Our Hopes for Children and Schools

The children who walk through the doors of our schools will become the caretakers of our democracy, our economy, our culture, and even our aging selves. In order to fill these roles, our students must be educated to thrive, and, in turn, to contribute to a thriving society.

There is no single set of skills or a bulleted list of facts to memorize, but an interconnected field of social, emotional, and academic competencies that students will need to develop, use, and practice as they grow. They need critical-thinking skills and strategies to synthesize and employ an ever-expanding array of information. And they need compassion and empathy to work with one another to solve the problems that dwell on our horizon.

The teachers who cultivate and refine this learning face extraordinary obstacles. They must grapple with rapidly changing, high-stakes tests that govern what is taught and how teachers are evaluated. Many work in underserved schools that don’t have the tools, resources, or professional learning support they need.

The Center for the Collaborative Classroom was founded to meet these challenges. We seek to provide schools and teachers with the support and tools they need to help children develop into highly literate adults who think critically and learn from, care for, and respect one another.
About the Center for the Collaborative Classroom

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Collaborative Literacy in Action

“[The] Center for the Collaborative Classroom is professionally responsible and professionally respectful of teachers and learners.”
— P. David Pearson
Challenges Students and Teachers Face

There is no single set of skills or a bulleted list of facts to memorize, but an interconnected field of social, emotional, and academic competencies that students will need to develop, use, and practice as they grow. They need critical-thinking skills and strategies to synthesize and employ an ever-expanding array of information. And they need compassion and empathy to work with one another to solve the problems that dwell on our horizon.

The teachers who cultivate and refine this learning face extraordinary obstacles. They must grapple with rapidly changing, high-stakes tests that govern what is taught and how teachers are evaluated. Many work in underserved schools that don’t have the tools, resources, or professional learning support they need.

How We Meet These Challenges

The Center for the Collaborative Classroom was founded to meet these challenges. We seek to provide schools and teachers with the support and tools they need to help children develop into highly literate adults who think critically and learn from, care for, and respect one another.

Drawing on two decades of research in literacy, motivation, and learning theory, we write and publish curricula that help teachers develop thriving, nurturing classrooms. Our materials shape daily interactions that allow students to practice the skills and dispositions necessary to learn cooperatively and build values such as responsibility, respect, caring, fairness, and helpfulness.

Our professional learning support is centered on the idea that it is vital for social development to be embedded in the work teachers do with students. Social skills are not an add-on to an already full school day. Rather, they are a thread that runs through the fabric of every classroom, binding teaching and learning together. This allows teachers to be successful with students as they learn and grow.

We welcome you to our worldwide family of educators and invite you to learn more about CCC and our programs at collaborativeclassroom.org.

About the Center for the Collaborative Classroom

The children who walk through the doors of our schools will become the caretakers of our democracy, our economy, our culture, and even our aging selves. In order to fill these roles, our students must be educated to thrive, and, in turn, to contribute to a thriving society. At the Center for the Collaborative Classroom, we’re helping to build classrooms that are worthy of that goal.
The Collaborative Classroom
The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Instead, students become caring members of a learning community. As students learn to think, talk, and share ideas, they come to value the thinking of others. They become thoughtful writers and responsive conversationalists. They discuss and debate big ideas with respect, clarity, and understanding.

What It Looks Like
In a Collaborative Classroom, you will notice that:
• Students are invested in their own learning
• Learners actively participate
• Teachers become learners at times, and learners sometimes teach
• Respect is given to every member
• Diversity is celebrated
• All contributions are valued
• Students learn skills for resolving conflicts

Student Impact
In a Collaborative Classroom, students demonstrate:
• Deeper understanding of content
• Ownership of their own learning
• Membership in the classroom learning community
• Intrinsic motivation to remain on task
• Improved self-esteem
• An improvement in grades

For samples, correlations to standards, and ordering information, visit collaborativeclassroom.org.
CCC Collaborative Literacy,™ Grades K–6

CCC Collaborative Literacy is an innovative set of modules that foster students’ ongoing development as readers, writers, and caring members of the classroom community.

Together the modules that make up the Collaborative Literacy suite address the core skills traditionally taught in the language arts block while transforming the learning environment into one that is student centered. Collaborative Literacy offers an alternative to traditional textbook instruction through the power of the Collaborative Classroom.

How It Works
Students develop literacy as a result of multiple experiences with authentic literature. Students hear literature read aloud and have daily opportunities to read, write, and discuss ideas in response to texts. The CCC Collaborative Literacy program provides coordinated reading and writing instruction that addresses the full recommended daily language arts block for kindergarten to grade 6:

• 30 weeks of instruction per year
• 120-minute language arts block recommended for kindergarten
• 150-minute language arts block recommended for grades 1–6, including Individualized Daily Reading (IDR)

Implementation Guide
The CCC Collaborative Literacy suite of programs includes an Implementation Guide* for planning and pacing lessons based on the length of a teacher’s language arts block. It shows teachers how to use all three program modules—Being a Reader™, Making Meaning®, and Being a Writer™—in a single classroom. See page 15 for more information.

* The Implementation Guide will be available in winter 2015.
Integrating Rigorous Literacy Work with Social Skills Development

During Collaborative Literacy lessons:

**Teachers**
become mindful of their practice by using materials that engage and motivate students, develop critical thinkers, and promote reflection about learning and community.

**Students**
learn to work independently and collaboratively, respectfully share their thinking with others, and take responsibility for their learning.

**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

For samples, correlations to standards, and ordering information, visit collaborativeclassroom.org.
Beginning Reading Module

Being a Reader,™ Grades K–2

The Being a Reader program® is a beginning reading curriculum designed to help all students master the foundational skills and strategies required for reading success at grades K–2. Built upon a continuum of early reading competencies that spans kindergarten through grade 2, Being a Reader is designed to help teachers meet their students where they are academically and create an environment in which all students can grow as readers, independent learners, and caring members of the classroom community.

Program Highlights

Differentiated Instruction
Being a Reader gives every teacher the ability to differentiate early reading instruction—even in classrooms where there is only one teacher. Students receive the individual support needed to develop at their own pace as readers.

Small-group Reading
Small-group reading follows a developmentally appropriate sequence, allowing teachers to place students at their point of need. Phonics, decoding, and high-frequency words are taught in small groups.

Whole-class Instruction
Whole-class instruction in kindergarten and grade 1 focuses on shared reading experiences. In grade 2, whole-class instruction focuses on word work.

Authentic Reading Experiences
Students practice what they are learning by reading. Texts for reading practice are engaging and developmentally appropriate. Books are matched to readers; students transition from hybrid (controlled-vocabulary) texts into leveled texts when they are ready.

Instruction in Independent Work Skills
Research shows that learning the purposes for independent work increases students’ intrinsic motivation. The program explicitly teaches independent work habits and procedures.

Flexible Packaging and Purchasing Options
Teachers can customize instructional materials by purchasing additional book sets for small-group reading to meet the needs of their students.

Digital Teacher’s Set
Each grade level includes access to digital versions of printed teacher’s materials.

Professional Development Videos
Embedded at point of use, videos demonstrate instructional techniques and model conferring and facilitation tips.

CCC Learning Hub
This website gives teachers access to interactive whiteboard activities, technology tutorials that help teachers integrate technology into instruction, and printable PDFs of teacher and student materials.

CCC ClassView™ Assessment App
The CCC ClassView app provides assessments to inform placement in small groups, assess mastery of early reading progress, and assess social skills. Teachers can use the app to capture, store, and present student data and use the information to inform their instruction.

*Being a Reader will be available in winter 2015. The Being a Reader Program Preview provides a comprehensive description of the program. Contact your Education Consultant to obtain a copy.
Blended Instructional Support

Classroom packages include both print and digital components, as well as access to the CCC Learning Hub. Included in the five-year license for all digital components is access to the CCC ClassView™ assessment app, which allows teachers to electronically compile, assess, and track students’ progress over time.

Print Components
- Whole-class Teacher’s Manual (2 volumes)
- Read-aloud trade books (3–15 per grade level)
- Small-group Reading Book Sets (Sets 1–12)
  - Small-group Teacher’s Manual (one for each set)
  - 68 hybrid texts for emerging readers (6 copies of each title)
  - 5 hybrid texts and 38 leveled trade books for developing readers (6 copies of each title)
- Assessment Resource Book (1 volume for grades K–2, consumable)
- Handwriting Notebook (grades K–1, consumable)
- Word Study Notebook (grade 2, consumable)
- Alphabet wall cards, high-frequency word cards, and sound cards (grades K–1)
- Spelling-Sound chart (grades 1–2)
- 25 dry-erase markers and wipe-off boards (pens are consumable)

Digital Components
- Digital Teacher’s Set, which includes:
  - Grade-specific, whole-class Teacher’s Manual
  - Small-group Teacher’s Manuals
  - Assessment Resource Book
- Digital versions of the hybrid texts in Small-group Reading Sets 1–5
- CCC ClassView™ assessment app
- Access to the CCC Learning Hub, which links to:
  - Interactive whiteboard activities
  - Technology tutorials
  - Blackline masters
  - Printable PDFs of teacher and student materials
  - Professional development media
- CCC Handwriting app

For samples, correlations to standards, and ordering information, visit collaborativeclassroom.org.
Reading Comprehension Module

Making Meaning®, Grades K–6

The third edition of the Making Meaning program provides a full year of research-based instruction for grades K–6* that helps teachers deepen their understanding of best practices for teaching comprehension and vocabulary. Support for professional learning is built into the program so that teachers are fully equipped to meet students where they are and help them develop into confident, proficient readers. Embedded videos are provided at point of need to scaffold teachers’ use of facilitation techniques. These practices lead students to collaborate with one another and have conversations about topics, texts, and ideas that matter.

Program Highlights

**Trade Books as Mentor Texts**
Selected read-aloud trade books provided with the program (16–31 per grade level) allow students to listen to and discuss big ideas in texts.

**Integration of Social Skills**
Each lesson has social objectives that help to create a climate in which rigorous learning can occur. Objectives include working together cooperatively, appreciating others’ ideas, disagreeing respectfully, and taking responsibility for one’s learning.

**Complex Texts and Close Reading**
Throughout the program, students read a wide variety of high-quality, increasingly complex texts across disciplines and genres.

**Vocabulary Development**
Vocabulary lessons teach high-utility words from the program’s read-aloud texts, along with strategies for unlocking word meanings in daily reading.

**Individualized Daily Reading**
The program includes practice applying comprehension strategies to students’ independent reading.

**Reading Assessment Preparation Guide**
This guide provides scaffolded practice with the Common Core and other state performance-based assessments.

**Digital Teacher’s Set**
Each grade level includes access to digital versions of printed teacher’s materials.

**Professional Development Videos**
Embedded at point of use, more than 50 professional development videos demonstrate instructional techniques and model conferring and facilitation tips.

**CCC Learning Hub**
This website gives teachers access to interactive whiteboard activities, technology tutorials that help teachers integrate technology into instruction, printable PDFs of teacher and student materials, and professional development media.

**CCC ClassView™ Assessment App**
The CCC ClassView app provides expanded assessments for the beginning and end of the year, each unit, social skills development, affective and meta-cognitive growth, and student self-assessment. Teachers can use the app to capture, store, and present student data and use the information to inform their instruction.

*Making Meaning* for grade 6 will be available in spring 2016.
Blended Instructional Support

Classroom packages include both print and digital components, as well as access to the CCC Learning Hub. Included in the five-year license for all digital components is access to the CCC ClassView™ assessment app, which allows teachers to electronically compile, assess, and track students’ progress over time.

Print Components
- Teacher’s Manual (2 volumes at grades 3–6)
- Vocabulary Teaching Guide (2 volumes at grades 3–6)
- Assessment Resource Book (consumable)
- Reading Assessment Preparation Guide (grades 3–6)
- Read-aloud trade books (16–31 per grade level)
- Student Response Book (grades 1–6, consumable)
- Picture cards (grades K–1)
- Word cards (grades K–2)
- Pocket chart (grades K–2)

Digital Components
- Digital Teacher’s Set, which includes the grade-level-specific:
  - Teacher’s Manual
  - Vocabulary Teaching Guide
  - Assessment Resource Book
  - Reading Assessment Preparation Guide (grades 3–6)
- CCC ClassView™ assessment app
- Access to the CCC Learning Hub, which links to:
  - Interactive whiteboard activities
  - Technology tutorials
  - Blackline masters
  - Printable PDFs of teacher and student materials
  - Professional development media
Writing Module

Being a Writer, Grades K–6

The Being a Writer program offers student-centered, deeply interactive instruction for students in grades K–6*. Its dual goals—fostering students’ growth as skilled writers and as caring members of the community—make Being a Writer unique among writing curricula. The program integrates close reading of exemplar texts, critical thinking about texts, and authentic writing for various purposes and audiences. Embedded professional development helps teachers implement best practices.

Program Highlights

Workshop Model
Based on the workshop model, the Being a Writer program embraces the writing process and craft using experienced authors as a model for developing an idea or story.

Integration of Social Skills
Being a Writer integrates the development of writing as a skill and craft with the development of the social and ethical values of a responsible person.

Mentor Texts
At each grade level, 14–30 trade books provide immersion in different genres through exemplary writing.

Collaborative Classroom Practices
- Teacher and peer conferences
- Collaborative writing tasks
- Writing for authentic audiences
- Writing daily with a choice of topics

Teacher as Writer
Each unit offers exercises that help teachers develop their own writing skills.

Language Skills Mini-lessons
Skill instruction and practice in grammar, usage, and mechanics can be taught in the suggested sequence or at the teacher’s discretion at an identified point of need (grades 1–6).

Writing Performance Task Preparation Guide
This guide provides practice activities for narrative, informative/explanatory, and opinion writing performance tasks that students must complete as part of the Common Core and other state standards’ writing assessments.

Digital Teacher’s Set
Each grade level includes access to a collection of digital versions of printed teacher’s materials.

Professional Development Videos
Embedded at point of use, professional development videos demonstrate instructional techniques and model conferring and facilitation tips.

CCC Learning Hub
This website gives teachers access to more than 1,000 interactive whiteboard activities, technology tutorials that are integrated with the lessons, printable PDFs of teacher and student materials, writing performance task stimulus materials, and professional development media.

CCC ClassView™ Assessment App
The CCC ClassView app provides assessments for the beginning and end of the year, each unit, social skills development, affective and metacognitive growth, language skills development, and student self-assessment. Teachers can use the app to capture, store, and present student data and use the information to inform their instruction.

* Being a Writer for grade 6 will be available in spring 2016.
Blended Instructional Support

Classroom packages include both print and digital components, as well as access to the CCC Learning Hub. Included in the five-year license for all digital components is access to the CCC ClassView™ assessment app, which allows teachers to electronically compile, assess, and track students’ progress over time.

Print Components
- Teacher’s Manual (2 volumes)
- Assessment Resource Book (consumable)
- Skill Practice Teaching Guide (grades 1–6)
- Writing Performance Task Preparation Guide (grades 3–6)
- Read-aloud trade books (14–30 per grade level)
- Student Writing Handbook (grades 2–6, consumable)
- Student Skill Practice Book (grades 1–6, consumable)
- 25 dry-erase markers and wipe-off boards (grades K and 1, pens are consumable)

Digital Components
- The Digital Teacher’s Set includes the grade-level-specific:
  - Teacher’s Manual
  - Assessment Resource Book
  - Skill Practice Teaching Guide (grades 1–6)
  - Writing Performance Task Preparation Guide (grades 3–6)
- CCC ClassView™ assessment app
- Access to the CCC Learning Hub, which links to:
  - Interactive whiteboard activities
  - Technology tutorials
  - Blackline masters
  - Printable PDFs of teacher and student materials
  - Professional development media

For samples, correlations to standards, and ordering information, visit collaborativeclassroom.org.
Professional Learning

The Center for the Collaborative Classroom nurtures continuous professional learning that empowers teachers to transform classrooms, build school communities, and inspire the academic and social growth of children. We offer a truly “blended” model that provides opportunities for teachers to learn by themselves, in professional learning communities, online, and with in-person coaching and support.
Professional Learning Built into the Curriculum

Program Materials
Our programs are constructed so that teachers have opportunities to learn new teaching strategies as well as deepen their content knowledge. Programs are structured for teachers to learn:

• Cooperative structures that effectively deepen student thinking and engagement
• Facilitation techniques to support student thinking, discussion, and interaction
• Strategies for developing and planning lessons that put student thinking and engagement at the center of instruction
• Ways to integrate academic and social development

Teacher’s Materials
Our programs support teachers with embedded notes and facilitation techniques that increase in complexity throughout the school year. Teachers learn to be observant, make effective judgments, and build a knowledge base about student learning. Some programs also provide access to digital versions of the program’s materials that provide an array of resources and professional learning support.

Online Courses
Our online courses offer opportunities for teachers to get an overview of the curriculum and to gather support for effectively teaching the programs. Learn more at ccclearninghub.org.

Webinars and Downloadable Resources
We offer a comprehensive selection of webinars for teachers, principals, and coaches; they can participate in real time or watch our library of archived sessions.

We publish regular blog posts that focus on classroom practice and typically reflect the experiences of teachers in Collaborative Classrooms in the field.

Our website contains a wide range of downloadable resources, including videos, staff meeting agendas, and assessment forms. For more information, visit collaborativeclassroom.org.

Support Visits for Professional Learning
Consultants from the Center for the Collaborative Classroom include former teachers, principals, coaches, and district administrators who have extensive experience working in schools and school districts. They are deeply steeped in the pedagogy of the Collaborative Classroom and provide a wide range of professional learning experiences for schools and districts.

Support visits are typically part of a holistic school or district professional learning plan. Services may include:

• Interactive workshops
• In-classroom coaching
• Professional learning community support
• Lesson study
• Model lessons

Assessing Progress
Assessing the growth of teachers’ learning is a critical element of implementing the Collaborative Classroom. As part of a district or school implementation, our consultants can provide:

• Mid-year optional feedback and check-ins (Assessment)
  - Consultations with school/district leadership
  - Feedback on classroom practice
  - A revised course-of-action and professional learning plan
• An end-of-year assessment
  - A review survey at an end-of-year meeting
  - Surveys for teachers
  - Student assessment
  - A progress reflection tool

For samples, correlations to standards, and ordering information, visit collaborativeclassroom.org.
Coordinated Modules

Though they function as discrete modules, the three programs that make up the Collaborative Literacy suite—Being a Reader, Making Meaning, and Being a Writer—are coordinated to address all of the core skills traditionally taught in the language arts block. All three programs share the core pedagogy of the Collaborative Classroom, pairing literacy instruction with activities that foster students’ social and ethical development.

Students hear high-quality children’s literature read aloud and are provided with daily opportunities to read, write, and discuss ideas in response to texts. Cooperative structures are shared across the programs and introduced when developmentally appropriate, strengthening in efficacy with further use. The programs aid teachers in creating classroom communities that help students feel empowered, supported in taking risks, and responsible to themselves and the group.

Children’s Literature

Books need to do more than support reading comprehension and model good writing. They must help students relate to their world and consider the complexities of the human experience. The Collaborative Literacy suite assembles literature from more than 100 publishers and imprints. The books:

• Serve as mentor texts to support writing instruction
• Expose students to a variety of current and classic, high-interest, high-quality children’s literature
• Represent multicultural perspectives in both fiction and nonfiction
• Explore the full range of human experience and knowledge
• Contain relevant social and ethical issues

Shared Cooperative Structures

Cooperative structures are taught and used at every grade level in every program to increase students’ engagement and accountability for participation. These structures help students learn to work together, develop social skills, and take responsibility for their learning.

Photo courtesy of Marissa Moss/P.K. Yonge Developmental Research School
Implementation Guide

To help teachers implement Being a Reader®, Making Meaning®, and Being a Writer™ in a single classroom, an Implementation Guide* provides teachers with support as they plan and pace daily lessons.

Overviews
The Implementation Guide offers yearly overviews for using Making Meaning® and Being a Writer™ together. Because the programs use some of the same texts, the guide will also show how to sequence the lessons in a coordinated way.

Yearly, Weekly, and Daily Schedules
Sample yearly and weekly calendars for implementing the Collaborative Literacy suite in language arts blocks of varying lengths are provided for each grade level. The guide also offers two sample daily schedules for each grade level:

- 120 and 100 minutes per day for kindergarten
- 150 and 100 minutes per day for grades 1–2
- 150 and 90 minutes per day for grades 3–6

Overlap of Program Elements
The Implementation Guide outlines when and how program elements overlap. It also highlights the cooperative routines and tips for facilitating class discussion and encouraging deeper conversations that are common to all three programs, along with tips for teaching the routines just once.

Assessments
The Implementation Guide provides an overview of the assessments in the CCC Collaborative Literacy programs. It helps teachers know which assessments should be done at the beginning of the year to gain an understanding of where their students are, as well as how to measure progress throughout and at the end of the year. Flowcharts illustrate the structure of assessments across the year and indicate which assessments are critical to the program and which are optional.

Conferring
It’s vital that teachers devote time to conferences, and the guide offers insights about how to create a schedule that balances reading and writing conferences.

Managing Time and Streamlining Lessons
While each program can be streamlined on its own, the guide presents techniques to help teachers gain efficiency when using all three programs at once.

* The Implementation Guide will be available in winter 2015.
Collaborative Literacy in Action

When you walk into a Collaborative Classroom, you see evidence of the academic and social skills students have developed as they share their ideas, delve into rigorous academic work, and engage with each other in the classroom and on the playground.

Our Reach
Our work has empowered teachers and helped students succeed around the world. Elements of our work have been implemented in 218,435 classrooms and 15,749 after-school sites, covering every U.S. state and reaching internationally as far as Mexico City and Beirut.

Results
Schools and districts that have used our programs and services have seen:

• Increases in student achievement (particularly in literacy, but also in mathematics)
• Teacher growth as evidenced by observation and teacher effectiveness frameworks

Schools that have used our programs have seen students show a dramatic increase in their sense of community in school, which leads to:

• Lower use of drugs and alcohol than in comparison groups
• Less misconduct and delinquency
• Higher educational aspirations

To learn more or to discuss options for your school or district, contact your local CCC Education Consultant. Find yours at: collaborativeclassroom.org/education-consultants

Photo courtesy of Marissa Moss/P.K. Yonge Developmental Research School
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Learn More About CCC Collaborative Literacy!

Learn more about the Collaborative Literacy suite at collaborativeclassroom.org.

Try It Out
To preview sample lessons, assessment forms, and PD videos, visit ccclearninghub.org.

Explore More
To examine instruction and get an in-depth look at materials, visit collaborativeclassroom.org.

Our Pedagogy
Find tools to help develop your own Collaborative Classroom at inside.collaborativeclassroom.org.

Attend an Event
Join us for a day of professional learning with other educators from across the country; visit events.collaborativeclassroom.org.

Start a Pilot
Contact your CCC Education Consultant to establish a pilot at your school or district. Find your representative at collaborativeclassroom.org/education-consultants.

Find us on:

Cover photo courtesy of Marissa Moss/P.K. Yonge Developmental Research School

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