout the writing process to support the production of text (grades 1–6). 	<ul style="list-style-type: none"> • Technology mini-lessons (e.g., online safety, privacy, and searches; evaluating and citing sources; and creating documents and presentations) (grades 3–6) 	Common Core Meta-Analysis (2015) Evidence-Based Practices (2014)

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