

# RECIPROCAL TEACHING

## PREDICTION

Good readers **make predictions** while they read an article, a book chapter, or story.

Before you begin to read the selection, you need:

- Look at the main title
- Scan the pages to read the major headings
- Look at the illustrations

Based on these clues:

- Predict what the article or story is about
- Anticipate (make a guess on) what the author is going to talk about next, based on prior knowledge

Now read the selection and

- Confirm and/or reject your predictions
- Make inferences or draw conclusions

## CLARIFICATION

Good readers **deal with difficulties** in the text.

Sometimes in your reading, you will run into words, phrases, or sentences or ideas that you don't understand. When this happens,

- Stop and clear up words, phrases, ideas that are difficult to understand).
- Reread the phrase or sentence carefully and try to understand it.
- Look for little words inside big words.
- Look for base words, prefixes, or suffixes.
- Look for definitions in context (These may be between commas that follow unfamiliar words, in parenthesis, or after a dash).
- Try to figure out the meaning through other context clues. (Definition, restatement or synonym, contrast or antonym, comparison, example, list of series, cause and effect, description or inference).

## VISUALIZATION

Good readers

- Form **pictures in their minds**
- Imagine that they are characters in the stories they read
- Think about what comes to their minds while they read
- Use mental pictures of the story to draw what they are thinking about (settings, scenes, actions, characters, important moments)

## QUESTIONING

Good readers **ask themselves questions** about what they have just read

- Reread the paragraph, section or passage for a better understanding
- Ask questions to see if they really understand what they have read.
- Ask questions to identify what is important to remember in the story or passage
- Ask questions to promote a discussion about the paragraph, section or passage.
- Good questions should include words like “who”, “where”, “when”, “why”, and “what”.

When you ask **teacher-like questions**, then you should,

- Offer possible answers and/or solutions
- Find important information to answer questions
- Check your own comprehension
- Help other learners answer questions they have.

**Note:** Students become much more involved in the reading activity when they are asking and answering questions themselves, rather than responding to the teacher's questions or to pre-set questions. **Questioning is a means of checking if they understand what they read**

## SUMMARIZING

Good readers **point out important ideas and details** to make sure they understand what they are reading.

- Stop after each paragraph or major section of the passage and write one or two complete sentences **to summarize** the most **important ideas** that appear in the section
- A good summary does not include unimportant information.