Reciprocal Teaching

The goals of reciprocal teaching are:

• To improve student’s reading comprehension using four comprehension strategies: predicting, questioning, clarifying, and summarizing;

• To scaffold the four strategies by modeling, guiding, and applying the strategies while reading;

• To guide students to become metacognitive and reflective in their strategy use;

• To help students monitor their reading comprehension using the four strategies;

• To use the social nature of learning to improve and scaffold reading comprehension;

• To strengthen instruction in a variety of classroom settings – whole-class sessions, guided reading groups, and literature circles; and

• To be part of the broader framework of comprehension strategies that comprises previewing, self-questioning, making connections; visualizing, knowing how words work, monitoring, summarizing, and evaluating.

(McLaughlin & Allen, 2002; Pearson, Roehler, Dole, & Duffy, 1992)
What the Research Says About Reciprocal Teaching

“Palincsar and Brown (1986) found that when reciprocal teaching was used with a group of students for just 15-20 days, the students’ reading on a comprehension assessment increased from 30% to 80%. According to a study by Palincsar and Klenk (1991), students not only improved their comprehension skills almost immediately, but they also maintained the improved comprehension skills when tested a year later. This powerful teaching technique is especially effective when incorporated as part of an intervention for struggling readers (Cooper et al., 2000) and when used with low-performing students in urban settings (Carter, 1997). Although originally designed for small-group instruction with struggling middle school students, reciprocal teaching has proved to yield positive and consistent results with primary- and upper grade elementary students who are taught in large-group, teacher-led settings and in peer groups (Cooper et al., 2000; Palincsar & Brown, 1984, 1986; Palincsar & Klenk, 1991, 1992). Rosenshine and Meister (1994) reviewed 16 studies of reciprocal teaching and concluded that reciprocal teaching is a technique that improves reading comprehension.

“Lubliner (2001) points out that reciprocal teaching is an effective teaching technique that can improve on the kind of reading comprehension that is necessary not only for improved test scores but also for an information age. A growing need exists for students to learn sophisticated reading skills that they can employ in the workforce and in a world that is bursting with print materials and data. Students should be prepared to comprehend and evaluate a wide variety of complicated texts from books to electronic sources, and reciprocal teaching strategies can help them achieve that goal.”

~ excerpts from Lori D. Ockus (2003)
The objective is to have students work in collaborative small groups using the following processes:

In groups, students will read and discuss the text. Each student takes a different role.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **Predict** | **Predictor** predicts with evidence:  
  *My prediction is…*  
  *My evidence is…*  
  Other students agree or disagree and Give evidence. |
| **Read** | Students read the section silently or in unison. |
| **Question** | **Questioner** poses questions for the group to discuss:  
  *My on-the-surface question is…*  
  *My under-the-surface question is…*  
  Other students answer questions. |
| **Clarify** | **Clarifier** asks for or gives clarification:  
  *I need to have ________ clarified.*  
  *Do you need anything clarified?*  
  Talk about parts that were confusing and discuss unknown words. |
| **Summarize** | **Summarizer** summarizes:  
  *Here’s what I think is the most important*  
  *My summary is…*  
  Other students add to summary. |

Each student keeps his other job for the entire Reciprocal Teaching discussion. They change jobs the next time they meet to read.
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.
You will tell the group what you think you will read about next. What is the writer going to say now? Preview the section and think about the main ideas. 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 share their predictions with reasons for them.

My prediction is...

My evidence is...

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

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


Ask anyone else if they have a question.
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 headings and boldface print to help you create a strong summary for this passage. Think like the author and try to figure out what he or she wanted to tell you. The others in the group will help you if you get stuck or if they think you forgot something.

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

My summary is...

Ask group members for additional input.
Reciprocal Teaching LINKS

Los Angeles County Office of Education
What is Reciprocal Teaching?

Intervention Central
Reciprocal Teaching: A Reading Comprehension Package

Dade-Monroe Teacher Education Center
Reciprocal Teaching: Model Lesson Plan
http://pers.dadeschools.net/prodev/model_lesson_.htm

LikeToRead.com
Reciprocal Teaching
http://www.liketoread.com/struct_talk_recip_teaching.php

Bookmark for Reciprocal Teaching
http://www.miamisci.org/tec/back.html

Jim Wright, “Be a Careful Reader!: Four Strategies to Better Understand What You Are Reading”
www.interventioncentral.org

References


