

Reciprocal Teaching Guide

Predicting, Generating and Clarifying Questions, Summarizing

Students take on the role of teacher in reciprocal teaching working individually and/or collaboratively with peers. In doing so, they monitor their own reading process. Text is chunked as students work together to construct meaning, with the teacher thinking aloud at each step to guide them until they can do it independently. Responsibility for the process is handed over gradually as they become more proficient at predicting, asking questions, and summarizing. Eventually they become the leaders, with little assistance from the teacher to reciprocate the teaching and learning roles.

Reciprocal Teaching Steps - *Predicting*

Step 1: The teacher models the prediction process using short chunks of text while reading aloud.

Step 2: Students make their own predictions about the text by reading headings, subtitles, chapter titles, or other short pieces of text

Step 3: Students work in pairs to share their predictions

- *What do you think the reading will be about?*
- *What do you think the central ideas will be?*
- *What do you think the hypothesis or theory was for this?*
- *What does the evidence suggest the reading will be about?*
- *What do you think the claim or argument will be for this reading?*

Students also identify the organizational structure of the text in the predictive phrase:

- Descriptive
- Chronological
- Cause and Effect
- Analytical
- Persuasive
- Compare and Contrast

Reciprocal Teaching Steps - *Questioning*

Step 1: The teacher demonstrates questioning by modeling questions of her own while reading using a think aloud process.

Step 2: Students read the text independently and write questions.

Step 3: Students work with partners to share their questions.

Question possibilities:

- *What do all of these elements have in common?*
- *What does this data have in common?*

- *What are the driving claims?*
- *What is the test design?*
- *How is the natural world represented?*
- *How is the designed world represented?*
- *What design criteria is used?*
- *What is the problem identified?*
- *What are the tools that can help solve the problem?*

Reciprocal Teaching Steps: Clarifying

Step 1: Teacher models question clarification by working through vocabulary or confusing phrases, using a think aloud process.

Step 2: Students read a chunk of text independently and write out their own clarifications on vocabulary or confusing phrases. They can also articulate where they might find answers to questions.

Step 3: Students pair up to share clarifications.

- *What might the solution be?*
- *What words or things are you not sure about?*
- *What are the variables in the data?*
- *What are the parameters?*
- *What needs more explaining?*
- *What needs to be readdressed or re-phrased to make more sense?*

Reciprocal Teaching Steps: Modeling

Step 1: Teacher models the process of illustrating, visualizing and interpreting diagrams, graphs, charts, etc. using a think aloud process to articulate thoughts. In addition, the teacher draws out ideas through to aid interpretation of visual diagrams.

Step 2: Students return to the text to identify predictions, questions and clarifications and draw them out in diagrams or simple pictorials as visual representation of their thoughts and thought process.

Step 3: Students work with partners to share their sketches and drawings, interpretations, and visualizations.

Visualization Suggestions:

- Students describe a graph, chart, diagram, or pictorial representation of an idea to a partner
- Students read the captions that accompany the visuals and re-interpret with partners using prompts: *I picture...I can see...I imagine...It appears...It looks as if...*

Reciprocal Teaching Steps: *Summarization*

Step 1: Teacher demonstrates the summarization process while thinking aloud the summaries, writing out key words and phrases used in the process.

Step 2: Students write their own text summaries using their own key words and phrases, and/or borrowed from the teacher's think aloud.

Step 3: Students share their summaries with partners to reach a consensus on the summaries. Students work in groups or as pairs to write out consensus summaries. They may also work independently to write out their own summaries using feedback from peers.

Students continue to read, predict, clarify, question and summarize sections of text independently. They may also continue to share responses in pairs or groups, transitioning to complete independent execution of the Reciprocal Teaching process.