# Core Program Summary

## Center for the Collaborative Classroom, Being a Reader, Second Edition, 2021

### Information

**This program was approved for use in:**

* **Kindergarten**
* **First Grade**
* **Second Grade**

**Third Grade**

**Core (Universal) Programming:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher’s manuals with explicit lesson plans and provides reading and practice materials for students (FCRR, n.d.).

**Please access the scored rubric online to review the specific criteria and feedback for each approved core reading program.**

Rubrics are available for all instructional program reviewed from the CDE upon request. Please contact [READAct@cde.state.co.us](mailto:READAct@cde.state.co.us).

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students kindergarten through third grade and especially for students at risk of not reaching grade-level proficiency in reading by the end of third grade. Included in the READ Act is the requirement that the department shall create an advisory list of evidence-based or scientifically based instructional programming in reading, pursuant to C.R.S. 22-7-1209.

The main purpose of the READ Act Advisory List of Instructional Programming is to provide districts and schools with a choice of instructional programming that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of the evidence-based literacy practices.

### CDE Core Program Rating Summary

**Kindergarten:** Meets Expectations

**First Grade:** Meets Expectations

**Second Grade:**  Meets Expectations

**Third Grade:** Meets Expectations

**Usability:** Meets Expectations

### Vendor Information and Program Summary

**Vendor:** Center for the Collaborative Classroom

**Publication year (or edition):** 2021

**Contact Information**

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**Vendor provided summary:**

*Being a Reader, Second Edition* is a comprehensive K–2 reading program that follows a continuum of reading development to meet each student at their instructional point of need and guide them to their next level of literacy through an engaging combination of whole-class, small-group, and individualized approaches. The program was carefully designed to nurture students academically and socially while providing rigorous instruction in early reading skills and strategies, including reading comprehension, fluency, phonics and decoding, high-frequency word recognition, vocabulary, spelling, and handwriting. *Being a Reader* also provides specific instruction to develop students' ability to work independently by taking responsibility for their learning and behavior. A strong foundation in independent work makes it possible for the teacher to provide differentiated instruction to small groups of students.

Each grade level includes either seven or eight instructional units organized around two instructional strands: Reading and Word Study. The strands work together to develop comprehension, fluency, decoding strategies, word analysis, spelling, vocabulary, and independent reading. Progress monitoring and other assessment tools help teachers make informed, targeted instructional decisions to ensure reading success for every child.

*Being a Reader* can be implemented as powerful, stand-alone Tier 1 instruction for grades K–2, or serve as a seamlessly integrated program with Collaborative Classroom’s comprehensive K–5 English Language Arts curriculum, Collaborative Literacy.

In addition, *SIPPS* (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), an approved intervention on the Colorado READ Act list, works seamlessly with the *Being a Reader* program. The alignment of the scope and sequence of *SIPPS* and *Being a Reader* instruction (Sets 1–5; Word Study) provides a powerful multi-tiered approach for supporting students who struggle to decode. This alignment facilitates students’ movement between the two programs and tiers of instruction (for more information, see [*Aligning a System of Support to Reach All Readers*](http://bit.ly/3ibHCdn)and the [RTI/MTSS Guidance](http://bit.ly/3t0FCDN) document).