

## TRAIN YOUR BRAIN TO READ BOOKMARK



Make a **PREDICTION** when:

- a title is given
- headings are provided
- the author poses a question in the text
- the text suggests what will be discussed next

### **Prediction stems:**

- Based on the title, I predict this is going to be about...
- I already know these things about the topic/story...
- I think the next chapter/section will be about...
- Based on... (a clue), I predict...
- Based on what \_\_\_ said/did, I predict...



Ask **TEACHER-LIKE QUESTIONS:**

- Who is \_\_\_?
- What is/does \_\_\_?
- When is \_\_\_?
- Where is \_\_\_?
- Why is \_\_\_ significant?
- Why does \_\_\_ happen?
- What are the parts of \_\_\_?
- How is \_\_\_ an example of \_\_\_?
- How do \_\_\_ and \_\_\_ compare?
- How are \_\_\_ and \_\_\_ different?
- How does \_\_\_ happen?
- What is most important \_\_\_?
- What is your opinion of \_\_\_?

# Reciprocal Teaching

Definition: an instructional method that involves guided practice of reading comprehension that follows the four concrete steps of: 1) Clarification, 2) Questioning, 3) Summary, and 4) Prediction.

Role of the Teacher: to provide modeling, scaffolding, feedback, and explanation for the students. Both the teacher and the students cooperate in making efforts of understanding the material that is being taught.

## Description of Strategies

**Clarification:** in this stage, questions should be formulated in order to define words or phrases that are hard to understand, unfamiliar, or ones that could be misinterpreted.

**Questioning:** why and how questions should be asked to create a shared understanding of the paragraph or section. These questions should lead to additional questions and result in a discussion within the group. If a disagreement arises between the students, it may be necessary to reread the passage for better understanding.

**Summary:** in this stage, important details should be pointed out and paraphrased in a way that helps the students get the main idea of what is being read. This stage helps the students make sure they know what they just read and gives them ideas on what is to come in the next paragraph.

**Prediction:** students are encouraged to make a guess on what the author is going to talk about next. These predictions should be made using the prior knowledge the students learned during the previous steps. This provides an opportunity for students to critically assess the author's intent and provoke imagination.

## Reciprocal Teaching Tips

1. When introducing this technique, spend sufficient time on each strategy (one strategy per day).
2. Ensure students know each strategy before starting reciprocal teaching lessons (quiz).
3. Passages of 100 words are sufficient for students who are still learning comprehension strategies (fourth-graders).
4. Initially, teachers will find it easier to go paragraph by paragraph; eventually, whole passages may be read at a time without stopping.
5. At the paragraph level, students come up with one important question and one good summary sentence.
6. At the passage level, students come up with 3 or 4 important questions and 2 or 3 ideas to support the summary.
7. Four to six students per group.
8. The role of teacher should be rotated so each student has the opportunity to lead.
9. Most effective when carried out over a long period of time.

## Thoughtful Readers...

1. Use existing knowledge to make sense of texts.
2. Monitor their comprehension throughout the reading process.
3. Repair their comprehension once they realize it has gone away.
4. Are able to determine what is important in the texts they read.
5. Synthesize information when they read.
6. Constantly draw inferences during and after reading.
7. Ask questions.

## Reading /S Comprehension