

Reciprocal Teaching Student Sheet for Pairs or Small Groups

<p>Reciprocal Teaching involves these four reading comprehension strategies: questioning, summarizing, clarifying, and predicting. The ultimate goal is for you to become so familiar with these strategies that you use them on your own when reading difficult text to help you understand it better.</p> <p>With your partner or small group, select someone who will be the Leader first. Later, you will exchange or rotate roles so everyone has a chance to be the Leader based on a different passage of the text. Follow the discussion pattern outlined below. In your conversations, use textual evidence to support your responses.</p>	
Leader	<ul style="list-style-type: none"> • Read one paragraph or section aloud to your partner or small group. (Or, your teacher might ask everyone to read the text silently.) • Think of one literal and one inferential question about the selection. Ask your partner these questions.
Participant(s)	Answer the two questions using textual evidence.
Leader	Identify one or two places in the text that might need clarification or further explanation. Indicate why you chose these spots (e.g., unknown vocabulary, complicated concepts, challenging figurative language).
Leader and Participant(s)	Discuss the reading selection together, focusing on areas that need clarification.
Leader	Summarize the reading material for the participant(s).
Participant(s)	<p>Do any of the following:</p> <ul style="list-style-type: none"> • Verify that the summary is complete. • Add to the summary. • Correct any part that is not quite right.
Leader and Participant(s)	Predict what will happen next, using text evidence to support your predictions.
Focus on new content. Exchange roles and repeat so another student assumes the role of Leader.	

Figure 3.5

Reciprocal Teaching Resource Sheet for Teachers

<p>Students can keep a journal or notebook for Reciprocal Teaching. Use this format that explains the role of the teacher and students for complex texts that students read, hear, or watch, such as lectures, guest speakers, presentations, performances, demonstrations, or videos. Also consider adapting this sequence to a nontraditional text (e.g., studying a piece of artwork, sculpture, model, diagram, or photograph). Have students create a heading with a title and date for each entry.</p>	
Teacher	<ul style="list-style-type: none"> • Present a paragraph or section of content via read aloud, silent read, lecture, guest speaker, presentation, or video. • Ask students to create two questions about the content. Be specific as to the types of questions, such as one literal and one inferential. • Invite students to share their questions. Record and display selected ones for the whole class to see. Avoid duplication of questions. • Give students time to accomplish the following tasks.
Individual Students	<ul style="list-style-type: none"> • Select and record questions in a notebook or journal. • Write answers to those questions you can answer using textual evidence.
Student Partners	<ul style="list-style-type: none"> • Turn-and-Talk: Turn to a neighbor and review answers to your questions. Verify that the textual evidence is correct; add additional evidence, as needed. • If you and your partner disagree about an answer, underline or highlight it. Be ready to pose the question(s) to the class.
Whole Class	<ul style="list-style-type: none"> • Discuss confusing questions and arrive at collective answers. • Ask for clarification. • Predict what will happen next in the reading, if applicable.
Teacher	<ul style="list-style-type: none"> • Summarize the reading material for the participant(s).

Figure 3.6:

Reciprocal Teaching Graphic Organizer

Directions: Complete this graphic organizer during or after a reciprocal teaching exercise.

Text title (or subtitle): _____ **Page or paragraph #:** _____

Create or Copy Questions	Respond to Questions
Make Predictions	
Write a Brief Summary	

Figure 3.7