

Cooperative Literacy

In cooperative Literacy, the teacher establishes a learning-team management system where students are grouped into units or teams of four students. This grouping becomes the social organization of the class. While teachers may not use cooperative activities on a daily basis, the teams are in place to promote interdependence and group and individual accountability. These continuous groups are maintained for approximately five weeks, then changed to give students the opportunity to work with other students in the class.

Step 1. Each student takes a card from the stack and keeps it face down. The teacher directs the students to read a selected piece (usually one or two paragraphs) silently within a specified period of time.

Step 2. At the end of the reading time, the teacher directs the students to turn over their cards. The teacher then calls for all number ones (paraphasers) to start. The “Paraphaser” is then given two minutes to orally paraphrase the information that they just read.

Step 3. After two minutes, the signal is given for the second student, the “Verifier” to either modify or verify the information from the paraphaser.

Step 4. For the next two minutes, the “Squeezer” will pare down the shared information into one concise, clear sentence.

Step 5. When the “squeeze” is accepted by the team, the “Writer” will enter the sentence on the team’s chart or poster during another two minute period. When the writers finish with their sentences, they will stand and be ready to share with the whole group. Students may be asked to all read the same information or different information.

Shared with teachers by the Alabama State Department of Education.

Cooperative Literacy Role Cards

Print on card stock then cut along lines. Each group member gets one card

<p>1 Paraphaser</p>	<p>2 Verifier</p>
<p>3 Editor</p>	<p>4 Writer</p>