

Rating Scale:  Needs Immediate Improvement  Making Progress  Proficient  No opportunity to observe

Primary Aim		
To take part in a collective group reading experience, enabling participants to expand comprehension by attuning to others and resonating with their thoughts, feelings, and emotions. To practice the mindful state of non-judgmental attention to others' ideas. To practice shifting perspectives and reasoning cooperatively with others. To train the thought process during reading of attending to the author's intentions, other readers' intentions, and personal intentions. To access new knowledge and to develop literacy skills.		
Procedures		
<ol style="list-style-type: none"> 1. A system is established for group leaders to make and post text selections. 2. A system is established for students to sign up for texts of their choice. Sign-up turns rotate so students have rotating opportunities to select 'first-choice' texts. Turns are not contingent on 'good' behavior. 3. Group leadership rotates on a weekly basis so that all students consistently benefit from experiencing leadership roles. 4. Text quality supports enthusiastic participation. Text length allows completion within group cycle. 5. Students meet in designated groups, convening quickly and coming to the meeting prepared. Groups meet at a small table, allowing students to face one another and for texts to be displayed for mutual reference. 6. Group leaders take responsibility for materials, bringing copies of texts and a materials bin to a designated meeting location. (Materials bin contains a white board, marker, Cooperative Unison Reading Rules and Rubric, dictionary/atlas or tablet.) 7. Students first discuss the text globally, determining the text purpose and the author's intent in order to establish a reading stance. 8. Students collectively determine a place in the text to begin reading, and the group leader initiates the reading process. 9. Students adhere to Cooperative Unison Reading rules by reading aloud in sync in a voice others can hear, breaching or stopping the group with questions or comments, and promoting others' learning. 10. Students cooperate and contribute evenly to resolve confusions as they arise and to offer comments appropriately. After resolving a breach, the group resumes reading at the beginning of the sentence in which the breach occurred. 11. Students debrief during the final few minutes of the session, identifying accomplishments and goals. Completion of reading logs and other writing tasks are postponed until after the session concludes. 12. Group leader collects materials. 		
1	Student	Rating
1a	Adhere to Cooperative Unison Reading Rules: 1) Read aloud in sync; 2) Stop the group with questions or comments; 3) Promote others' learning. Use rules to coordinate behaviors efficiently--easily read in sync, breach appropriately, take part in well-paced discussion, and communicate effectively in order to develop collective understanding.	
1b	Maintain cohesive groups by participating in productive discussions and demonstrating reciprocally responsive verbal and non-verbal communication with others (e.g., attending to facial expressions, showing eye contact, following into others' comments, sharing and shifting perspectives, and reasoning cooperatively).	
1c	Approach Cooperative Unison Reading as a rule game to be 'played' cooperatively, in the spirit of fun.	
1d	Approach the text as a form of action, attending to the author's purpose and analyzing the impact of the text's literary, linguistic, and stylistic features.	
1e	Approach text mindfully by, 1) non-judgmentally attending to the intentions of others expressed through words and gestures; and, 2) non-judgmentally reflecting on personal	

	thoughts as they arise.	
1f	Participate evenly. No one student dominates, and passive students are supported to contribute. (Note: the group leader does not dominate the process, but participates on equal terms with other group members.)	
1g	Before referring to a dictionary, attempt to decipher meaning of unknown words using context clues and knowledge of morphemes.	
1h	After a breach is resolved, reread from the beginning of the sentence in order to access intact sentence meaning.	
2	Teacher	Rating
2a	Approaches Cooperative Unison Reading as a rule game. Supports students to use Cooperative Unison Reading Rules to govern the group reading process. Breaches when rules are broken. Before explaining or suggesting alternative behaviors, prompts students to identify the rule in question and relate it to the problematic behavior. Developing groups require teachers to breach relatively frequently until rules are internalized become behavior norms.	
2b	Supports students in approaching reading as a form of action that stems from the author's intentions and resonates with the readers' intentions. Supports students to follow in to what the text is doing, as well as what it is saying. Encourages appropriate participation with the text.	
2c	Supports students to approach reading as a mindful practice, centered on non-judgmental reflection of one's own thinking and the thinking of others.	
2d	Encourages student agency and interdependence by allowing students to manage the group process. Refrains from directing student behavior or teaching content didactically. Serves in a facilitative capacity, enabling students to initiate and lead discussions. When students are unable to independently resolve a question, follows into discussion to facilitate resolution while providing maximal autonomy to students.	
3	Physical Space	Rating
3a	Tabletop is cleared of clutter except for text copies, Unison Reading Rules, a whiteboard and dry-erase marker. Materials bin is on the floor.	
3b	Group convenes in designated meeting area. Members are seated, facing one another, closely enough so that whisper reading is audible and peers' texts can be easily reached and referenced. Round tables are preferable.	
4	Recordkeeping	Rating
4a	Records demonstrate facility in recording summaries of student discussion, coding breaches under appropriate reading domains and correctly identifying instructional points that emerge from discussion.	
4b	Records show evidence that students have received sufficient group reading opportunity. Targets are met for weekly teacher-facilitated and independent Cooperative Unison Reading group sessions.	
4c	Records show evidence of meaningful interaction.	
4d	Records indicate evenly-distributed dialogue and deliberation over a full range of instructional points.	

Comments: