Reciprocal Teaching

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Workshop Overview

1. What is Reciprocal Teaching?

2. What is the research base for reciprocal teaching?

3. How to implement reciprocal teaching effectively.

4. Where to start tomorrow

What is Reciprocal Teaching?

What is Reciprocal Teaching: Overview

First developed by Annmarie Palinscar and Ann Brown (1984), reciprocal teaching is an instructional procedure for teaching students to use multiple comprehension strategies flexible and interactively *to improve the learning of content*.

Teachers first model the strategies, then invite students to apply the strategies themselves.

Teachers gradually fade their levels of instructional support as students assume control of the strategies.

What is Reciprocal Teaching: Overview

Reciprocal teaching was initially developed for teaching students to learn from content area reading materials.

Reciprocal teaching also works well for teaching from narrative text and for teacher read-aloud instructional discussions.

What is Reciprocal Teaching: The Strategies

Predict

- *Predicting sets a purpose for reading*.
- Before reading, preview elements of text structure.
- Preview the text's cover, title, illustrations, (and tables) to look for clues about:

  - *Fiction*: setting, characters, (problem), events, and theme

  - *Nonfiction*: content, main ideas

Clarify

- *Clarifying helps students monitor their comprehension*.
- Help students identify:

  - unfamiliar or difficult words

  - unclear sentences and passages

What is Reciprocal Teaching: The Strategies

Question

- *Questioning increases students' awareness of the text's important ideas*.
- The language of questioning may include the question words: *who*, *what*, *where*, *when*, *why*, *how*, and *what if*.
- Students may use Post-its to mark passages to turn into questions.

Summarize

- *Summarizing requires students to recall and arrange only the important ideas in a text.*
- Students may use story structure to summarize fiction texts.
- Students determine the important points of non-fiction and arrange them in logical order.

What is Reciprocal Teaching: Combining the Strategies

-> Activate Students' Background Knowledge

- > Display Graphic Organizer

	Teacher Modeling	*Student Application*
- Preview/Predict	1	2
- *Read the Passage*		
- Clarify	3	4
- Question	5	6
- Summarize	7	8

What is the Research Base for Reciprocal Teaching?

Reciprocal Teaching: Research Base

Prior to 1980, virtually no comprehension instruction is taking place in U.S. schools (Durkin, 1980).

Single comprehension strategy instruction: predict, find the main idea, question, summarize.

Multiple comprehension strategy instruction: Reciprocal Teaching (predict, clarify, question, summarize).

Reciprocal Teaching: Research Base

Multiple strategy instruction represents an evolution in the field from the study of individual strategies to their *flexible and multiple use*. This method finds considerable scientific support for its effectiveness as a treatment, and is most promising for use in classroom instruction *where teachers and students interact over text* (NRP, 4-46).

Reciprocal Teaching: Research Base

Considerable success has been found in improving comprehension by instructing students on the use of more than one strategy during the course of reading. *Skilled reading involves an ongoing adaptation of multiple cognitive processes*. Becoming an independent, self-regulated, thinking reader is a goal that can achieved through instruction of text comprehension (Brown et al, 1996; NRP, 4-47).

Reciprocal Teaching: Research Base

- 67 fifth & sixth grade students, 5 weeks

- 3 groups: story content, strategies, basal control

Major Results:

Strategy group students made “superior gains” when reading independently.

Dole, J.A., Brown, K.J., & Trathen, W. (1996). The effects of strategy instruction on the comprehension performance of at-risk students. Reading Research Quarterly, 31, 1, 62-88.

Reciprocal Teaching: Research Base

- 80 second-grade students, half of a school year
- 2 groups: single strats (SS), multiple strats (MS)

Major Results:

- no differences on comprehension measures
- MS sig. better on content measures

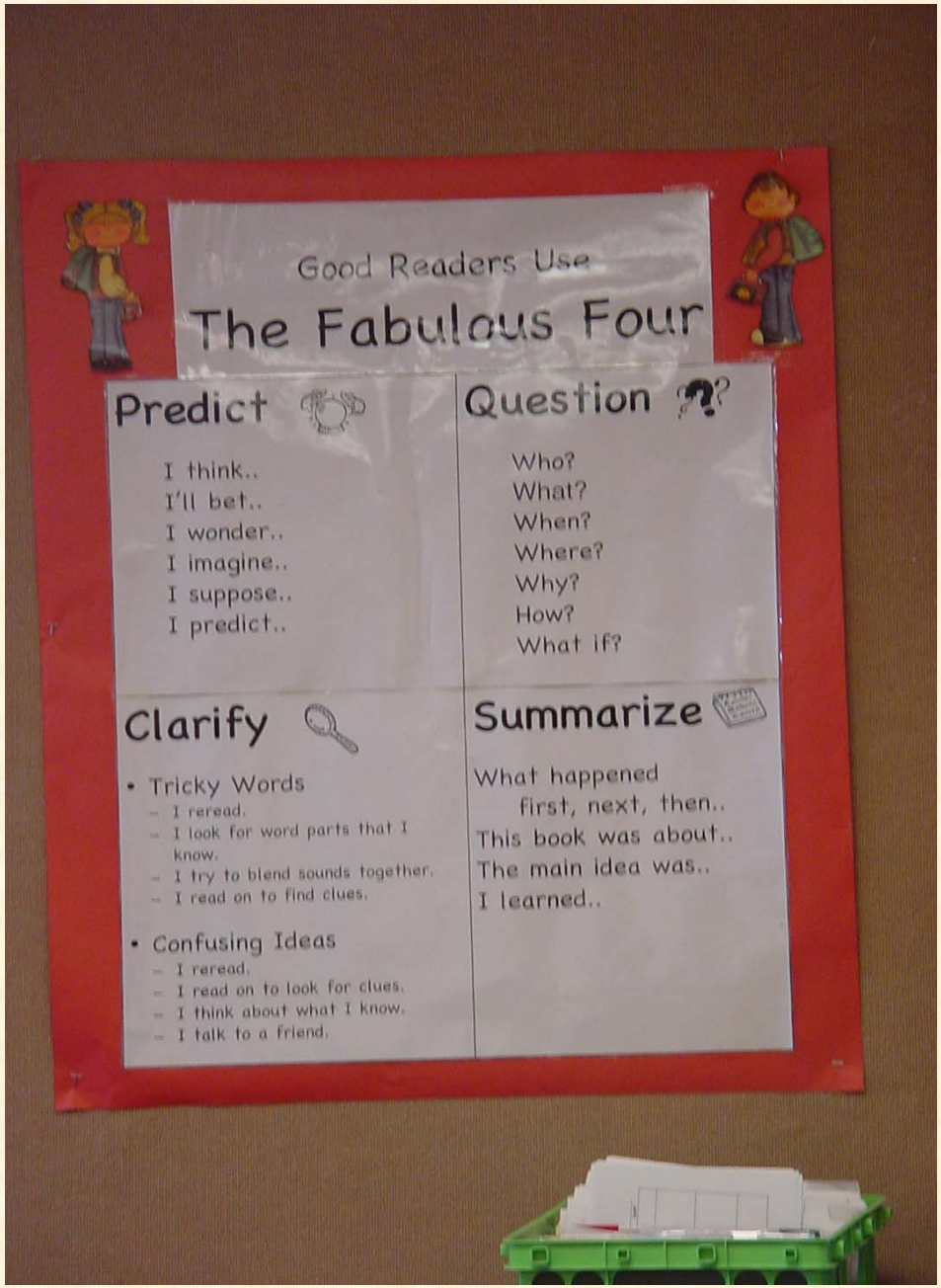
Reutzel, D.R., Smith, J.A. & Fawson, P. (2005). An evaluation of two approaches for teaching reading comprehension strategies in the primary years using science information texts. Early Childhood Research Quarterly, 20, 276-305.

How to Implement Reciprocal Teaching Effectively

Reciprocal Teaching: Instruction

Before Reading

1. Determine stopping points in the text for applying comprehension strategies and discussing the text.
2. Activate students' background knowledge about topic or theme.
3. Preview the text's title, illustrations, headings, tables, etc.
4. Teacher models predicting and invites students to predict. Record predictions on the reciprocal teaching graphic organizer.


Good Readers Use
The Fabulous Four
Predict
I think..
I'll bet..
I wonder..
I imagine..
I suppose..
I predict..
Question
Who?
What?
When?
Where?
Why?
How?
What if?
Clarify
• Tricky Words
– I reread.
– I look for word parts that I know.
– I try to blend sounds together.
– I read on to find clues.
• Confusing Ideas
– I reread.
– I read on to look for clues.
– I think about what I know.
– I talk to a friend.
Summarize
What happened
first, next, then..
This book was about..
The main idea was..
I learned..

Reciprocal Teaching: Instruction

Before Reading (continued)

5. Remind students to think about questions to ask and to look for words and passages to clarify. You may provide sticky notes for this.

During Reading

1. Read the text together: teacher read-aloud, choral reading, whisper reading in small groups, or silent reading.
2. Students develop questions and identify words and passages for clarifying.

Reciprocal Teaching: Instruction

After Reading

1. Return to predictions. Teacher models how to check predictions. Teacher and students check the other predictions.
2. Teacher models clarifying and invites students to share words and passages that need clarifying.
3. Teacher models question asking and invites students to ask and discuss their questions.
4. Teacher models summarizing or guides the students in creating a summary.
5. Reflect on the usefulness of the strategies.

Activity

Reciprocal Teaching Demonstration Lesson

1. Demonstration lesson
2. De-Briefing (Q&A)

Activity

Video(s) of Reciprocal Teaching Lessons

1. Observe
2. Record thoughts and questions
3. Discuss

If used in Small Groups: What is the Rest of the Class Doing?

- Familiar routines
- Reading alone
- Reading with a partner
- Filling in a graphic organizer
- Preparing for a cross-age read-aloud
- Word work with spelling words
- "*Reading and Writing Real Texts*"

Reciprocal Teaching: Assessment

Look for each student's ability to:

- define each strategy and explain how it helps reading comprehension
- use each strategy
- orchestrate all four strategies

Reciprocal Teaching: Don’t Forget to Address Students’

- Background knowledge
- Aesthetic responses
- Personal connections
- Visualization
- Evaluation of the text

  - author craft

  - theme

  - controversial issues

Where to Start Tomorrow

Activity:

Develop Reciprocal Teaching Lesson Plans

Pre-read the selection(s) you brought.

For each selection, jot down:

- Background knowledge activating activity
- Model prediction
- Model words to clarify
- Model questions
- Main ideas for a summary

Reciprocal Teaching: Resources

Dole, J.A., Brown, K.J., & Trathen, W. (1996). The effects of strategy instruction on the comprehension performance of at-risk students. *Reading Research Quarterly*, 31, 1, 62-88.

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read. An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institutes of Health.

Oczkus, L.D. (2003). *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension.* Newark, DE: International Reading Association.

Reciprocal Teaching

Prepare children to use Reciprocal Teaching Cards (shown to the right) by modeling the RT process with several segments of text. Next, have students use the cards shown at the right in small groups. The group leader is in charge and shows the other group members the RT cards.

Card #1: Please get ready to read to _____.

Card # 2: I predict this part will be about _____. (Leader speaks.)

Card # 3: Does anyone else have a prediction? (Group members speak.)

Card #4: Please read silently to the point we selected.

Card #5: Are there any words you thought were interesting? (Group.)

Card #6: Are there any ideas you found interesting or puzzling? (Group).

Card #7: Do you have comments about the reading? (Group.)

Card #8: Summarize (in 2 or 3 sentences): This was about _____. (Discussion Leader.)

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Reciprocal Teaching: Resources

Palinscar, A.S., & Brown, A.L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, *2*, 117-175.

Reutzel, D.R., Smith, J.A. & Fawson, P. (2005). An evaluation of two approaches for teaching reading comprehension strategies in the primary years using science information texts. Early *Childhood Research Quarterly*, 20, 276-305.