

Reciprocal Teaching

Reciprocal teaching is a structured and scaffolded discussion technique in which students work their way through a reading selection, primarily using four comprehension strategies: predicting, questioning, clarifying, and summarizing.

“Reciprocal teaching, with an adult model guiding the student to interact with the text in more sophisticated ways, led to a significant improvement in the quality of the summaries and questions. It also led to sizable gains on criterion tests of comprehension, reliable maintenance over time, generalization to classroom comprehension tests, transfer to novel tasks that tapped the trained skills of summarizing, questioning, and clarifying, and improvement in standardized comprehension scores” (Palinesar & Brown, 1984). Some scholars argue that reciprocal teaching not only prepares students with the comprehension skills to succeed in school, but to navigate their way through life in an age of information. “There is a growing need for students to learn sophisticated reading skills they can employ in both the workforce and a world bursting with data” (Oczkus, 2018).

So what does reciprocal teaching actually look like? It looks like students becoming the teacher, and each getting a chance to run their own discussion as leaders, within small groups. Before students are prepared to take this on though, they need training on how to properly employ the comprehension strategies reciprocal teaching focuses on: predicting, questioning, clarifying and summarizing. The teacher must model what each of these looks like first, guide students through an attempt on their own, and then allow students to take over.

Process:

1. Place students in groups of four.
2. Assign each student in the group one of the following roles:
 - i. Predictor
 - ii. Questioner
 - iii. Clarifier
 - iv. Summarizer
3. Students will read, within their groups or aloud as a class a section of text (few paragraphs).
4. Once the stopping point is reached, each student in the group will be given a chance to lead a short discussion, based on their role:
 - i. The summarizer will speak to a couple of the main ideas presented so far.
 - ii. The questioner will pose a couple of questions about the reading so far. These could include questions about puzzling information, things they didn't understand, connections to other things they learned or things they believe will be answered once they read further.
 - iii. The clarifier will point out a couple of the confusing phrases or terms they had



trouble understanding, or take a stab at answering questions posed by the questioner.

iv. The predictor will provide a couple of suggestions as to what they believe will happen or be presented in the text next.

5. Once completed, the roles in the group switch one person to the right, and the next section of text is to be read.



ADDITIONAL RESOURCES

Article - ‘Reciprocal Teaching of Comprehension Fostering and Comprehension Monitoring Activities’ (1984) by Annemarie Sullivan Palincsar and Ann L. Brown

https://people.ucsc.edu/~gwells/Files/Courses_Folder/ED%20261%20Papers/Palincsar%20Reciprocal%20Teaching.pdf

Video - ‘Students Take Charge: Reciprocal Teaching’ - Seattle (2014) https://www.youtube.com/watch?time_continue=25&v=My68SDGeTHI

Bookmarks - ‘Train Your Brain To Read’ (Reading Rockets) http://www.readingrockets.org/content/pdfs/reciprocal_teaching_bookmark.pdf

Book - ‘Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension, 3rd Edition’ by Lori Oczkus

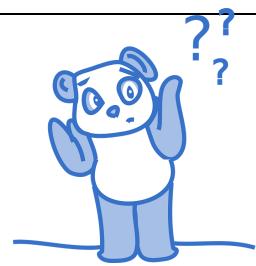
<http://www.ascd.org/publications/books/118045/chapters/The-Fab-Four@-Reciprocal-Teaching-Strategies.aspx>

Reciprocal teaching gives children with reading disabilities access to the world of knowledge contained in books. - Shira Lubliner

Predict



Question



“The Fab 4”

Clarify



Summarize

