



Literacy Connects

A Content Literacy Newsletter from Regional Professional Development Program-Issue XXI



Reciprocal Teaching

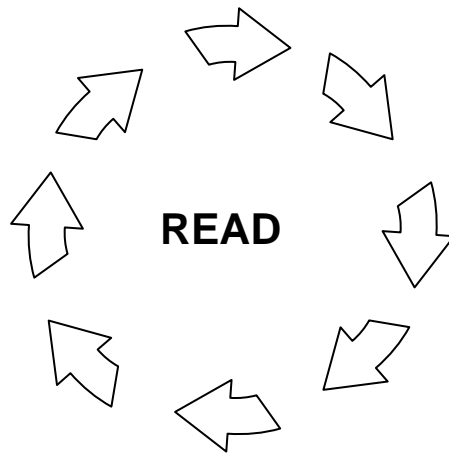
Teaching passive readers to become active readers can be daunting. Reciprocal Teaching provides students with the four main strategies proficient readers employ to understand text: *predicting, questioning, clarifying, and summarizing*. Each Reciprocal Teaching strategy has an important role in the reading comprehension process, such as previewing, self-questioning, visualizing, making connections, monitoring understanding, knowing how words work, summarizing, and evaluating (McLaughlin & Allen, 2002). This procedure is best characterized as a dialogue between teacher and students; each person acts in response to the other(s). Although it is best to introduce each of the strategies separately using the “Think-Aloud” (see *Literacy Connects Issue 1* for the “Think-Aloud”), once the students have mastered all four, they should be encouraged to use the strategies interchangeably as the reading demands. Not only does Reciprocal Teaching provide students with the tools to help them understand difficult text, it mirrors the recursive nature of the reading process and the metacognition necessary for life-long reading success.

Predict: Previewing the text to build background knowledge, relate to prior learning & determine reading rate

Prompts: I think...I wonder if...I imagine...I suppose...I predict...I think this will be about...the purpose of this reading is...

Summarize: Recalling important details & arranging them in order

Prompts: This was about...the most important ideas are...in summary... this is what I know so far...in conclusion... this means...



Question—Asking questions about content, purpose & structure

Prompts—Who, what, when, where, how, why and what if

Clarify—Monitoring understanding by identifying problems and using “fix-up” strategies (see *prompts below*)

Prompts—I need to reread...what do I already know...how does this connect with...in my mind, I picture...I will read on and look for clues...I need to look this up...what word parts do I know...