



# How to Implement Reciprocal Teaching

It is recommended that the teacher introduce small groups of students to reciprocal teaching, one group at a time. However the strategies could be introduced to the whole class. It is important to select texts that are at an appropriate level (instructional level).

Teachers should:

- Be familiar with the text
- Provide a brief, focused introduction
- Where appropriate, link the text being read to current content areas (this will give added purpose to the learner's reading)
- Model the strategies and support learners in using them
- Regularly monitor learners' use of strategies
- Use the information gained through monitoring as a guide to the further support and practice needed by the learners

During the group session, learners discuss the text only in small chunks. When the reciprocal reading session is over, it is advantageous for the learners to read the whole text to themselves.

## Reciprocal Teaching

### Predicting

The learner is anticipating what will come next in the text, based on appropriate prior knowledge and on the structure and content of the text.

Predicting is purpose setting (learners read to confirm or reject their hypotheses).

Predicting encourages learners to actively think ahead.

### Clarifying

When clarifying, learners are dealing with difficulties in the text by being alert to:

- Unfamiliar vocabulary
- Text which is structured or set out in an unfamiliar way
- New or difficult concepts
- When they lose track of the meaning.

After recognizing the problem, learners can employ a "fix up strategy" to restore meaning, for example:

- Re-reading
- Using the context of the passage
- Using their knowledge of written language, for example, vocabulary, structure, grammar

- Using a dictionary or thesaurus to check meaning. Using other reference materials such as an atlas, road map.

It may be necessary for the learners to read the whole passage again, to understand the meaning.

### **Questioning**

When questioning, the learner is exploring the meaning of the text in depth. Questioning gives the learner an opportunity to:

- Identify the kind of information that provides the substance for an appropriate question
- Frame questions - before, during and after the reading.

When suitable questions have been asked, the learner can then:

- Offer possible solutions
- Find relevant information to answer questions
- Monitor their own comprehension
- Help other learners answer questions they have.

Learners become much more involved in the reading activity when they are posing and answering questions themselves, rather than merely responding to the teacher's questions or to pre-set questions. Questioning is a means of self-checking.

### **Summarizing**

When summarizing the learner is identifying and integrating important information presented in the text.

In summarizing the learner needs to:

- Initially identify the most important content of the reading section
- Integrate and own the information which indicates understanding

### **Student Prompts for Reciprocal Teaching**

#### **Questioning**

\*One question I had about what I read was....

\*What were you thinking about as you were reading?

\*What question(s) can you ask about what you read?

\*I'm curious about...

## **Clarifying**

- \*One of the words I wasn't sure about was...
- \*What other words do we know that we can use in place of...?
- \*What words or ideas need clarifying for you?
- \*This is confusing to me. I need to \_\_\_\_\_(strategy) to try to figure out this word.

## **Predicting**

- \*I can look at the title and all the visual clues on the page. What do I think we will be reading about?
- \*Thinking about what I have read and discussed, what do I think might happen next?

I wonder...

I predict...

## **Summarizing**

- \*What does the author want me to remember or learn from this passage?
  - \*What is the most important information in this passage?
- \*What kind of “teacher” question can I ask about the main idea?
  - \*In my own words, this is about...
- \*The main point was...
  - \*The author wanted me to remember...

# Reciprocal Teaching

This strategy is conducted in cooperative groups where students work together with informational texts in order to learn the material better. There are five strategies used in this method, with the teacher first modeling its use.

1. **Reading.** The assigned text is first broken down into short sections for the students to read. Typically the leader of the group reads the section aloud to the group.
2. **Questioning.** The leader and/or other group members now generate questions derived from the text just read for the other group members to answer.
3. **Clarifying Issues.** If any misunderstandings develop, the leader and/or other group members help in clarification.
4. **Summarizing.** When all questions have been answered and any misunderstandings have been clarified and discussed, the leader and/or other group members summarize what they have just read.
5. **Predicting.** The students now make predictions about what the next section may contain.
6. Repeat steps 1-5 until assigned text or chapter has been completed.

## Lesson Outline of a middle school language arts class

1. Ask the students to take out a sheet of paper and write three things that they think that "good" readers do.
2. Do a sweep of the room and asks the students to tell you one thing that they have written on their papers.
3. Tell the students that most of what they have said can be categorized into one of the strategies that are used in Reciprocal Teaching: Predicting, Clarifying, Questioning, Summarizing, and Visualizing.
4. Pass out bookmarks.
5. Explain and define each of the five parts. Explain that they may come in any order, but we will do them in order for this lesson.
6. Pass out highlighters. Students will use them to highlight parts that need clarification or parts that may be good "teacher-like" questions.
7. Write the phrase "Four O'Clock" on the board. Give students one minute to write down anything that comes to mind. Then ask them to predict from the title what they think this story will be about. **Write predictions on overhead.**
8. Pass out handouts of [the story "Four O'Clock"](#).

[http://pers.dadeschools.net/prodev/four\\_o'clock.htm](http://pers.dadeschools.net/prodev/four_o'clock.htm) (Complete lesson plan)

Remind students that they are to highlight any word or idea that they do not understand or any part that will be a good teacher-like question.

**Ask:** Was the prediction correct?

**Ask:** Who has Clarifying Card #1? Are there any words you don't understand? We will clarify one word at a time.

**Ask:** Who has Make a Picture in Your Mind Card #1? Please tell us what picture came to your mind when I read this part of the story.

**Ask:** Who has Teacher-like Questions Card #1? Please ask a Teacher-Like Question.

**Ask:** Does anyone else have a teacher-like question?

**Ask:** Who has Summary Card #1? Please summarize this part of the story in one sentence.

**Ask:** Who has Prediction Card #2? What do you think will happen in the next part of the story?

**Ask:** Was the prediction correct?

**Ask:** Who has Clarifying Card #2? Are there any words you don't understand? We will clarify one word at a time.

**Ask:** Who has Make a Picture in Your Mind Card #2? Please tell us what picture came to your mind when I read this part of the story.

**Ask:** Who has Teacher-like Questions Card #2? Please ask a Teacher-Like Question.

**Ask:** Does anyone else have a teacher-like question?

**Ask:** Who has Summary Card #2? Please summarize this part of the story in one sentence.

**Ask:** Who has Prediction Card #3? What do you think will happen in the next part of the story?

**Ask:** Was the prediction correct?

**Ask:** Who has Clarifying Card #5? Was there a word you did not understand? We will clarify one word at a time.

**Ask:** Who has Make a Picture in Your Mind Card #5? Please tell us what you imagined as I read this part of the story.

**Ask:** Who has Teacher-like Questions Card #5? Please ask a Teacher-Like Question.

**Ask:** Who has Summary Card #5? Please summarize what has happened in the story so far.

# Reciprocal Teaching



Reciprocal teaching is a strategy that teachers can use when focusing on material that uses the five comprehension activities: predicting, clarifying, visualizing, generating questions and summarizing

How is reciprocal teaching done? Teachers will use text selections that demonstrate the 5 comprehension activities. Then have your class generate appropriate questions followed by making predictions about each selection. Students will then locate summarizing sentences and develop summaries to describe each selection.

Step 1:

Activate prior knowledge, predictions, tell why reasoning is important

Step 2:

Think aloud how to use the reasoning process to repair comprehension

Step 3

What image comes to your mind as you hear this passage being read?

Step 4:

Check to see how students are interpreting the information they are given

Step 5:

Review the title and the pictures with students and ask for student predictions

Step 6:

Read aloud a small portion on the text selection with students or individually

Step 7:

Ask questions about content, invite students to share answers and questions during reading

Step 8:

Summarize what was read by identifying the gist of selection and how to summarize

Step 9

Check on the reasoning process to see if it worked in helping figure difficult terms

Step 10

Ask students to make predictions about the selection by reading subheadings