

Reciprocal Teaching

Reading and Learning Strategy

Before, During & After Reading Strategy



Reciprocal Teaching

Purpose of Reciprocal Teaching Strategy:

Reciprocal Teaching (Palinscar & Brown 1984) is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarise, question, clarify, predict and respond to what they are reading). Students use these four comprehension strategies on a common text, in pairs or small groups. Reciprocal Teaching can be used with fiction, non-fiction, prose or poetry.

Explicitly teaching reciprocal teaching:

Step 1

Scaffold student learning by modelling, guiding and applying the strategies while reading. Read a section of the text aloud and model the four steps – summarising, clarifying, questioning and predicting (*predicting could be optional depending on the material).

Step 2

In groups of four allocate a role to each student i.e. summariser, questioner, clarifier and predictor.

Step 3

Have students read a few paragraphs of a text selection. Suggest to students they use note-taking strategies such as underlining, coding, etc.

Step 4

The predictor helps the group connect sections of the text by reviewing predictions from the previous section and helps the group predict what they will read about next by using clues and inferences in the text. The questioner helps the group to ask and answer questions about the text and reminds the group to use all types of questions (higher and lower order). The summariser restates the main ideas in the text and helps the group state the main idea or ideas in their own words. The clarifier helps the group find parts of the reading that are not clear and finds ways to clear up these difficulties.

Step 5

Roles in the group switch and the next selection of text is read. Students repeat the process in their new role. Repeat this process until text/topic selection is finished.

* Continue to guide the students in the use of the four strategies until they can use the strategy independently.

Reciprocal Teaching

In Short...

In groups students will read and discuss a text. Each student takes a different role. Each student keeps his or her job for the entire reciprocal teaching discussion. Jobs can be rotated with each new piece of text.

STRATEGY	ACTIVITY
Predict	<p>Predictor: predicts with evidence</p> <ul style="list-style-type: none"> - <i>My prediction is...</i> - <i>My evidence is...</i> <p>Other students agree or disagree and give evidence.</p>
Read	Students read the section silently or in unison.
Question	<p>Questioner: poses questions for the group to discuss</p> <ul style="list-style-type: none"> - <i>My on-the-surface question is...</i> - <i>My under-the-surface question is...</i> <p>Other students answer the questions.</p>
Clarify	<p>Clarifier: asks for or gives clarification</p> <ul style="list-style-type: none"> - <i>I need to have _____ clarified.</i> - <i>Do you need anything clarified?</i> <p>Talks about parts that were confusing and discusses unknown words.</p>
Summarise	<p>Summariser: summarises</p> <ul style="list-style-type: none"> - <i>I think the most important idea/s are...</i> - <i>My summary is...</i> <p>Other students add to the summary.</p>

Reciprocal Teaching

Prediction:

Before you begin to read look at the title, scan the pages to read the major headings and look at any pictures/diagrams/bolded text, etc. Now write down your prediction(s):

Summarise the Key or Main Ideas:

As you finish reading each paragraph or section identify the main idea.

Main Idea 1:

Main Idea 3:

Main idea 2:

Main Idea: 4

Question:

Create some questions related to the main ideas.

?

?

?

?

Clarify:

Answer the questions posed and clarify the meaning of any words or phrases that are unclear.

Reciprocal Teaching Role Cards

The Questioner

- Ask questions which will help the group to understand what has been read.
- Think of questions to ask as you read the text.

<i>What is?</i>	<i>Who/What would?</i>
<i>Why is?</i>	<i>Where / When would?</i>
<i>How is?</i>	<i>Which would?</i>
<i>What did?</i>	<i>Why would?</i>
<i>Why did?</i>	<i>How would?</i>
<i>How did?</i>	<i>What will?</i>
<i>What can?</i>	<i>Where / When will? Which will?</i>
<i>When can?</i>	<i>Who will?</i>
<i>Why can?</i>	<i>What might?</i>
<i>How can?</i>	

The Summariser

- Tell the group what you have read in your own words.
- Have the group pick out the main ideas.

The most important ideas are ...

The main idea is ...

This part was about ...

First,.. Next, Then, ...

This story takes place in ...

The main events of ...

The problem is ...

The Clarifier

You must clarify when:

- The group is confused by what they have read.
- When a word is read and not understood.
- When a sentence is read that doesn't make sense.
- When a question is asked.
- Think about what you did to help you understand and tell the group. E.g. Reread the sentence looking for clues to help you figure out the word or phrase; Break the word apart and look for smaller words you already know; Look for a prefix or suffix; Look at the text features.

The Predicator

- Use what you have read and the text features to help figure out what the group will learn and/or what will happen in the next piece of text.

- The group can change their predictions as they read on!

I think ...

I wonder if ...

I imagine ...

I suppose ...

I predict ...

I think the next section will be about...

Reciprocal Teaching Role Cards

Predicator

You will tell the group what you think you will read about next. What is the writer/text going to say now? Preview the section and think about the main ideas (look at text features, chapter questions, etc.). Consider topics you think will be covered and key vocabulary you might expect to come across. Share your predictions first and then encourage all group members to add their predictions with reasons for them.

Predicator

My prediction is...

My evidence is...

Ask group members if they agree or disagree and to give their evidence

Questioner

You will ask two questions about the reading.

One is an on-the-surface question - who, what, when, or where. The other is an under-the-surface question - why, how, should, could, or would. Work with the group to decide where the answer to these questions might be in the reading, in the clues, in another source, or in the reader's mind. Make sure the group attempts to answer the questions.

Questioner

My on-the-surface question is... Who? What? When? Where?

My under-the-surface question is... Why? How? Could?

Should? Would?

Ask anyone else if they have a question.

Ask group members to answer the questions.

Reciprocal Teaching Role Cards

Clarifier

You will first ask the group to help you clarify any words or ideas that you did not understand.

You will then ask anyone in the group if they need any words or ideas clarified. Work with the group to determine meanings of unknown vocabulary or unclear ideas. Make sure the group feels comfortable asking for clarification.

Clarifier

I need to have _____ clarified.

Do any of you need anything clarified?

Remember to make groups members feel comfortable enough to state what they don't understand.

Summariser

You will write a summary of the most important information from the reading. You need to be able to explain the reading in two or three sentences. Think about the main idea/s and the most important details. Use the text features e.g. headings, bold print, etc. to help you create a strong summary. Think like the author and try to figure out what s/he wanted to tell you.

The group can help you if you get stuck or if they think you forgot something.

Summariser

Here's what I think is most important from the text...

My summary is...

Ask group members for their ideas.

Reciprocal Teaching – The FAB 4

As you read each paragraph or section fill in each reading skill box.

1. Summarise

(Identify the main points and write 1 or 2 sentences to capture what you read)

2. Ask Questions

(Listen to the questions going through your head...What will...? How come...? Write them down)

3. Clarify

(List any unfamiliar words, relate to what you already know, answer any questions)



4. Predict

(Anticipate what might come next. Write down your predications)



The FAB FOUR

Complete the boxes below before, during and after reading.

<p>1. Predict (I think...I bet...I think I'll find out...I think I will learn...)</p>	<p>2. Questions (I wonder...who, what where, when, why, how?)</p>
<p>3. Clarify (I didn't get _____ (word, sentence, paragraph, page, picture, diagram, chapter) where _____ so I ____).</p>	<p>4. Summarise (This was about... I learned... First, next, then finally...Somebody wanted but so...)</p>

(Adapted from Lori Oczkus, Reciprocal Teaching, 2011)

Reciprocal Teaching Chart

In your group use this chart to guide your learning.

Predications made:

We/I think

We/I bet

We/I wonder

Questions asked (QAR strategy):

'Right There' questions-

'Think and Search' questions-

'On My Own' questions-

'Author and You' question-

Clarifications/Explanations needed:

I did not understand the part where...

I need to know more about...

Summaries:

The important ideas in what we read are... The overall gist of this is...

Reciprocal Teaching Roles– Bookmarks

Predicting

A **prediction** is a good guess about what you think you will find out about or what will happen next in a text.



Good readers make predictions before they read and as they read.

Things that helps you make a prediction . . .

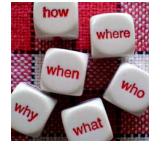
- Headings, pictures and other text features.
- The questions the author asks.
- Making connections to what you already know – your background knowledge and experience.
- Skimming, scanning and rereading the text.

Prediction sentence starters:

- *Based on the title, subheadings, picture/diagram, etc), I predict that this page/chapter will be about...*
- *I think the next chapter (or page) will be about...*
- *From the questions I think that I will find out about...*
- *Based on (a clue), I imagine that...*
- *Based on what I know about... I believe that...*

Questioning

Asking questions about a text helps you have a purpose or reason for reading and deepens your understanding.



Good readers ask themselves questions all the time while they are reading and read to answer those questions.

Ask 'teacher-like' questions:

- *What is going on...?*
- *When is this happening?*
- *Where is...?*
- *Who will...?*
- *How is...?*
- *Why is...important?*
- *Why is that happening?*
- *How are ___ and ___ alike or different?*
- *Why would happen if...?*
- *What does ... mean?*
- *How will it?*
- *How come...?*
- *What might...?*
- *Why can...?*

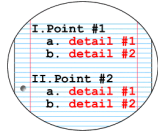


Reciprocal Teaching Roles– Bookmarks

Summarising

Summarising a text means picking out the main ideas and leaving out anything that is not essential.

Good readers look for the main ideas as they read and can give 'the gist' of what they have read in their own words.



How to summarise what you read:

- Look at the topic sentences - the first sentence in each paragraph.
- Look at the concluding sentence or last sentence in each paragraph.
- Answer the - *Who? What? When? Where? Why? How?* of the text.
- Focus on key details.
- Use key words and phrases.
- Leave out little details that aren't important.
- Write only enough to convey the gist.
- Use thinking maps, mind maps, graphic organisers, etc. to plan your summary.
- Use a coding system as you read.

Clarifying

Clarifying means making the meaning of the text clearer. Clarifying helps you recognise when you don't understand parts of a text.



Good readers, when they notice they don't understand what they've read take steps to figure out the meaning.

You read it but haven't got it when:

- The voice inside your head has stopped.
- The camera in your head or the movie stops.
- Your mind begins to wander.
- You can't remember what you just read.
- The questions you have are not answered.
- You have no idea what a word or phrase means or can say a word but don't remember what it means.

Clarifying or fix- it up strategies:

- Re-read the part you don't understand, you may 'get it' the second time.
- Read forwards and backwards.
- If it's a word you don't understand, use the rest of the sentence to figure out what it means.
- Look at the text features for clues.
- Use a dictionary to look up words
- Ask a student or your teacher for help.



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