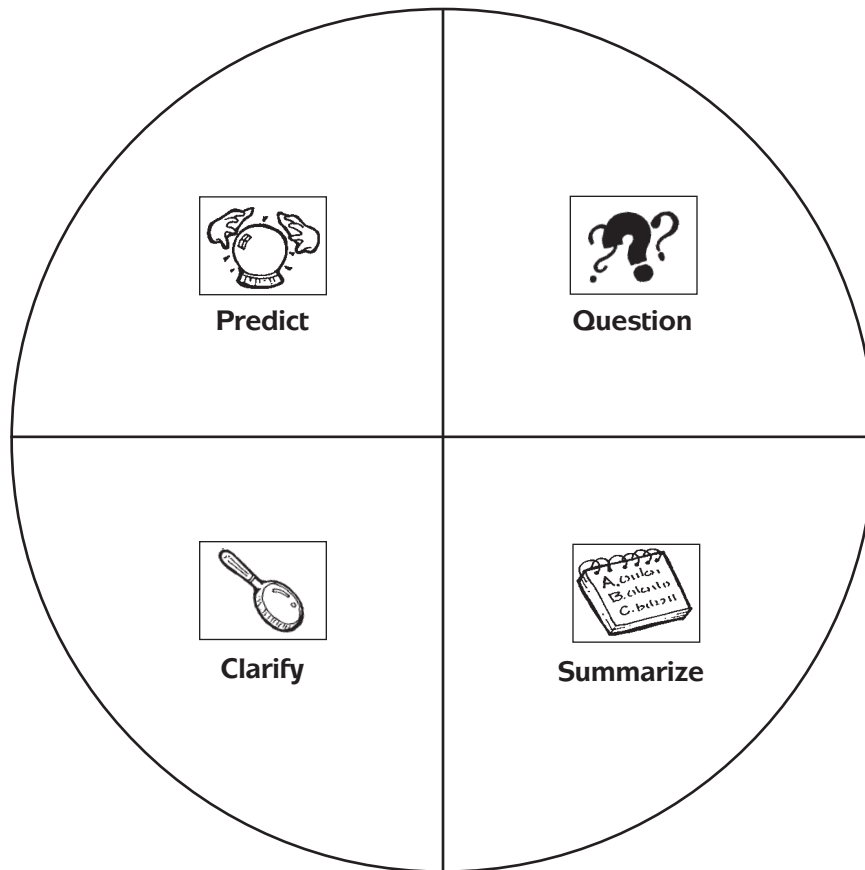


RECIPROCAL TEACHING STRATEGIES at Work:

Improving Reading Comprehension, Grades 2-6

Videotape Viewing Guide and Lesson Materials

Lori D. Oczkus



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Reciprocal Teaching Strategies at Work: Improving Reading Comprehension, Grades 2-6: Videotape Viewing Guide and Lesson Materials by Lori D. Oczkus.
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Introduction

The videotape and viewing guide are designed to help you improve reading comprehension in your classroom or school as you implement reciprocal teaching (Palincsar & Brown, 1984), a powerful teaching technique. They are based on Lori D. Oczkus's classroom work and her best-selling book, *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension* (2003). The lessons on the videotape show reciprocal teaching being used in primary- and intermediate-grade classrooms, and they are conducted in whole-class sessions, teacher-led guided reading groups, and literature circles. These lessons demonstrate strategies for using reciprocal teaching across the curriculum in ways that will motivate and engage your students while improving their reading comprehension.

If you already use reciprocal teaching, you will enjoy the videotape's new and creative lessons with this proven teaching technique. If you are new to reciprocal teaching, you will find that the videotape provides you with many necessary tools to get started and continue all year long with reciprocal teaching lessons.

In addition to using this videotape and viewing guide, groups or individuals studying reciprocal teaching also should use the book *Reciprocal Teaching at Work* because it provides many more ideas and lessons for effectively implementing reciprocal teaching than are found on the videotape.

Using the Videotape and Viewing Guide

The videotape is divided into four major sections: (1) introduction, (2) whole-class sessions, (3) guided reading groups, and (4) literature circles. To enhance the viewing experience, this viewing guide provides reflection questions and discussion prompts to consider before and after watching a segment of the videotape. The viewing guide also includes new classroom tools and support materials to help teachers and literacy coaches duplicate or modify the lessons on the videotape.

To use the videotape and viewing guide, follow these steps:

1. Glance over the reflections before viewing a particular segment of the videotape.
2. If you are working in a group, discuss the reflections together before viewing the videotape. Try assigning reflections to pairs or to small groups of three or four people.

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3. View the segment of the videotape, keeping in mind the reflections and your own students and their needs.
4. Go back to the reflections after viewing the videotape to discuss them with your group or to answer them for yourself. Then, have the pairs or small groups share their responses with the entire group.
5. Apply what you have learned to your own classroom.

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Reflections on the Introduction to and Foundations of Reciprocal Teaching

- 1 What kinds of problems do your students have with comprehending text?
- 2 How would you define reciprocal teaching?
- 3 What are the four necessary strategies? How are the strategies used when reading text?
- 4 After watching the two brief lessons on the videotape—the literature circle lesson and the guided reading group lesson—comment on what you liked about each of the lessons.
- 5 When was reciprocal teaching developed? Who developed it?
- 6 What kinds of results can you expect if you use reciprocal teaching consistently?

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7 In what order can the four strategies be taught?

8 Define each of the four reciprocal teaching strategies.

9 Why are all four strategies needed for a lesson to be called a reciprocal teaching lesson?
What makes the four strategies a powerful package?

10 What are the four foundations that underpin reciprocal teaching lessons? Why are these foundations important in building reading comprehension?

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Reflections on Whole-Class Sessions and Reciprocal Teaching

1 What are some of the benefits of using reciprocal teaching in a whole-class session?

2 What props are helpful in teaching a whole-class session? Tell how each prop contributes to student engagement and learning.

- Costumes and Characters
- Bookmarks
- Class Posters

3 As you watch the primary-grade whole-class session, look for and record examples of the following:

- The Four Strategies:

Predicting

Questioning

Clarifying

Summarizing

- The Four Foundations:

Think-Alouds

Cooperative Learning

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Scaffolding

Metacognition

4 As you watch the intermediate-grade lesson, look for and record examples of the following:

- The Four Strategies:

Predicting

Questioning

Clarifying

Summarizing

- The Four Foundations:

Think-Alouds

Cooperative Learning

Scaffolding

Metacognition

5 How can a Four-Door Chart (see page 16) help you to monitor and assess how students are doing during a reciprocal teaching discussion? How can you use a Four-Door Chart without defeating the original intent of reciprocal teaching—a discussion technique?

6 What did you like about the whole-class sessions you saw in this portion of the videotape? Why do you think these lessons are effective?

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Reflections on Guided Reading Groups and Reciprocal Teaching

1 What are some important points to remember when using reciprocal teaching in a teacher-led guided reading group? How do students benefit in this setting? What kind of texts can be used?

2 What are some reasons that

a. primary-grade teachers find reciprocal teaching effective during guided reading groups?

b. intermediate-grade teachers find reciprocal teaching effective during guided reading groups?

3 What is an effective seatwork idea that teachers can use to engage the rest of the class while meeting with a small group? How does the “I wonder” activity engage students? How can you use wonders with primary- or intermediate-grade students?

4 Watch the intermediate-grade guided reading lesson.

a. How does the teacher use props such as the Reciprocal Teaching Chart (see page 22) and the Be the Teacher Bookmark (see page 21) to guide the students during the lesson? Describe in detail what the teacher does during each part of the lesson.

- Activate Prior Knowledge

Review the reciprocal teaching strategies.

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Review prior knowledge of content.

- Before Reading

Predict.

Question or wonder.

- During Reading

Have students look for words and/or ideas to clarify.

Coach individual students in any of the four reciprocal teaching strategies.

- After Reading

Clarify—discuss.

Return to original predictions.

Question—ask quiz or teacher questions.

Summarize.

b. How did the teacher incorporate the foundations of reciprocal teaching into the intermediate-grade guided reading lesson?

Think-Alouds

Cooperative Learning

Scaffolding

Metacognition

5 Watch the primary-grade guided reading lesson.

- a. How does the teacher use props such as the Reciprocal Teaching Chart (see page 22) and the Be the Teacher Bookmark (see page 21) to guide the students during the lesson? Describe in detail what the teacher does during each part of the lesson.

- Activate Prior Knowledge

Review the reciprocal teaching strategies.

Review prior knowledge of content.

- Before Reading

Predict.

Question or wonder.

- During Reading

Have students look for words and/or ideas to clarify.

Coach individual students in any of the four reciprocal teaching strategies.

- After Reading

Clarify—discuss.

Return to original predictions.

Question—ask quiz or teacher questions.

Summarize.

b. How did the teacher incorporate the foundations of reciprocal teaching into the primary-grade guided reading lesson?

Think-Alouds

Cooperative Learning

Scaffolding

Metacognition

6 When teaching fiction in a guided reading group, how does the use of the Story Map Prediction Chart for Fiction (see page 24)—which lists the setting, characters, problem, main events, resolution, and theme—enhance the lesson?

Reflections on Literature Circles and Reciprocal Teaching

- 1 Why is reciprocal teaching a natural match for literature circles? What roles can students take on?
- 2 What is the role of a discussion director? Name three extra tasks the discussion director can take on to facilitate the group discussion.
- 3 Explain how students can use the Know... Wonder... chart (also known as the What We Know and What We Wonder Chart).
- 4 Watch the students in the literature circle using roles. How do all students participate in the discussion? Notice the use of a discussion sheet. How can such a sheet, or even a Four-Door Chart (see page 16), provide individual accountability?
- 5 How do students participate in literature circles with rotating roles? What do you think are the benefits of this way of conducting literature circles?
- 6 How can a fishbowl, or demonstration group, help the class learn to conduct literature circles more effectively? Why would it be important to conduct fishbowls from time to time?

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7 After watching the literature circles portion of this videotape, how might you begin to introduce your class to reciprocal teaching in literature circles?

8 Summarize what you have learned about reciprocal teaching from viewing this videotape by using the keywords below.

Fabulous Four
foundations
guided reading

literature circles
props
whole class

discussion director
characters
charts

Commonly Asked Questions About Reciprocal Teaching

1. What results might I expect when I use reciprocal teaching consistently with my students?

The following research verifies that reciprocal teaching can yield results:

- After 15–20 days of instruction, Palincsar and Brown (1984) saw students go from scoring 30% to scoring 80% on a reading comprehension assessment.
- After 76 lessons, students improved by one to two reading levels (Cooper, Boschken, McWilliams, & Pistoichini, 2000).
- Rosenshine and Meister (1994) reviewed 16 studies of reciprocal teaching and concluded that reciprocal teaching is a technique that improves reading comprehension.

2. What other reading comprehension strategies should I teach in addition to the Fabulous Four strategies—predict, question, clarify, and summarize?

Reciprocal teaching strategies do work, but they do not stand alone. A comprehensive reading program also comprises an expanded list of key research-based reading comprehension strategies that includes previewing, activating prior knowledge, predicting, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing, and evaluating (Keene & Zimmermann, 1997; McLaughlin & Allen, 2002; Oczkus, 2004).

3. I am so busy that I can barely teach what I have on my agenda now. How can I fit reciprocal teaching strategies into what I am doing already?

You do not have to overhaul your curriculum to fit reciprocal teaching into your schedule. You can easily incorporate the strategies into lessons using the district-adopted texts for reading, social studies, and science. You can use any reading materials, such as Big Books, leveled texts, and chapter books. Some teachers even use reciprocal teaching during math lessons.

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4. What is the best way to get started with reciprocal teaching?

No one best way to begin using reciprocal teaching in your classroom exists. The key is to regularly model and practice the strategies with your students. Some teachers begin with whole-class sessions, while others prefer a guided reading setting. Some intermediate-grade teachers use reciprocal teaching in a guided reading setting with struggling readers and with the whole class during content area reading. Primary-grade teachers may use reciprocal teaching with Big Books and in guided reading groups. Later, when students in grades 2–8 know how the strategies work together, teachers can introduce literature circles.

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Coaching Protocol for Whole-Class or Guided Reading Lessons

Developed by Lori D. Oczkus

Directions: You may use the protocol to discuss any of the lessons on the videotape. The protocol also can be used as a checklist when coaching and teaching demonstration lessons. The teacher who is demonstrating the lesson uses the protocol as a lesson guide to follow while teaching. The observer uses the same guide to follow along and checks off each of the lesson parts as the teacher demonstrates them. After the demonstration, the teacher and observer discuss the lesson parts using the protocol as a guide.

Reciprocal Teaching Protocol for Demonstration Lessons and Coaching

Name of Teacher Being Observed:

Name of Observer:

Reciprocal Teaching Strategies

Check off evidence of the use of

- all four strategies
- predicting questioning clarifying summarizing

Foundations of Reciprocal Teaching

Check off evidence of the use of

- all four foundations
- think-alouds
- cooperative learning (in pairs or in groups)
- scaffolding (i.e., providing support through modeling, offering guided practice, giving additional feedback, and encouraging independent work)
- metacognition (i.e., reviewing how to use the strategies, reflecting on strategy use, and discussing the strategies)
- tools used to promote metacognition (e.g., Reciprocal Teaching Chart, Be the Teacher Bookmark, etc.)

Before Reading

The teacher being observed

- activates students' prior knowledge (i.e., asks what students know or what the text reminds them of).
- reviews all four strategies briefly.
- has students **PREDICT** what the reading will be about.
- sets a purpose during reading (i.e., looking for words to **CLARIFY** or **QUESTIONS** to ask).

During Reading

The teacher being observed

- coaches individual students in any of the four strategies.
- has students do any of the following as they read:
 - CLARIFY** words or ideas
 - ask **QUESTIONS** about portions of the text
 - PREDICT** what the next portion of the text is about
 - SUMMARIZE** small portions or chunks of the text

After Reading

The teacher guides students as they

- return to **PREDICTIONS** and discuss them.
- discuss the strategies in any order.
- CLARIFY** words or ideas.
- ask one another **QUESTIONS**.
- SUMMARIZE** what was read.
- reflect on strategy use and ask, Which strategies helped students the most today?

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The Four-Door Chart: A Discussion Guide and Assessment Tool

This chart is an 8.5-inch × 11-inch sheet of paper, folded to create four doors that students open and write brief responses behind. Each door is labeled with one of the four reciprocal teaching strategies—predict, question, clarify, summarize. Students can decorate the doors by sketching cartoon characters or drawings that represent each of the Fabulous Four characters. For example, students may sketch Madam the Powerful Predictor (a fortune teller) or a crystal ball for predicting, Quincy the Quizzical Questioner (a game show host) or a microphone for questioning, Clara the Clarifier (a sophisticated lady who uses a pointer) or a pair of glasses for clarifying, and Sammy the Super Summarizer (a cowboy) or a lasso for summarizing. Then, students write a one- or two-sentence response inside each door.

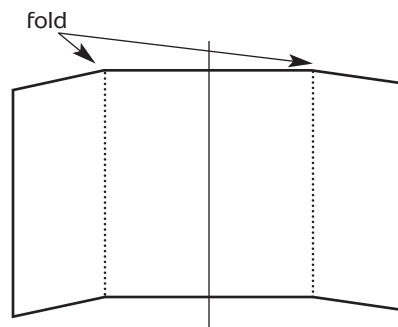
Students can use the Four-Door Chart during discussions with their teacher and classmates. Their written responses can provide you with a quick assessment tool during reciprocal teaching lessons. If you want to evaluate the quality and depth of students' questioning, for example, collect the completed charts and look for each student's ability to ask higher level questions. If students are asking only literal questions, you will know that they are struggling with questioning and will be able to adjust your instruction accordingly.

Directions for Making a Four-Door Chart

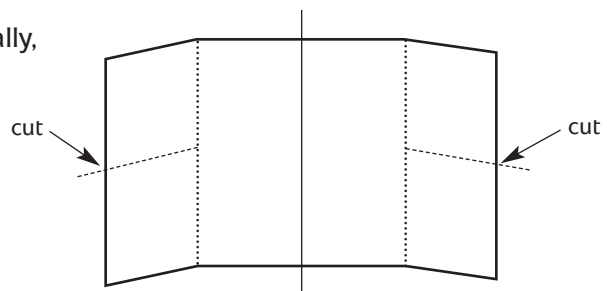
1. Place an 8.5-inch × 11-inch sheet of white paper horizontally on a flat surface.



2. Fold both sides of the paper toward the middle to form two doors.



3. Using scissors, cut the doors in half horizontally, making four doors.



(continued)

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The Four-Door Chart: A Discussion Guide and Assessment Tool (continued)

4. Have students write the words *predict*, *question*, *clarify*, and *summarize* on the outside of the doors.

predict	question
clarify	summarize

5. Have students write their names on the backs of their Four-Door Charts.

Guiding Instruction With a Four-Door Chart

Whole-Class Sessions

You can use a Four-Door Chart throughout a reciprocal teaching lesson. More specifically, after you discuss each of the strategies, have students write their responses on their charts. If you ask students to write their responses on the chart and then share their responses with partners, the responses can be used as an assessment tool. You can read each student's responses on the four doors and make notes and observations about them. Ask yourself, Which students need additional work on predicting, questioning, clarifying, or summarizing? (See Assessment Tips: What to Look for When Observing Students Who Are Using Reciprocal Teaching Strategies, page 18.) Once you have identified these students, you can group students with similar needs together and teach small-group lessons to target the strategies with which the group members are struggling. Or you might want to teach struggling students using all four reciprocal teaching strategies but spend more time with the target strategy.

Guided Reading Groups

During guided reading groups, you also can ask students to write or draw quick responses on the Four-Door Chart (or on sticky notes to add to the chart) and use that information to assess their progress and growth (see Assessment Tips, page 18).

Literature Circles

When using reciprocal teaching in literature circles, students can record individual responses on the Four-Door Chart and turn in their charts so you know how they are participating in the discussions (see Assessment Tips, page 18). Students also might prepare Four-Door Charts at their desks and bring them to the literature circle discussion as prompts, or a literature circle group may turn in a completed Four-Door Chart on which one member of the group recorded everyone's responses.

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Assessment Tips: What to Look for When Observing Students Who Are Using Reciprocal Teaching Strategies

Predicting

When predicting, students

___ use the language of prediction such as

- I predict...
- I think...
- I'll bet...

___ use clues from the text to help form predictions and evidence from the text and/or illustrations to support predictions.

- I predict _____ because _____.

___ use prior knowledge about the topic or from experience to help make logical predictions.

- I predict _____ because _____.

___ check predictions after reading to see if they make sense.

Metacognition

___ tell steps to predicting.

- When I predict I...

___ tell how predicting helps them understand what they have read.

Questioning

When questioning, the students

___ use the language of questioning with question words such as *who*, *what*, *when*, *where*, *why*, or *how*.

___ ask logical “wonders” before reading based on clues from the text.

- I wonder...

___ ask literal and higher level thinking questions after reading.

Metacognition

___ tell steps to questioning.

- When I question I...

___ tell how questioning helps them understand what they have read.

(continued)

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Assessment Tips: What to Look for When Observing Students Who Are Using Reciprocal Teaching Strategies (continued)

Clarifying

When clarifying, students

- ___ use the language of clarifying.
 - I didn't get _____ (confusion), so I _____ (strategy used to repair comprehension).
- ___ identify words that are difficult to pronounce or understand.
- ___ use a variety of strategies to understand the words, including finding "chunks" they know, sounding out the words, using syllables, and rereading.
- ___ tell how they clarified a difficult word.
- ___ identify sentences, pages, or ideas that need clarifying.
- ___ use a variety of strategies to understand the parts, such as rereading, reading on, or talking to someone to figure out the parts of the text that confused them.
- ___ identify confusions (words, parts, or ideas) and the strategies that they used to repair comprehension.

Metacognition

- ___ tell steps to clarifying.
 - When I clarify I...
- ___ tell how clarifying helps them understand what they have read.

Summarizing

When summarizing, students

- ___ use the language of summarizing.
 - This part is about...
 - The most important ideas in this text are...
- ___ reread to summarize main events or important ideas from the text.
- ___ include only main events or important ideas.
- ___ tell main events or important ideas in order.
- ___ use some vocabulary from the text.

Metacognition

- ___ tell steps to summarizing.
 - When I summarize I...
- ___ tell how summarizing helps them understand what they have read.

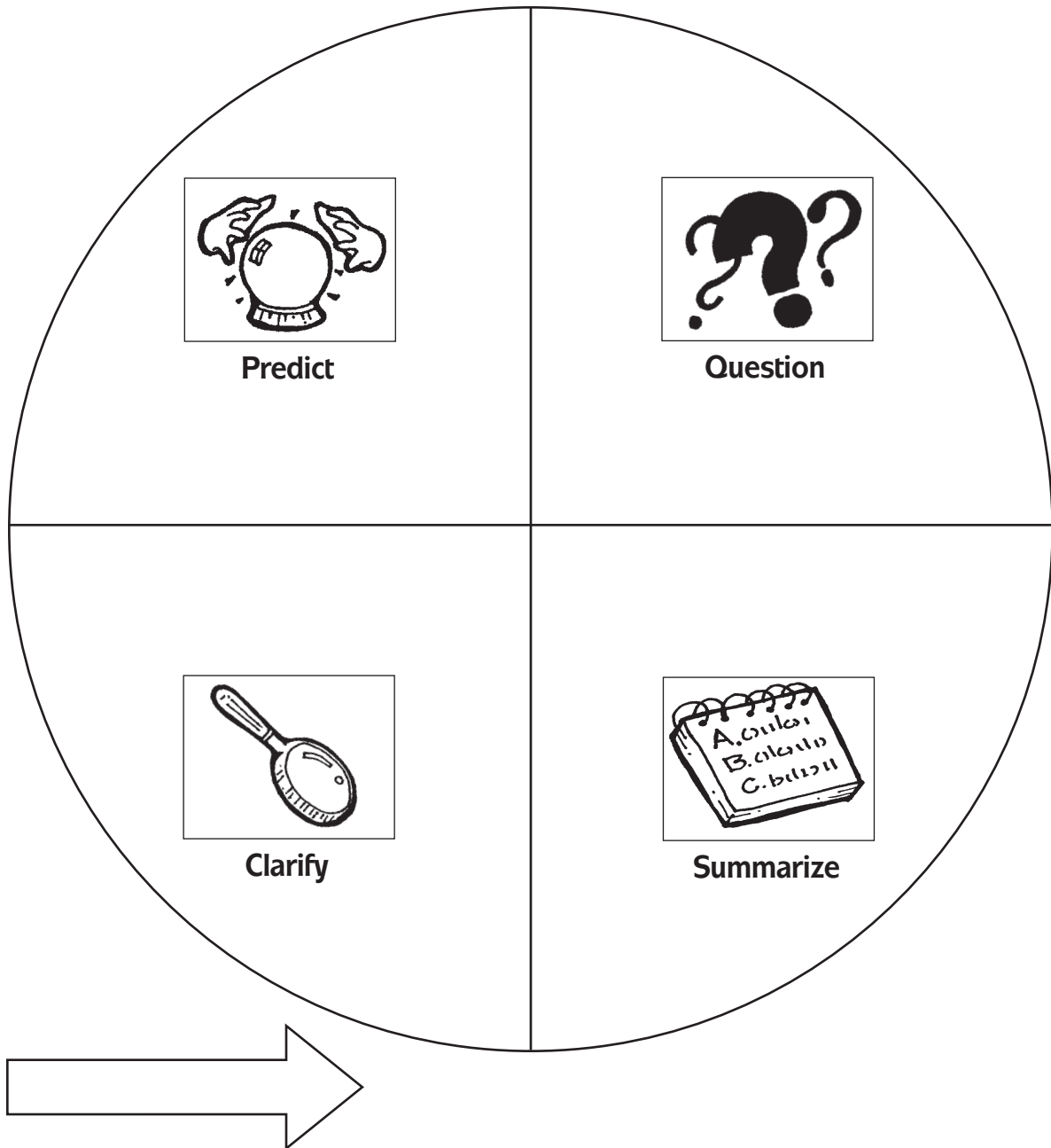
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Reciprocal Teaching Dial

Directions: This dial can be used during whole-class sessions, guided reading groups, or literature circles. An enlarged version of the dial can serve as a wall chart. In either case, students turn the dial to the next strategy until all four strategies have been covered in a given lesson (a brad and a pointer can be placed in the center of the dial and turned as the strategies are discussed). The purpose of this activity is to let your students know that the reciprocal teaching strategies work together as a package and that all four strategies must be used during reading.



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Be the Teacher Bookmark

Directions: This bookmark has prompts for each reciprocal teaching strategy and can aid students as they work their way through texts and reciprocal teaching discussions. You can apply this teaching aid in whole-class sessions, guided reading groups, and literature circles.

Be the Teacher Bookmark



Predict

Use clues from the text or illustrations to predict what will happen next.

I think...because...
I'll bet...because...
I suppose...because...
I think I will learn...because...



Question

Ask questions as you read.
Ask some questions that have answers in the text.
Use the question words *who*, *what*, *where*, *when*, *why*, *how*, and *what if*.
Try asking some questions that can be inferred. Use clues from the text plus your experiences.



Clarify

How can you figure out a difficult word or idea in the text?

Reread, reread, reread!
Think about word chunks you know.
Try sounding it out.
Read on.
Ask, Does it make sense?
Talk to a friend.



Summarize

Using your *own* words, tell the main ideas from the text in order.

This text is about...
This part is about...

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Reciprocal Teaching Chart

Directions: This chart serves as a visual guide during reciprocal teaching lessons. It can be hand drawn on a chalkboard, white board, or chart paper and decorated with the icons on page 23. Use the chart to ensure that students discuss all four strategies at some point during the lesson. Students may work in pairs or small groups to put responses on sticky notes, which they then place on the chart. You and your students may take turns recording responses on the chart as well. As an alternative, you may choose to duplicate the smaller version of the chart as shown below for use during guided reading groups or literature circles.

**What We Know About (nonfiction)
Our Background Experiences (fiction)**



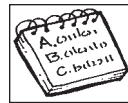
Predict



Question



Clarify



Summarize



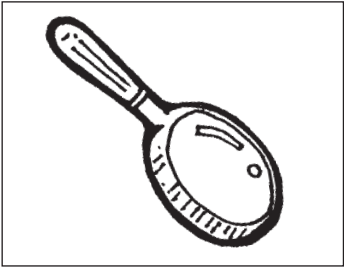
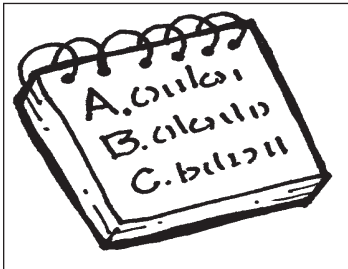
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Reciprocal Teaching Strategy Icons

Directions: These icons can be used to create reciprocal teaching charts in your classroom, for example, by gluing them onto chart paper. Alternatively, you can add color to the icons, laminate them, and then put magnetic tape onto the back of them to form magnets for use on a white board. You can enlarge or reduce the icons as desired.

<p style="text-align: center;">Predict</p> 	<p style="text-align: center;">Question</p> 
<p style="text-align: center;">Clarify</p> 	<p style="text-align: center;">Summarize</p> 

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Story Map Prediction Chart for Fiction

Directions: This comprehension chart can be used to record students' predictions. It provides a concrete place for chronicling discussions, responses, and reflections and can be used as necessary to monitor students' reading comprehension.

Before Reading (Use text and illustrations to predict.)	After Reading (Fill in what actually happened.)
Setting:	Setting:
Characters:	Characters:
Problem:	Problem:
Main Events:	Main Events:
Resolution/Ending:	Resolution/Ending:
Theme or Lesson:	Theme or Lesson:

Source: Adapted from Hammond, D. (1991). Prediction chart. In J.M. Macon, D. Bewell, & M. Vogt, *Responses to literature: Grades K-8* (pp. 11-12). Newark, DE: International Reading Association.

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Steps to Rotating Roles in Reciprocal Teaching Literature Circles

Roles: predictor, questioner, clarifier, summarizer, and discussion director

1. Each participant takes a role sheet.
2. The predictor begins by giving a prediction.
3. The discussion director selects the mode of reading for the page.
 - silent reading
 - reading aloud
 - reading with a partner
 - reading chorally
 - reading by paragraph or page

After reading, the discussion director calls on or takes volunteers from the other roles—summarizer, questioner, and clarifier—in any order.

4. After a set number of pages, the discussion director calls “pass,” and the literature circle participants pass their role sheets to the right.
5. The process begins again.

Adapted from a model by fourth-grade teachers Lynne Hyssop and Susan Preble at Hester School, San Jose, California.

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Role Sheets for Rotating Roles in Literature Circles

PREDICTOR



QUESTIONER



(continued)

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Role Sheets for Rotating Roles in Literature Circles (continued)



CLARIFIER



SUMMARIZER

(continued)

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Role Sheets for Rotating Roles in Literature Circles (continued)

DIRECTOR DISCUSSION

FOLD HERE

Directions: The discussion director selects how the literature circle members will read a particular page—silently or aloud; and by one person, by taking turns, with partners, or chorally.

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