

Reciprocal Teaching

Purpose

Reciprocal teaching is an instructional strategy used to build reading comprehension of both informational and narrative text through interactive dialogue between the instructor and the student. This research based strategy developed by A.S. Palincsar of the University of Michigan and Ann L. Brown of University of Illinois at Urbana-Champaign (1984) has demonstrated improved comprehension for students from first grade to adulthood in both immediate and long term metacognition of comprehension. As students in our extension programs have a range of reading abilities as they interact with academic and technical text, this strategy can assist in building comprehension. Through guided practice and modeling the process, the instructor introduces the four key components of this strategy: summarizing, question generation, clarifying and predicting. The instructor continues to scaffold this process used by good readers to support students as they learn this process. Used with a whole or small group, the students interact with the text in a systematize manner, providing them with a strategy they can implement independently for later reading.

The goals of reciprocal teaching according to Oczuks, 2003, are:

- Using four strategies to improve comprehension
- Teacher scaffold instruction of the strategy by modeling, guiding, and applying the strategies.
- Guide student to become metacognitive and reflective in their strategy use
- Help students monitored their reading comprehension
- Use the social nature of the learning to improve and scaffold reading comprehension
- Instruction is provided through a variety of classroom setting – whole-group, guide reading groups and literature circle.

Through clarifying, the students reread the texts and interaction with other class members to gain important information about the text. By asking questions students probe deeper into the content of the text. Students use their experiences and prior knowledge to generate predictions. With summarizing, the student develops critical thinking skills.

(<http://education.Washington.edu/cme/recipro.htm>)

Process

To utilize this strategy the instructor begins by demonstrating and showing when and how to use the strategy. The teacher should explain to students that they will be introduced to four strategies that good readers use to comprehend text – predicting, questioning, clarifying, and summarizing.

Duffy (2002), Duke & Pearson (2002), and Williams (2002) describe how the strategies are implemented.

- **Summarize** — The teacher asks the students to summarize the key elements of the story or text. Multiple students participate in this process requiring the students to recall and reorganize the text.
- **Question generation** — Student generate questions they have after reading the text.
- **Clarifying** — This process assists students with a history of comprehension difficulties by having them focus their attention on the text. Clarification can range from word definitions to understand complex terminology or processes.
- **Predicting** — They determine what is going to happen next on a literal or inferential level or what will be the view point of the author in the next section. They activate background knowledge during this process and assist in making connections

Often a graphic organizer is used to begin the process.

The following chart adapted from the Florida Department of Education and the instructor prompts from the Newton School district provides information for the instructor to begin using the reciprocal teaching strategy.

<p>Predicting</p>	<p>Good readers predict before reading the text and while reading the text. When you make a prediction, you make a guess as to the content of the text based on clues the author provides. As you read, you will either confirm or revise your prediction. Model how to predict for students by looking and noting the title, author, cover illustrations (if using a book), and illustrations or graphics within the text. Model for students how to use clues from the text to make predictions. “When I predict, I use what I have read or clues from the illustrations to help me figure out what I will learn or what will happen in the text.”</p> <p>Instructor Prompts:</p> <ol style="list-style-type: none"> 1. What do you think will happen next? 2. How might this process be used in other situations?
<p>Questioning</p>	<p>Good readers ask questions before reading, during reading, and after reading. Questions are asked of the author or about the content of the reading. Explain to students that asking questions helps the reader monitor and understand their reading. “When I ask a question, I ask something that can be answered as I read or after I finish reading.” Model for students how to generate questions. Students can also develop questions based on the text.</p> <p>Instructor Prompts:</p> <ol style="list-style-type: none"> 1. What do you think the author was deciding? 2. What were you thinking about as you were reading?
<p>Clarifying</p>	<p>When good readers read a word that doesn’t make sense or read a confusing part of the text that doesn’t makes sense, they stop and clarify. Explain to students what clarifying entails. “When I clarify, I make clear something that was confusing or that I didn’t understand. For example, I came to a word I didn’t know. I thought to myself, there are a couple of things I could do. First, I could read on and hopefully, the word will make sense to me after reading further. Or I could ask a friend to help me understand this word.” At this point students might brainstorm ways they can clarify when the text doesn’t make sense to them. Write down and hang up the brainstorming that students do so that they can refer to it later.</p> <p>Instructor Prompts:</p> <ol style="list-style-type: none"> 1. What other words could we use in place of...? 2. How do these two sentences compare?
<p>Summarizing</p>	<p>After reading a text, good readers are able to recall important points and details from what they have read. Knowledge of text and story structure will help students develop good summaries. Model for students how to identify key ideas and how to put those key ideas together to create a summary. “When I summarize, I tell in my own words the important things I have read.”</p> <p>Instructor Prompts:</p> <ol style="list-style-type: none"> 1. What is the most important information in this chapter? 2. The author wanted me to remember...

References

Duffy, G. (2002). The case for direct explanation of strategies. In Block, C. & Pressley, M (Eds.), *Comprehension Instruction: Research –based best practices* (p. 28 -41). New York, NY: Guilford Press.

Duke, N. & Pearson, D. (2002). “Effective practices for developing reading comprehension.” In Farstrup, A. & Samuels, S. (Ed.) *What research has to say about reading instruction* (pp. 2005-242). Newark, Delaware: International Reading Association.

Oczuks, L. (2003). *Reciprocal teaching at work: Strategies for improving reading comprehension*. Newark, DE: International Reading Association.

Palincsar, A. S. & Brown, A. (1984). *Reciprocal Teaching of Comprehension – Fostering and Comprehension Monitoring Activities*. *Cognition and Instruction*, 1 (2), pp. 117-175.

Williams, J. (2002). “Reading comprehension strategies and teacher preparation. In Farstrup, A. & Samuels, S. (Ed.) *What research has to say about reading instruction* (pp. 243-260). Newark, Delaware: International Reading Association.

Balanced Literacy: Reciprocal Teaching http://www.newton.k12.ks.us/Dist/curr/bp/lit/reciprocal_teaching.htm

Teachers and students use prior knowledge and dialogue to construct a shared meaning of the text and improve reading comprehension
<http://education.washington.edu/cme/recipro.htm>

Reciprocal Teaching May 2005
<http://forpd.ucf.edu/stratgies/stratereciprocalteaching1.htm>

Reciprocal Teaching June 2005
<http://forpd.ucf.edu/stratgies/stratereciprocalteaching2.htm>

Reciprocal Teaching July 2005
<http://forpd.ucf.edu/stratgies/stratereciprocalteaching3.htm>

Resources

Foster, Elizabeth and Becky Rotoloni. Reciprocal Teaching- Emerging Perspective on Learning, *Teaching and Technology* http://projects.coe.uga.edu/epltt/index.php?title=Reciprocal_Teaching

- This document provides a detailed vignette to illustrate the process of reciprocal teaching.

<http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm>

- This resource provides a concise overview of the process.

<http://forpd.ucf.edu/strategies/stratereciprocalteaching>

- These three documents identify each of the four components and provide examples for each one.

<http://education.washington.edu/cme/recipro.htm>

- The Center for Multicultural Education provides additional information about the program components and the research behind reciprocal teaching