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™ (grades K–2) and Making Meaning® with Book Clubs (grades 3–6) programs:

- 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 Writer*

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<thead>
<tr>
<th>Recommended Instructional Practices</th>
<th>Being a Writer Program Features</th>
<th>Sources</th>
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</table>
| Teach the Writing Process and Strategies | • Teach students strategies for the various components of the writing process: plan, draft, revise, and edit. | • 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) | **IES Practice Guide: K–5 Writing** (2012)  
**Common Core Meta-Analysis** (2015)  
**Writing Next** (2007)  
**Evidence-Based Practices** (2014) |
| Facilitate Speaking and Listening, Peer Collaboration, and Social Skills | • 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). | • 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 | **IES Practice Guide: K–5 Writing** (2012)  
**Common Core Meta-Analysis** (2015)  
**A Meta-Analysis of Writing** (2012)  
**Writing Next** (2007)  
**Evidence-Based Practices** (2014) |
| Support the Development of Language Skills and Conventions | • 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). | • 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  
• *Skill Practice Teaching Guide* and *Student Skill Practice Book* mini-lessons (grades 1–6)  
• K–2 skill instruction during shared or modeled writing activities; 3–6 skill instruction during revision and proofreading phases | **IES Practice Guide: K–5 Writing** (2012)  
**Common Core Meta-Analysis** (2015)  
**Evidence-Based Practices** (2014) |
| Teach about Text Features and Genres | • 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). | • 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 | **IES Practice Guide: K–5 Writing** (2012)  
**Common Core Meta-Analysis** (2015)  
**A Meta-Analysis of Writing** (2012)  
**Writing Next** (2007)  
**Evidence-Based Practices** (2014) |
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<th><strong>Engage Students in Writing to Learn</strong></th>
<th><strong>Being a Writer Program Features</strong></th>
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<tr>
<td>• Support students to use writing to deepen content and literary knowledge.</td>
<td>• Inquiry activities (e.g., Extension and Technology Extension activities)</td>
<td>Common Core Meta-Analysis (2015)</td>
</tr>
<tr>
<td>• Support students to use textual and other sources of information as content for writing.</td>
<td>• Writing About Reading activities</td>
<td>Writing Next (2007)</td>
</tr>
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<td></td>
<td>• Nonfiction writing research</td>
<td>Evidence-Based Practices</td>
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<th><strong>Provide Assessment, Monitoring, and Feedback</strong></th>
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<td>• Facilitate conferences: Discussions about the writer’s goals, the writing process, the writing task, or the written product.</td>
<td>• Teacher conferring</td>
<td>Informing Writing (2011)</td>
</tr>
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<td>• Establish goals for students’ writing.</td>
<td>• Specific product goals and student self-assessment</td>
<td>Common Core Meta-Analysis (2015)</td>
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<td>• Monitor performance and progress.</td>
<td>• Formative assessments (class assessment notes, student goals and interests survey, student self-assessments, and beginning- and end-of-year writing samples)</td>
<td>A Meta-Analysis of Writing (2012)</td>
</tr>
<tr>
<td>• Provide opportunities for self-evaluation (grades 3–6).</td>
<td>• Summative assessments (social skills assessment and individual end-of-unit writing assessment and rubrics)</td>
<td>Writing Next (2007)</td>
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<td>• Provide feedback: Verbal or written information (grades 2–6).</td>
<td></td>
<td>Evidence-Based Practices (2014)</td>
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<td>• Use formative writing assessment to enhance students’ writing.</td>
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<td>• 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).</td>
<td>• Daily periods of writing (20–25 mins. K–2, 20–30 mins. 3–6)</td>
<td>Common Core Meta-Analysis (2015)</td>
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<td>• Create routines that ensure students write frequently (grades 1–8).</td>
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<td>• Use computer tools and software throughout the writing process to support the production of text (grades 1–6).</td>
<td>• Technology mini-lessons (e.g., online safety, privacy, and searches; evaluating and citing sources; and creating documents and presentations) (grades 3–6)</td>
<td>Evidence-Based Practices (2014)</td>
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References


For a full bibliography, visit collaborativeclassroom.org/resources/.