COOPERATIVE STRIP PARAGRAPH

Bechtel, M. 2001. Bringing it all together: Language and literacy in the multilingual classroom. Carlsbad, CA: Dominie Press.

The Cooperative Strip Paragraph is a GLAD (Guided Language Acquisition Design). It fosters negotiating meaning in an anxiety-free environment. It can be implement to write any kind of text. It also allows for authentic revising and editing because the students will have written the text. The strategy models the writing process, teaches writing skills, metacognition and quality of writing. It can also be typed up and used for emergent reading. It can be used as a review of past lessons or to summarize or synthesized information they have researched and noted on a Process Grid.

Divide students in groups of 4 or 6. Assign each group a color. Provide the groups with their assigned color markers and sentences strips.

STEPS:

1. Create a process grid and have cooperative groups provide the information from their reading. Remember to model one example with them first.
2. Each subject will create several topics (i.e., subject: rocks; topics: granite, marble, igneous, etc.)

Use sentence strips to record the sentences:

3. Create a topic sentence. Model how to use the information in each box for that topic to develop supporting detail sentences.
4. Give another topic sentence and have each cooperative group create a supporting detail sentence for it. Each group should write this sentence with their color to identify it. Post the sentences in a pocket chart as a list.

Not in paragraph format yet!

5. Have class read the sentences together. Ask: "Are the sentences clear and do they make sense?" As a group, revise any that need to be changed. Remember to ask for permission to change the group's sentence first. Use editing symbols, etc.
6. Read the sentences aloud together.
7. Ask: "Does the order of the sentences make sense?" Rearrange any that the class may suggest.
8. Read the sentences together aloud.
9. Ask: "Can any of the sentences be combined?"
10. Together, read the sentences aloud.
11. Rearrange sentences from a list to a paragraph. Have students decide on punctuation, indenting, margins, … needed.