



CHAPTER 3

RECIPROCAL TEACHING in Whole-Class Sessions

Clarify is when you go back if you don't understand and look at the text again. If it's a sentence you don't really understand, you could reread it. If it's a word, you can look for a part you know, syllables, or sound it out.

—Jacob, grade 3

Engaging Students in Whole-Class Lessons

Once you've worked your way through some introductory lessons (see Chapter 2), you and your students can turn any reading lesson into a lively exchange for learning! When you incorporate the Fab Four with your class, your students won't be in a "sit and get" mode; instead, they'll participate throughout the lessons and will be accountable for learning!

Consider the following examples of engaging whole-class Fab Four lessons at a variety of grade levels:

- First graders gather on the rug as Miss Raines reads aloud from the Big Book *The Night Owl* by Jill Eggleton and pauses every three to four pages to model the Fab Four. She asks the students for help: "I am stuck on a word on this page. Which strategy do I need to use first?" The students quickly signal with the hand motion for clarify, and the teacher follows up by modeling how to clarify the word by rereading and breaking it into familiar parts. The students turn to a partner and choose another word from the page to clarify. Before reading on, Miss Raines uses the same pages and alternates between modeling and inviting partners to try each of the following: how to summarize in a sentence or two, how to ask a question that starts with the word *why*, and how to make a prediction by peeking at the next page. She reads on and pauses every few pages to ask students which strategy she needs using the prompts "I am wondering...", "I think...will happen next," and "Here is what has happened so far..." The students are engaged as they turn to partners to share and use the hand motions for each strategy to cue their thinking and keep them from getting wiggly.
- An enthusiastic discussion begins at each table as Mr. Lopez directs his fourth-grade students to work in groups of five to preview the headings of their social studies text and skim the text for key words about which to make predictions. The students write their predictions on their table group's Fab Four Mat (page 123). Each table leader shares the group's predictions in a whole-class discussion. After reading the first two pages of text, Mr. Lopez models how to ask a quiz question and a thinking question, and he models how to clarify a challenging vocabulary word. Teams scour the text for the best questions and words to clarify as they record their responses on their mats. At the end of the lesson, Mr. Lopez leads the students in a discussion, and the

students list the most important points from the text on the board. Next, he challenges the students to pare down the main ideas to write a 25-word summary of the text. The teams hunch over their desks and fervently race to meet the challenge.

- The eighth graders in Mrs. Bridges's classroom turn to their table mates to summarize what happened yesterday in the novel they are reading, *To Kill a Mocking Bird* by Harper Lee. Next, she models questioning using the starter "How do you think...?" She specifically asks, "How do you think Scout felt in this chapter?" Then she models how to clarify challenging paragraphs or sentences by stating, "I didn't get this sentence where it says...so I..." Students do the same using questions that begin with "How do you think...?" and clarifying statements that start with "I didn't get...so I..." Then, Mrs. Bridges models how to skim the text and incorporate that information into a prediction for the next chapter. The students continue working in teams to discuss the chapter using the Fab Four as Mrs. Bridges rotates among the tables to guide student discussions.

One of my favorite ways to reinforce reciprocal teaching strategies is with well-crafted whole-class lessons. Of course, teaching to the whole class all the time is not ideal for differentiating student needs, as a careful mix of excellent instruction in a variety of small-group settings is critical for reaching all students (Allington, 2001). However, when structured properly, the whole-class session can provide students with a sense of community (Kohn, 1996) and support to reinforce reciprocal teaching strategies. Whole-class sessions also offer students a place to establish a common language for the four strategies and afford all students the opportunity to participate in the same piece of literature. When working with all of your students, you can initially scaffold and introduce reciprocal teaching and then move into cooperative groups, pairs, or guided reading groups for a follow-up lesson.

Using whole-class instruction to bring the class together for meaningful activities before and after reading allows your students to benefit from the rich backgrounds and ideas of their classmates. Third-grade teacher Glorianna Chen shares that when she uses reciprocal teaching during whole-class lessons, her struggling readers give thoughtful responses and have a chance to excel in front of their peers. The message to students of all ability levels is that we believe they are

capable of reading, understanding what they read, and sharing ideas surrounding the literature or content area text. I have worked with many struggling readers who appreciate being included in class work with grade-level literature, and their comments are insightful and respected by their classmates. When I conduct a class demonstration of reciprocal teaching strategies, I cannot always tell which students struggle and frequently am surprised after the lesson when the classroom teacher tells me who they are, because these students often shine in whole-class sessions.

Meeting Students' Needs by Alternating Whole-Class Sessions With Small-Group Instruction

Although whole-class instruction provides an effective setting in which to introduce and reinforce reciprocal teaching strategies, it has some disadvantages that you should keep in mind. A common drawback is that individual students have diverse needs that cannot all be met in a whole-class session. For example, in a sixth-grade class in one rural school in which I worked, Lincoln Elementary, we introduced and reinforced reciprocal teaching twice a week to the whole class using picture books, the basal reader, a news magazine (*Time for Kids*), and the social studies book. Then, to ensure that we were differentiating for individual needs, we taught twice-weekly guided reading lessons (see Chapter 4) using the instructional level for struggling readers. However, students who were not as attentive during whole-class lessons, like Tommy, Billy, and Evette, learned to focus in a smaller group. Other students who benefited from small-group instruction were shy Bryan and quiet Ishmael, who were reluctant to speak in a large group but opened up in front of fewer students. We learned that these students needed more than the whole-class exposure to reciprocal teaching to make progress in their reading comprehension. An intuitive teacher will use regular running records, observations, and other assessments during a whole-class session to judge when to break into cooperative groups, independent work, literacy centers, or a teacher-led group. By mixing whole-class instruction with other groupings and using engaging whole-class techniques, you can overcome the challenges that whole-class teaching presents.

Following is an example of how to move from whole-group to small-group instruction to meet your students' needs. In this example, I

modeled reciprocal teaching strategies using nonfiction reading material in a whole-class lesson, then met with guided reading groups using the same book, and finally pulled the whole class together to end the lesson.

Whole-Group Instruction to Introduce the Book

I introduced one of my favorite nonfiction books, *Sunken Treasure* by Gail Gibbons, to a fourth-grade class. First, I activated the students' prior knowledge by asking them what they knew about lost ships or sunken treasure. Hands waved, and many students offered stories about the *Titanic*. Then, I assigned a student from each table to write the group's responses on sticky notes, bring them up to a K-W-L chart (Ogle, 1986), and place them in the What I Know column. Next, I asked students to preview the text, and I modeled how to make a prediction starting with "I think I will learn...because..." Then, I invited teams to make predictions at their tables. After that, I modeled how to question before reading with "I wonder..." and invited table runners up once again to post the sticky notes from their table discussions on the K-W-L chart in the What I Want to Know column. Kayla and Saul wondered how the divers make the grid. Justin and Clayton wondered how long the *Atocha* remained underwater before someone discovered it. I also read aloud several pages of the book and modeled all four of the reciprocal teaching strategies in a quick think-aloud (see Fast Fab Four lesson, page 174). Then, I asked the students to work in pairs to read the selection, stopping every two pages to work through reciprocal teaching strategies verbally.

Small Guided Reading Groups With the Same Book

During the partner reading time, I met briefly with two guided reading groups that each had a majority of struggling readers (see Chapter 4 for discussion of using reciprocal teaching with guided reading groups), and I used reciprocal teaching in this small, teacher-led group format. The groups of six students each were organized around needs and were flexible as those needs changed. About once a month, I used assessments in which students either wrote or verbalized their use of the four reciprocal teaching strategies.

Whole Group Meets Again

After the students finished with a reading assignment, the whole class convened to contribute to the What I Learned column of the K-W-L chart

and to discuss their reactions to the book. I asked each table group to fill out a large sticky note with at least four things they'd learned from the reading and to bring it up to the What I Learned column of the K-W-L chart. In order for students to make the strategies their own (Pearson & Fielding, 1991), I asked students to reflect on how each reciprocal teaching strategy had helped them understand what they had read. Kelsey shared that her favorite strategy was summarizing, because she could remember what she learned and tell her mom in the evening. Leo, a struggling reader, often named the clarify strategy as his favorite, because it helped him figure out challenging words. The book became a class favorite, and students checked out other books on sunken ships.

This chapter outlines essential teaching foundations that facilitate and enhance whole-class instruction, whether you are introducing or reinforcing reciprocal teaching strategies. In fact, every lesson in this book can be converted fairly easily into a whole-class lesson if you choose to do so. I recommend that you reinforce the reciprocal teaching strategies throughout the day during whole-class literature lessons and in content area reading after your class is familiar with them.

Goals of Reciprocal Teaching During Whole-Class Sessions

The goals of using reciprocal teaching during whole-class sessions are the following:

- To establish a common language for using reciprocal teaching strategies
- To increase opportunities to teach and scaffold reciprocal teaching strategies
- To guide students of all reading levels to improve their reading comprehension in grade-level material
- To show students how to use multiple strategies to comprehend what they read
- To engage in reading comprehension discussions using the reciprocal teaching strategies
- To provide a community format for reinforcing the routines and procedures used in guided reading groups and literature circles

Essential Foundations for Effective Whole-Class Instruction

For reciprocal teaching to be effective, regardless of the classroom setting used, certain instructional foundations—scaffolding, think-alouds, metacognition, and cooperative learning—must be in place so students stay engaged and eventually use the strategies independently. (Refer to Chapter 1 for a discussion of these foundations.) When I coach teachers and we observe one another, we look for the four foundations and ways to strengthen them.

In the example I refer to throughout this section, you'll see that all four foundations make for an interactive whole-class lesson as we read a short article from *People* magazine. (In addition to using grade-level materials, I look for short, interesting newspaper, magazine, or Internet pieces to share with students in whole-class lessons. Animal stories seem to consistently grab students' attention.) This article, "From Stray Dog to Movie Star" (Clark, 2008), describes how a trainer spotted and rescued a dog that went on to star in the movie *Beverly Hills Chihuahua*. I have used this article with students of all ages, usually as a read-aloud for elementary and middle school students. (*Note of caution:* I do have to cover up one profanity because the author quotes comedian George Lopez, who says, "This little dog is a badass.")

Scaffolding in Whole-Class Lessons

When we scaffold during whole-class lessons, we put into action the gradual release of responsibility (Pearson & Gallagher, 1983), which includes teacher modeling, student participation or guided practice in pairs or groups, and a wrap-up or reflection on strategy use. I open the session by stating the reason for the lesson, such as, "I am going to show you how I use the four reciprocal teaching strategies to help me understand what I am reading when I read a magazine article." I show the students the icons on the strategy poster as a review (see Appendix E). As I model for students, I point to the text and use a strategy sentence frame as I demonstrate how to predict by skimming the visuals and text: "I think I will learn how the trainer found the dog that starred in the movie, because I saw the word *shelter*. I read in another article recently that animal trainers for movies like to use shelter dogs, because they are more willing to obey than fat, happy dogs who have owners." The students are eager to share predictions. I provide a

scaffold for their responses by asking them to turn to a partner and say, “I think I will learn...because...” and to make their predictions, which we discuss in the whole group. I alternate between reading the article and opportunities for thinking aloud with partners, and then return to whole-class debriefing. I also invite pairs to take turns running through all four strategies with their partners using their Fab Four Bookmarks as guides (see page 74) while I circulate and prompt their responses. Reciprocal teaching is unique in having a design that naturally includes scaffolding by either the teacher or student peers every time it is used in the classroom. By using bookmarks, posters, props, and strategy starters, you can provide additional supports to make the learning stick!

Think-Alouds During Whole-Class Lessons

The lesson continues with a series of think-alouds. I read aloud from the article and pause to clarify an idea. “I didn’t get the part where it says, ‘From the moment he laid eyes on the mutt, Alexander knew he had found a star.’ I am not sure how the trainer could that tell this dog was a star without seeing him work,” I explained. I continue to read aloud and explain that by reading on, I learned that the dog was a star because “he had attitude” and ripped up newspapers, bounced around, and stuck his chest out. The students giggle at the thought of this. “You are making pictures in your head to see this crazy dog, aren’t you?” I tease.

Think-alouds also are inherent in reciprocal teaching, and they are an important foundation for achieving maximum results in reading comprehension. Each reciprocal teaching session includes opportunities for the teacher and the students to make their thinking public. Because reading strategies are not as visible as, say, strategies involved in a science experiment, it is critical to talk through the steps and the thought processes involved in comprehending a text, so good reading strategies become more tangible for students. By witnessing constant think-alouds conducted by the teacher and their peers, students begin to internalize the reciprocal teaching strategies and employ them during independent reading.

Metacognition During Whole-Class Lessons

Another necessary instructional foundation is metacognition, which is easily reinforced during whole-class sessions by reminding students of the strategies and reflecting on their purpose. In my example with the

doggie star article, I begin the lesson by asking the students to review the strategies, so they remember the “steps” to using each one. Then, I end the lesson by asking students to reflect on the strategies that they used and that were most helpful during the lesson. Throughout the school day, you can lead additional minilessons involving metacognition by using reciprocal teaching strategies for one or two pages in a content area chapter or when your students are reading a newspaper article. Consider the power of talking about the four strategies—predict, question, clarify, and summarize—throughout the school day to reinforce their usefulness to make sense of text. Students will know the how-tos and employ the Fab Four in their own reading.

Cooperative Learning in Whole-Class Lessons

Throughout my read-aloud of the magazine article, I ask students to turn to partners or table groups—as often as every three to seven minutes—to process the information and promote student engagement. Then, after I’ve modeled the strategies, I release the students to work in their groups while I circulate and work with pairs of students. Cooperative learning is especially important for keeping students engaged during a whole-class session. All teachers have had the experience when teaching the whole class of having only the same handful of students raising their hands to respond (Routman, 2003). To avoid this pitfall, ask students to turn to a partner to practice or discuss points throughout the lesson. Also, weave in table groups—in which students work with others who sit at their tables—or cooperative groups—in which students are placed in mixed-ability or interest groups—for variety. The cooperative atmosphere of the combination of whole-class and small-group exercises encourages every student to respond to and think about the lesson. Students need time to practice, with and without the guidance of a teacher, in order to eventually become more independent. Working in cooperative groups and pairs with reciprocal teaching provides students with valuable opportunities to practice. When student involvement in the lesson increases, so does their achievement (Routman, 2003).

The Big Picture in Whole-Class Sessions: What Else You Will Need to Do

The best advice in regard to whole-class sessions is to avoid overdoing them. Although there is some security in providing the same instruction

to all of your students, educators know that students need other types of groupings—both student- and teacher-led—to meet students' diverse needs. You might want to try reciprocal teaching lessons in guided reading groups and literature circles and vary the groupings depending on the reading material and the grade level. When teaching to the whole class, ensure that students are learning by incorporating opportunities for them to talk. Partners or groups are effective, because when students talk about their thinking with one another, their learning increases, plus you can avoid the common pitfall of only a few students raising their hands to participate in whole-class discussions. Chapters 4 and 5 have many suggestions for using small-group formats, such as guided reading groups and literature circles, for instructing students on reciprocal teaching strategies. By combining the best of what whole-class instruction has to offer with small-group activities, you can ensure that all your students' needs are met.

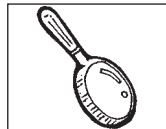
Assessment Options for Reciprocal Teaching During Whole-Class Sessions

When you use reciprocal teaching strategies with your whole class, there are several simple assessment and observation points that can guide future instruction. Refer to the Rubric for the Reciprocal Teaching Strategies in Appendix A for detailed guidelines on what to look for when observing students engaged in a reciprocal teaching discussion. The following list provides general guidelines for student observation:

- Listen to the students who respond during whole-class sessions. Are they effectively using the four reciprocal teaching strategies?
- During whole-class sessions, provide time for table groups to work cooperatively. Circulate around the room and listen to the students' interactions. Intervene when necessary to model a strategy or coach individual students. Pull aside groups that are having trouble with a particular strategy and teach them the appropriate minilesson from the end of this chapter (see pages 124–128).
- Allow time for student pairs to interact and try the reciprocal teaching strategies. Listen for their effective use of the strategies and assist pairs who are having trouble. For struggling students, model a think-aloud using one or all of the strategies.

- Create a brief written assessment by asking students to fill in the Literature Discussion Sheet for Reciprocal Teaching (see Chapter 5, page 205) either cooperatively, with one student serving as the recorder for the group, or individually. Students should not be asked to write the strategies early in reciprocal teaching instruction, but after a few lessons, have them complete the written record to guide your future instruction. You might use the form every two weeks rather than in every discussion.
- After meeting in groups or pairs, pull the whole class together again and point out specific examples of students who used reciprocal teaching strategies effectively. Share what those students discussed and allow all students to try again.
- Lead a class discussion on each reciprocal teaching strategy. Ask your students to define each strategy and identify what steps are involved. Record their responses on a piece of butcher paper or a dry-erase board.

Lesson 1: Cooperative Table Groups and the Fab Four



BACKGROUND AND DESCRIPTION

In the classes with which I work, I introduce reciprocal teaching over several days or even weeks, using texts that I think will be interesting and engaging for students. After I model think-alouds using the Fab Four characters, teach other guided lessons involving partners, and implement the Fab Four Bookmark (see Chapter 2, page 74), students are ready for cooperative table groups. I have found that having students practice reciprocal teaching strategies in read-alouds (see Chapter 2, page 47) before moving to cooperative table groups leads to success.

There are many quick and practical ways to ask students to work in teams right at their tables so that at a moment's notice you can invite students to work cooperatively without having to move. Allow students to turn to and discuss the reading material and the strategies with their table groups and then signal to all to participate in a whole-group lesson again. I like to alternate throughout a lesson with the following scaffolded steps: (1) I model one of the strategies such as clarifying, (2) students share at tables for just a few minutes to find another example, and (3) the whole class participates in a discussion. Then, we begin the process over again as I model another strategy. We may pause during reading to rotate through the steps several times depending on the text. This type of interactive lesson ensures that students see a number of think-aloud models and that they try out the strategies in a scaffolded, or structured, discussion format. Students can be required to write as a team or with a recorder jotting down the group's responses; however, try not to use written responses every time your students work in teams. Remember, reciprocal teaching is a discussion technique, and any writing should be just a quick note to prompt discussions!

The following are some practical table team options to consider.

- *Four Door Charts for all*—To ensure individual accountability, ask students to each fill out a Four Door Chart during the lesson (see page 110) or a Literature Discussion Sheet for Reciprocal Teaching

(see page 205). Collect the forms to assess each student's level of participation and to adjust instruction in each strategy.

- *Table runners*—Assign a “table runner” for each table; this person records the group's responses and shares the information. For example, you can create a poster with four boxes and a space to put sticky notes for each of the strategies, and then as you work through the strategies, the table runners bring the groups' responses up to the chart. Another option is to post four separate charts, one for each of the reciprocal teaching strategies. With either option, the table runners bring a sticky note with the groups' responses to the chart to share and post. Some teachers like to put photos or drawings of the characters on the charts, or the icons work well to make the charts more interesting and to visually represent the strategy use (see Figure 7, page 57).
- *Recorders*—Assign a recorder in each table group to write the group's responses. You might use either the Literature Discussion Sheet for Reciprocal Teaching or the Fab Four Mat (see page 123) to record this information.

MATERIALS

- A copy of the reading material for each student in the classroom
- Fab Four Bookmarks (optional; see Chapter 2, page 74)
- Literature Discussion Sheet for Reciprocal Teaching (see page 205)
- Fab Four Mat (see page 123)

TEACHER MODELING

1. Review and display on a chart the Fab Four strategies predict, question, clarify, and summarize. Ask students what good readers do to understand what they read. Have pairs or table groups review the strategies. Use the Fab Four Bookmark as an optional tool.
2. Another option is to review with students an example from your own reading and explain how the Fab Four has helped you comprehend something (you can simply use an Internet article or a novel you're reading). Ask table groups to quickly discuss how they've used the Fab Four in their recreational or independent reading (Cooper et al., 1999).
3. Introduce the reading material. Tell students that after you model each of the strategies for them, they will work in their table groups to come up with their own examples from the text.

4. Activate students' prior knowledge about the reading material. When reading nonfiction, ask students to tell what they think they already know. First, model how you reflect on your prior knowledge by using the frame "I see...on the cover, and the title is.... I think I already know...." When reading fiction, model how to activate your background knowledge by saying, "This reminds me of...because...." After modeling, give students one minute to discuss their ideas.

5. Read aloud from the text. Pause after one or two pages to conduct a think-aloud with each of the reciprocal teaching strategies, which helps show students how good readers employ all four strategies with the same passage of text. Use the following strategy starters to give students a model for the language they may use in their table discussions (or see Appendix E):

- *Predict*: "I think I will learn...because...", and "I think...will happen because..."
- *Question*: "I wonder..." and questions beginning with why, who, what, how, where, and when.
- *Clarify*: "I didn't get [the word, idea, part] so I [reread, read on, looked for parts I knew]"
- *Summarize*: "So far...", "This is mostly about...", "First...", "Next...", and "Then,...."

STUDENT PARTICIPATION

1. After you read aloud and model how to predict, invite table groups to make predictions. Then, signal for groups to stop sharing and conduct a whole-group discussion. If you are using table runners, direct them to record the group's prediction on a sticky note and bring it to the chart to post in the predict section. Allow time for sharing.
2. Alternate these simple steps with each of the four strategies: Model the strategy, allow table groups to discuss, conduct a whole-class debriefing, and then repeat the steps for the next strategy. Table runners may bring group responses to the chart to share.
3. Read another portion of text aloud. (Read just a few pages or headings, whatever fits the text and the age group best. When reading a chapter book, you can pause between chapters to run through the strategies.) Pause every few pages and alternate modeling each of the four strategies with cooperative table discussions and whole-group sharing.

4. Try assigning each table group one of the strategies to focus on during the lesson. Groups share their responses with the entire class. Or, you might rotate the strategies to different tables each time you pause to ask the students to discuss their strategy use.
5. Have each group tell the class how the Fab Four is helping them understand the text. Ask students to reflect and discuss how all four strategies work together as a package for comprehending text better.

ASSESSMENT TIPS

Circulate around the classroom and listen to the table groups during the guided activity after your students have heard a model for a reciprocal teaching strategy. Do the pairs copy the model? Students may offer the same summary as yours. Copying is OK at this early stage if the students understood the model. The following points will help you determine whether your students understood:

- Do your students come up with a sensible but new prediction, question, point, word to clarify (or way to clarify the word that you modeled), or summary?
- Are questions high level or literal? Do students extend and piggyback on one another's ideas?
- Do the students' drawings reflect the character that uses the strategy during reading?
- Can your students verbalize to one another the jobs of each reciprocal teaching team member?

Lesson 2: The Four Door Chart: Discussion Guide and Assessment Tool



BACKGROUND AND DESCRIPTION

The Four Door Chart is a type of folded paper pattern (see page 89). Staff developer Cheryl Caldera introduced me to this practical folding format that students can use to record their responses during reading.

I've used the Four Door pattern in countless demonstration lessons and workshops with teachers to overwhelmingly positive response. Many love the way the Four Door engages students, holds them accountable during the lesson, prompts their ideas, and then ultimately is an assessment tool. Students of all ages from kindergarten to high school enjoy recording their responses on the Four Door. Cathy Bailey, also a literacy coach, agrees and says, "The Four Door increases student engagement and understanding, [and] can be used as a formative assessment or a tool to hold thinking for a discussion."

MATERIALS

- A copy of the reading material for each student in the class
- White paper to fold into a Four Door or the pattern (see page 110)
- A Four Door Chart to use as a model (make a large one or use a document camera)
- A document camera (optional)
- Puppets or props for primary grades (optional; for puppets I created, see www.primaryconcepts.com/rdgcomp/Comprehension-Puppets.asp)

TEACHER MODELING

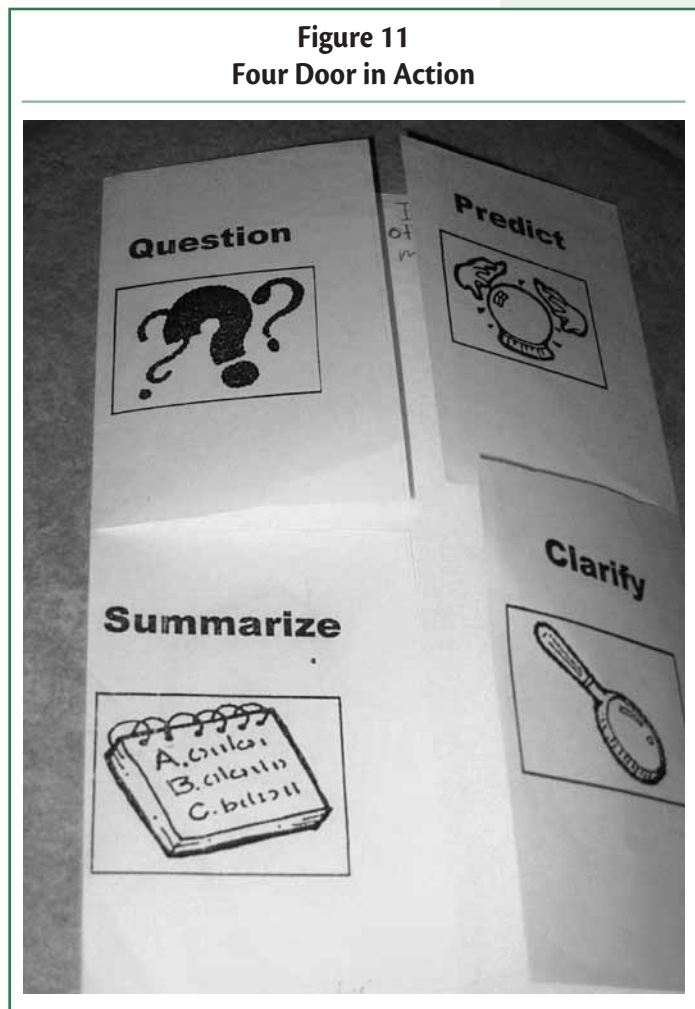
1. Explain to students that the lesson objective is for them to practice using all four reciprocal teaching strategies: predicting, questioning, clarifying, and summarizing. Model for students how you complete the Four Door Chart and then have them write on their forms and share with their partners. Give students time to decorate their Four Door Charts and write the names of the four strategies, one on each door.

2. Model reciprocal teaching strategies for your students after reading aloud a portion of the chosen text. Alternate modeling each strategy with having students write in their Four Doors and share with their partners. Vary the Four Door Chart with any of the following options. Be sure to model using the same tool that students are using.

- Label the doors with the strategies predict, question, clarify, summarize. Students write page numbers next to their responses. For example, inside the predict door, I might write, “Page 3: I think that...” or “Page 7: I predict that....”
- Label the doors with page numbers or chapter numbers and an illustration. Open each door and write one prediction, question, clarification, and summary for a particular portion of text.
 - Create a chart using elements of the previous two variations (see Figure 11).
- Students turn the Four Door over to write their names and draw an illustration.

3. Model how to predict using the Four Door. Look over headings, pictures, and other visuals. Make an initial prediction. Say, “I think this is about...because I see...,” or for nonfiction, “I think I will learn...” Place your Four Door under the document camera or make a large model using construction paper. Model how to open the predict door and write across the entire space. Students then make predictions and write inside their doors.

4. Continue reading aloud, pausing to model each of the Fab Four strategies with your predictions, questions, words or ideas to clarify, and summary. Alternate your modeling and students’ participation with each door.



Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension (second edition) by Lori D. Oczkus. © 2010. Newark, DE: International Reading Association. May be copied for classroom use.

STUDENT PARTICIPATION

1. To scaffold the discussion, you may want students to discuss their responses before they write in the Four Door Chart. Discussion choices include the following:
 - First, conduct your think-aloud model, then have students write in their individual Four Door Charts and share with a partner.
 - After your modeling example, students discuss with partners or groups and then write inside their Four Door Charts.
 - If you wish to use the Four Door as an assessment, students should write first and then discuss.
2. Allow younger students to draw predictions, ask a question verbally or write one as a group for everyone to copy, write one or two words to clarify, and finally draw a summary.
 - *Predict*: “I think I will learn...because...,” and “I think...will happen because...”
 - *Question*: “I wonder...” and questions beginning with why, who, what, how, where, and when.
 - *Clarify*: “I didn’t get [the word, idea, part] so I [reread, read on, looked for parts I knew]”
 - *Summarize*: “So far...,” “This is mostly about...,” “First,...,” “Next...,” and “Then,....”
3. Ask students to reflect on the strategies and share with their partners. Lead the students in a discussion about how the reciprocal teaching strategy helped them better understand the text. Younger students may also tell what they liked about the strategy.

ASSESSMENT TIPS

- Circulate around the classroom and listen to the responses of the pairs and cooperative groups as they work.
- Collect the Four Doors and analyze student responses. Use your observations from this lesson to help you focus on the next steps in reciprocal teaching. See the Rubric for the Reciprocal Teaching Strategies in Appendix A for assessment guidelines for each of the four strategies. Are any strategies giving students difficulty? Do you need to model them again or use a minilesson (see pages 124–128) on a single strategy to focus your students’ attention? Refer to Table 5 (see pages 26–27) for further suggestions when your students have problems using the strategies.

Using the Four Door Chart

Primary During a read-aloud of the picture book *Charlie Anderson* by Barbara Abercrombie, kindergarten teacher Mrs. Wilson alternates modeling each strategy in her giant Four Door with allowing the students to sketch and write or draw in theirs. The story, about a cat that chooses one family by day and another by night, engages students with surprises. The students share interesting insights, for example, “I predict the cat will go somewhere else during the day.” “I want to ask the cat where it is going.” “So far the cat loves visiting the girls at night.” “I didn’t understand the word *disappeared* because it is so big!”

Intermediate The eighth graders huddle in table groups as they discuss “Arctic Adventurer” an article from the National Geographic *Extreme Explorer* magazine about African American explorer, Matthew Henson. The teacher, Miss Riser, knows that the many ELLs in the class will benefit from reading the high-interest nonfiction piece. The students filled in their Four Doors as they read independently yesterday, then shared in table groups. Miss Riser modeled an example for each of the strategies. Today, the Four Door serves as a concrete guide for the rich discussions that will take place. The groups buzz with discussion points for each of the strategies as students open their doors and minds to share their thoughts. “At first I didn’t get why the ice in the Arctic was more dangerous in the spring, but then I read that when it begins to melt, there are many dangerous cracks,” comments Ben. “I was thinking the same thing when I read it, but I thought about the time we went sledding, and my grandpa wouldn’t let us go near the ice in the lake, because it wasn’t completely frozen,” adds Berta. Before dismissing the students, Miss Riser calls on the table leaders and asks them to share what they think are the best of the four strategies from their groups. Each table ranks from 1 to 4 which strategies gave them the most discussion points today. “Our table went crazy for questions on this article. Next, I’d say we spent lots of time summarizing. Then, I’d say we clarified a ton of words like *bleak* and *dwindling*, and last, we predicted easily,” reports Juanita.

Instructions for Making a Four Door Chart

The Four Door Chart: A Discussion Guide and Assessment Tool

This chart is an 8.5" × 11" sheet of paper, folded to create four doors that students open and write brief responses behind. Each door is labeled with one of the four reciprocal teaching strategies—predict, question, clarify, summarize. Students can decorate the doors by sketching cartoon characters or drawings that represent each of the Fab Four characters. For example, students may sketch Madam the Powerful Predictor (a fortuneteller) or a crystal ball for predicting, Quincy the Quizzical Questioner (a game show host) or a microphone for questioning, Clara the Clarifier (a sophisticated lady who uses a pointer) or a pair of glasses for clarifying, and Sammy the Super Summarizer (a cowboy) or a lasso for summarizing. Then, students write a one- or two-sentence response inside each door.

Students can use the Four Door Chart during discussions with their teacher and classmates. Their written responses can provide you with a quick assessment tool during reciprocal teaching lessons. If you want to evaluate the quality and depth of students' questioning, for example, collect the completed charts and look for each student's ability to ask higher level questions. If students are asking only literal questions, you will know that they are struggling with questioning and will be able to adjust your instruction accordingly.

Directions for Making a Four Door Chart

1. Place an 8.5" × 11" sheet of white paper horizontally on a flat surface.
2. Fold both sides of the paper toward the middle to form two doors.
3. Using scissors, cut the doors in half horizontally, making four doors.
4. Have students write the words Predict, Question, Clarify, and Summarize on the outside of the doors.
5. Have students write their names on the backs of their Four Door Charts.

Guiding Instruction With a Four Door Chart

Whole-Class Sessions

You can use a Four Door Chart throughout a reciprocal teaching lesson. More specifically, after you discuss each of the strategies, have students write their responses on their charts. If you ask students to write their responses on their charts and then share their responses with partners, the responses can be used as an assessment tool. You can read each student's responses on the four doors and make notes and observations about them. Ask yourself, which students need additional work on predicting, questioning, clarifying, or summarizing? Once you have identified these students, you can group students with similar needs together and teach small-group lessons to target the strategies with which the group members are struggling. Or, you might want to teach struggling students using all four reciprocal teaching strategies but spend more time with the target strategy.

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Instructions for Making a Four Door Chart

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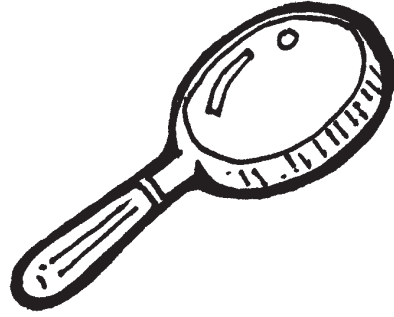
Guided Reading Groups

During guided reading groups, you also can ask students to write or draw quick responses on the Four Door Chart, or on sticky notes to add to the chart, and use that information to assess students' progress and growth.

Literature Circles

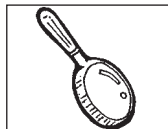
When using reciprocal teaching in literature circles, students can record individual responses on the Four Door Chart and turn in their charts, so you know how they are participating in the discussions. Students also might prepare Four Door Charts at their desks and bring them to the literature circle discussion as prompts, or a literature circle group may turn in a completed Four Door Chart on which one member of the group recorded everyone's responses.

Four Door Chart



Name: _____

Lesson 3: Which One Do We Need? Name That Strategy!



BACKGROUND AND DESCRIPTION

If you want students to really internalize the Fab Four and use the strategies when they read on their own, then they need this lesson! Students must decide which strategy to call on to solve a particular comprehension problem. Good readers easily and flexibly rotate through the strategies that are needed for the moment during the reading process. It is essential for students to realize that the Fab Four are useful tools that they can call on when reading to unlock meaning in any text.

MATERIALS

- A copy of the reading material for each student in the class or Big Book for shared reading with younger students
- Document camera (optional)
- Puppets that you might have handy (optional; for puppets I created, see www.primaryconcepts.com/rdgcomp/Comprehension-Puppets.asp)

TEACHER MODELING

1. Explain to students that they are going to play a guessing game using all four reciprocal teaching strategies—predicting, questioning, clarifying, and summarizing—and the lesson objective is for them to know when and how to use each strategy when they are reading along in a text.
2. Read a portion of text and pause to ask students to think about which strategy from the Fab Four you will need to help you continue. Don't tell students which strategy you have chosen; rather, allow them to guess and explain their thinking. Give examples and clues from the four strategies in any order to make the activity like a game and to show that good readers rotate through the strategies as needed during reading. The following are possible examples for how you might word the clues for each strategy. Use these or develop your own to fit your needs. Notice the varying layers of sophistication that are included

for each. You can teach this lesson many times by selecting different examples from texts you are reading.

Predict

- I want to see what will happen next.
- I need to preview the illustrations and text to see what I think will happen in the next part.
- I am thinking about what just happened in the story. Here is what I think the character will do next.
- This author is using chronological order to tell the story, so I think this will come next.
- The text is organized like..., so I can use those clues to help me decide what might happen next.
- Which strategy do I need? (Predict)

Question

- Before reading I am wondering, [who, what, when, where, why, how]...?
- Now I am wondering, [what will the character do next]?
- If I could, I'd ask the character why...or how....
- If we had a test on this section, the teacher might ask us....
- If I could, I'd ask the author....
- I want to see if my partner or group understands this part. I am going to ask....
- Which strategy do I need? (Question)

Clarify

- I don't get this word....
- The confusing part was....
- I don't understand this [paragraph, sentence, chapter].
- This doesn't make sense.
- I am not making a picture in my head.
- I know the prefix of this word but not the rest.
- I have heard of [word, idea] before but am not sure what it means.
- Another word for this is....
- I am sounding out the word and breaking it into parts or syllables.
- I need to look at the suffix or prefix.

- I am thinking of a synonym for the word....
- Which strategy do I need? (Clarify)

Summarize

- So far this is about....
- I can't remember what happened yesterday when we were reading.
- Where did I leave off?
- I want to remember all of the events in order.
- This text is organized by [name the text structure, such as chronological order or problem and solution]
- I need to use the text structure to tell what this is about.
- I need to figure out what the main ideas are in this text.
- Which strategy do I need? (Summarize)

1. Throughout the lesson, students should first turn to partners or table group members to guess which strategy is needed before they participate in a whole-group discussion.
2. Have students make up riddles or “Which strategy do I need?” examples from the text for the class. They might also make up “Which strategy am I?” examples.
3. For younger students, you can conduct the lesson using puppets or by having the students hold a prop or dress up as the characters. Call four students up to wear the puppets or hold props. As you read the riddles, the class makes the hand motion to signal which strategy character is needed. Then, the student with the puppet or prop comes over to the text you are holding and “helps” you use the strategy. Even older students enjoy holding props or dressing as characters when you ask for “Which one do I need?” riddles.
4. As a wrap up to the strategy riddles, ask students to work with you or in teams to create verses to familiar tunes as a review of the strategies. For example, for summarizing, students hum the tune of “Frère Jacques” and create a verse that outlines what they do when they summarize, such as the following:

Sammy Summarizer, Sammy Summarizer
 Rounds up ideas,
 Makes it short,
 Only tells the important parts.

**STUDENT
 PARTICIPATION**

Gives them in order,
Sammy Summarizer, Sammy Summarizer

From Oczkus, L. (2008). *The Fabulous Four: Reading Comprehension Puppets* (p. 13). Berkeley, CA: Primary Concepts. www.primaryconcepts.com. Reprinted with permission.

I have done this with students of all ages including teachers! Some additional examples include the following:

- Using an instrumental version of rapper Snoop Dogg's "Drop It While It's Hot" in the background for intermediate and middle school students to create raps for each of the strategies (Oczkus, 2009).
 - At a workshop, one very bold teacher sang a verse about predicting to the tune of Marvin Gaye's "I Heard It Through the Grapevine."
 - First graders created verses for each of the strategies to the tune of "This Old Man."
5. Play a "What's My Strategy?" game like the old TV game show, *What's My Line?* In this popular game show from the 1950s, a blindfolded celebrity panel asked a game show guest what he or she did for a living through a series of yes or no questions and tried to guess his or her occupation. Have intermediate and middle school students role-play as the strategy characters.
6. Post the names of the four strategies in four different spots in the room. As you read your description of a strategy, students walk to that sign.

ASSESSMENT TIPS

- Assess how well your students reflect on the use of the strategies as they make up riddles and respond to yours.
- If you use the hand motions or another means for every student to respond during your think-aloud, such as slates, observe whether students can identify which strategy you are using. (*Option:* As every student responds, keep track of responses using an interactive whiteboard.)
- When students create their own riddles, verses, or examples, watch to see if they are outlining the steps to each of the strategies. Provide guidance when necessary.

Predict—Do students include previewing illustrations, pictures, graphs, charts, and headings? Do students include ways to use prior knowledge and what has happened so far in the text?

Question—Do students include the different types of questions that you've taught, including wonders, quiz questions, and thinking questions?

Clarify—Do students include a discussion of the various strategies for clarifying words, including sounding out, syllables, beginnings, and endings? Do the students include rereading, reading on, asking a friend, or thinking of a synonym? Do students discuss visualizing and keeping track of text by rereading?

Summarize—Do students mention selecting main points and ordering them? Do students mention text structures, such as a story map, compare–contrast chart, or topic chart for nonfiction?

Which Strategy Do I Need?

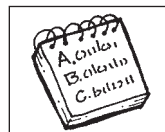
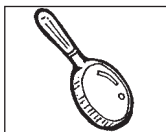
Classroom Story

Primary The first graders in Mrs. Uke's classroom wave their hands wildly to volunteer to be the Fab Four characters during a reading lesson. She selects four students to come up front, sit in chairs, and hold props that represent the strategies and characters. The props include a snow globe for a crystal ball for Madam the Powerful Predictor, a plastic microphone for Quincy Questioner, a pair of oversized glasses for Clara Clarifier, and a cowboy hat for Sammy Summarizer. Once the lucky volunteers settle in, clutching their props, Mrs. Uke begins reading aloud from a Big Book while students follow along in their copies of the text. "Oh no, class. I am stuck on a word here. Which friend do I need?" The students use the hand motion for clarify to show which strategy they think is needed to figure out the word. Some students copy others or use a different hand motion. Mrs. Uke can easily spot the students who do and do not know that the clarify strategy is in demand. She calls on Juan. "You need Clara to help you figure out the word," he explains. Mrs. Uke asks Lauren, the student role-playing as Clara, to come over to the text with her glasses to clarify. Together they point to the word and discuss ways to clarify the problem word, including rereading and breaking it into parts. Students attentively watch their classmate help teach the lesson. The lesson continues as Mrs. Uke pauses every so often and asks, "Who do I need?" to help her predict, question, clarify, and summarize.

Intermediate The conversation turns thoughtful as a class of sixth graders reflects on characters' feelings in *The Hundred Dresses* by Eleanor Estes, a story about peer exclusion and subtle bullying. Their teacher, Mrs. Jameson, tells students they are going to play a game called "What's My Strategy?" to help them remember the Fab Four. She thinks for a minute, then reveals her first example. "I wish I could ask the author, Eleanor Estes, why she wrote this book. It seems to me that maybe she had something like this happen to her or a child she knew. Which strategy is this? And what are your thoughts?" The students

turn to partners. First, they figure out which strategy they think their teacher just used (questioning), then discuss possible answers for the questions their teacher posed about the author. The whole-class discussion begins with comments from several girls who are usually reluctant to share—but not this time. The story has struck a chord. “I think kids, especially girls, have always gone through this sort of drama, and the author just wrote this story to help them think before they do something unkind,” comments Vangie. “The mean girl thing isn’t new, because this book was written in 1944,” adds Lekisha. After discussing the merits of questioning the author, Mrs. Jameson poses another example: “I am trying to get a picture in my head. I need to reread this page. What strategy should I call on?” The students reread the page to discuss their visualizing in pairs and decide the strategy is clarifying, but they are not sure why. Mrs. Jameson explains to the class that clarifying includes a bundle of techniques for staying on track while you read. “If you lose meaning, you need to clarify by either rereading or reading on,” she explains. She continues by asking the students to guess which strategy is needed, using examples from predicting and summarizing. When the students close their books, the mood in the room is solemn as students sit for a moment reflecting on the strong feelings evoked from reading this children’s book.

Lesson 4: Pass the Mat



Mary Jo Barker, a literacy specialist from Rockwood School District, shared with me this wonderful and engaging lesson idea incorporating the Fab Four with the placemat concept. The placemat is a cooperative learning structure from *Beyond Monet: The Artful Science of Instructional Integration* (Bennett & Rolheiser, 2001). I've added a few of my own “spins” and expect that creative readers everywhere will do the same. Isn't that what good teaching is all about?

BACKGROUND AND DESCRIPTION

MATERIALS

- A copy of the reading material for each student in the class
- Copies of the Fab Four Mat (see page 123) or create larger mats on poster-sized or construction paper
- Different colored markers

TEACHER MODELING

1. Explain to students that the lesson objective is for them to practice using all four reciprocal teaching strategies: predicting, questioning, clarifying, and summarizing.
2. Model reciprocal teaching strategies for your students after reading aloud a portion of the chosen text. As you talk through one of the strategies and find a specific example, write your response on the mat. Alternate the modeling of each strategy as you think aloud and write, followed by students' writing on their mats and sharing with their table groups.
3. In subsequent lessons, you might select only one of the strategies to model. Choose one with which the students are having trouble.

STUDENT PARTICIPATION

There are many ways students can write on their mats in teams. The lesson is a great model of cooperative learning, because all students are

held accountable as they participate. The following are some suggestions and variations for using this activity in your class:

- Students use different colored markers and sign their names in the center of the mat, then record ideas in their own color (which is helpful as an assessment tool for the teacher).
- Each student is in charge of one of the strategies and fills in the box for that strategy. Every time the reading stops, the students write, share, then rotate the mat.
- Instead of rotating the mat, it stays stationary and the students rotate around it.
- Students rotate the mat at their tables and get a new job every few pages of the text as the class reads.
- Students pass their mat to another table and receive a new one each time they record.
- Table groups might have a mat for just one strategy and then share their thoughts with other groups. Each mat has a place for students in that group to write. For example, at the predict table, each student writes predictions throughout the reading. They might vote on or highlight their best idea to share with the class.
- One student per table is the recorder, and all students chime in for the response.
- Post mats around the room, so students can walk to the charts to record their responses.

ASSESSMENT TIPS

- Circulate around the classroom and listen to the responses of the pairs and cooperative groups as they work.
- Collect the mats and analyze student responses. Use your observations from this lesson to help you focus on the next steps in reciprocal teaching. See the Rubric for the Reciprocal Teaching Strategies in Appendix A for assessment guidelines for each of the four strategies. Are any strategies giving students difficulty? Do you need to model them again or use a minilesson (see pages 124–128) on a single strategy to focus your students' attention? Refer to Table 5 (see pages 26–27) for further suggestions when your students have problems using the strategies.

- Assess your students' use of reciprocal teaching strategies with a variety of reading materials, so you can monitor and adjust your lessons to fit students' needs.
- Are your students' predictions based on clues from the text or its illustrations?
- Are your students' questions literal or inferential, and are they based on the text?
- Are your students able to identify troublesome words and at least two strategies for deciphering them? Are any students identifying difficult ideas and ways to clarify them?
- Are your students' summaries succinct, including only the important points in the proper order? Do your students use language from the text in their summaries? Are their summaries getting at the text's major themes?

Using the Fab Four Mat

Classroom Story

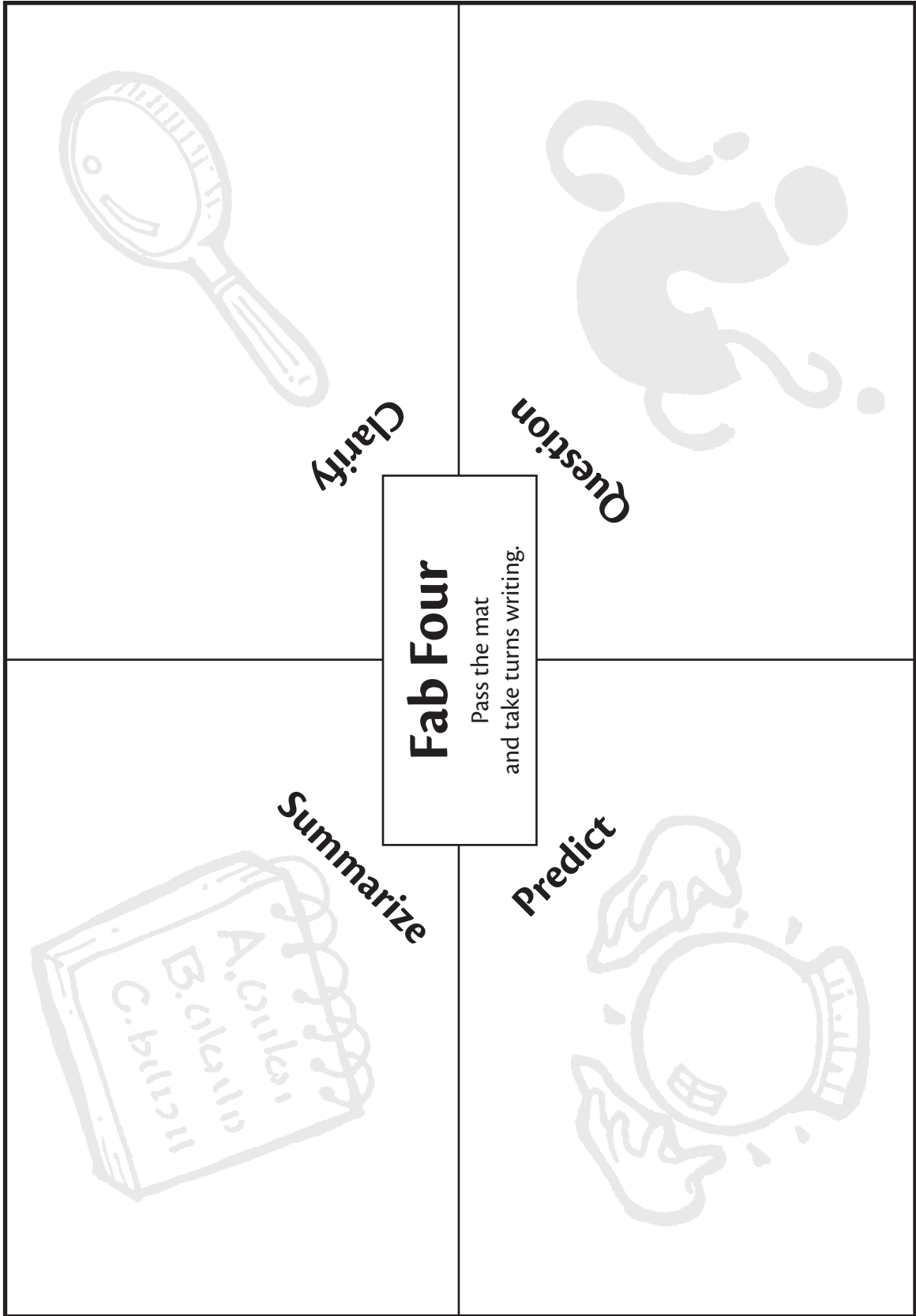
Primary Mr. Brown sets a Fab Four Mat in the center of each table of four students in his second-grade classroom. The eager students know what to do next, as this is their favorite way to participate in reciprocal teaching lessons. He assigns each student a job for the day. All of the predictors, questioners, clarifiers, and summarizers are raring to go. He holds up the read-aloud for the day, *Fooling the Tooth Fairy* by Martin Nelson Burton. Mr. Brown shows the cover and models a prediction: "I think this is about someone who tried to fool the tooth fairy because of the title and the look on her face. She looks like she knows a secret and like there is no way you could fool her!" The students nod and blurt out (then raise hands after some gentle reminding!) some responses like, "I saw the tooth fairy movie!" "My mom is the tooth fairy!" and "The tooth fairy forgot to come to my house!"

Mr. Brown reads the first four pages of the book and stops after the fourth page. He quickly models each of the familiar strategies: "For summarizing, I can say so far that the boy really wants some money and thinks he can fool the tooth fairy by putting some paper teeth under his pillow. His mom doubts it will work. I predict that the tooth fairy will come and see the paper teeth. I need to clarify something. I didn't get why the boy looked in the dog's mouth, but then I thought about it and realized he wanted to find some loose teeth! Then my question is, I wonder why he needs the money? Now class, each of you should write a one-sentence response to your strategy and draw a quick sketch." Joleen sketches the dog's mouth in the clarify box on her group's Fab Four Mat. Harry predicts that the mom is right and sketches the mom shaking her head. After a few minutes, students share at their tables, and then Mr. Brown continues reading the story. He pauses for students to add new responses after four more pages. He later displays the Fab Four Mats in the hallway.

Intermediate The fifth graders position themselves around their classroom at the posted charts, one for each of the four strategies. The giant puzzle pieces from the Fab Four Mat will be pieced together but for now are taped separately around the room. Cooperative teams at each station huddle over their basal story, “La Bamba,” by Gary Soto. Students read the assigned pages and then as a group dictate to the designated recorder their collective response to write on their piece of the Fab Four Mat. When the teacher, Mrs. Guido, signals, entire teams rotate around the room to the next chart with their books, read the next portion of text, and come up with a response for the chart before them. Camille records her group’s prediction, “Manuel will try out for the school talent show, because he thinks it will make him popular.” The groups continue rotating, reading, and writing. Between rotations, Mrs. Guido pauses to invite a group or two to share some of their responses. When the lesson ends, the students put all of their charts together on the wall for a gigantic comprehension mat!

Intermediate/Secondary Miss Ling places large sheets of construction paper on table groups’ desks in preparation for the eighth-grade English class. Upon their arrival, she tells students that they will create mats for recording their Fab Four reactions to their reading of the first chapter of *The Call of the Wild* by Jack London, which they completed for homework the previous night. Each student in the groups of four selects a different colored marker and signs his or her name in the center square to show which responses belong to which students. The students choose the strategy closest to them on the mat and write nonstop for two minutes as they prepare to record their predictions, questions, clarifications, and summaries. Then, Miss Ling signals for them to stop to discuss and share their responses. The students rotate the mat to another strategy and again participate in a timed write and share their ideas. Miss Ling encourages students to piggyback on one another’s comments. Janielle writes her clarification, “At first I didn’t really get the part when the book talks about how the Klondike Gold Rush began in Alaska and would threaten Buck, even though he was thousands of miles from it. That was confusing to me. Then, I read on and realized that maybe someone would take Buck to work in Alaska.” “Yeah, I began even before that making predictions that Buck would end up leaving to work up North, because the author mentions the Arctic,” adds Sam. Miss Ling selects a strategy to model for the day. “I noticed that many of you are having a hard time finding things to clarify. Readers often need to reread to visualize or make pictures in their heads. I loved the descriptions like the one of the setting in 1897. Turn to that part and watch how I demonstrate by reading aloud and then visualizing. You can always select an example of a passage where you had to visualize to clarify the story line,” she explains.

Fab Four Mat



Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension (second edition) by Lori D. Oczkus. © 2010. Newark, DE: International Reading Association. This graphic adapted from Bennett, B., & Rolheiser, C. (2001). *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Barrie Bennett. May be copied for classroom use.



Minilesson: Prediction Stroll Line

Description and Comprehension Strategies

Have students make predictions in groups and share them with others in stroll lines—two lines of students situated across from one another. Comprehension strategies include using textual clues to make logical predictions.

Materials

- Multiple copies of a text with illustrations

Teacher Modeling

1. Ask your students how good readers make predictions. Chart their responses.
2. Model for your students how to use clues from the text and illustrations to make predictions.

Student Participation

1. Assign pages of the text to cooperative groups and have the groups meet to write predictions for their pages. Each group member will need a copy of the predictions to share during the stroll line activity.
2. Have the class form two lines that face one another. Instruct the students who are across from one another to work as pairs and share their predictions and clues with each other. Then, signal all of the students in one of the lines to move one person to the right and the student at the end to move to the front of the line. Have the new partners share their predictions. Continue switching partners and sharing until each student has shared with at least three others.
3. Debrief the prediction-sharing experience as a whole class. List some of the predictions on a piece of butcher paper or a whiteboard. Have students begin reading the text, and use the list to check predictions after reading.

Assessment Tips

- Are your students using text and illustration clues to make logical predictions? Model predicting for small groups of students who are having difficulty providing evidence for their predictions.

Minilesson: Post Your Question



Description and Comprehension Strategies

Students work in pairs then as a whole class to ask questions after reading a text. Comprehension strategies include using a variety of starter words to formulate questions.

Materials

- Multiple copies of the text and paper strips with the question words *who*, *what*, *when*, *where*, *why*, *how*, and *what if*.

Teacher Modeling

Model the steps for asking a variety of questions that begin with *who*, *what*, *where*, *when*, *why*, *how*, and *what if*, using a meaningful portion of text, such as a chapter.

Student Participation

1. Make cards or paper strips with each of the question words. Mix them up, then turn them over or put them in a container, so students can choose them one at a time.
2. Read the question word and ask student pairs to work together to create a question based on the text that begins with the selected word.
3. Encourage the student pairs to share their questions and answers first with each other and then with the class.
4. Ask your students to reflect on and share ideas for creating good questions.

Assessment Tips

- Can your students use the question words to write their own text questions? Can they ask main idea and inferential questions or only questions about details? Model questioning in small groups for students who need reinforcement, or put students in literature circles (see Chapter 5) to draw question words from a container and use them to discuss a book or article that the class has already read together.



Minilesson: Clarify and Underline a Word or Idea

Description and Comprehension Strategies

Students underline words and ideas they need to clarify and use one color of marker or pencil for difficult words and another for confusing sentences.

Materials

- Document camera, overhead projector, or Big Book
- A copy of one or two pages of the text to project on the screen or copies of one page from the text for each student
- Colored pencils or highlighters
- Two different colors of Wikki Stix

Teacher Modeling

1. Ask students what good readers do when they come to a word that they do not know. Chart student responses, which should include rereading, reading on, looking at beginning or ending sounds, looking for parts you know, thinking about what makes sense in the sentence, breaking the word into syllables, thinking of another word that makes sense, and asking a friend.
2. Ask students what good readers do when they come to a sentence or part they do not understand. Chart student responses, which should include rereading, reading on, thinking about what makes sense, making a picture in their heads, and talking with a friend.
3. Display a copy of the text using the document camera or overhead projector, or show a Big Book page. Underline a word to clarify using a colored marker or pencil. Model for students how to clarify that word. Use the strategy starter “I didn’t get the word...so I...”
4. Using the same text find an entire sentence to clarify and underline it in another color. Model how you figured it out. Use the strategy starter, “I didn’t get the sentence where...so I....”
5. When teaching this lesson with primary-grade students using a Big Book, you may opt to place two different colored Wikki Stix under the text to mark the words and ideas that need clarifying.

Student Participation

1. Provide one copy per student of a page of text. Immediately following your demonstration, ask students to find a word to clarify in the text. Have them underline it using a highlighter or colored pencil and use a sentence frame to tell a partner how they figured it out, such as “I didn’t get the word...so I...” Discuss words in a whole-class debriefing along with ways to figure out tricky words.

(continued)

Minilesson: Clarify and Underline a Word or Idea (continued)

2. Using their copy of the text, ask students to use another color and underline an entire sentence that is tricky. Tell them they may select a sentence that they had to read twice because it was hard to understand, one that was confusing, or one where they didn't make a picture in their heads the first time they read it.
3. If students tell you they get everything and do not need to clarify, tell them to find a word or sentence that a younger student would have difficulty understanding.

Assessment Tips

- Are your students using a variety of clarifying strategies to clarify words and ideas? Collect their papers to see what examples they've selected and discuss them the next day.

Minilesson: Cooperative Group Summaries

Description and Comprehension Strategies

Students work first in cooperative groups and then as a class to construct a summary of a text. Comprehension strategies include summarizing with ideas in the proper order and selecting main ideas.

Materials

- Multiple copies of the text
- Paper strips or sheets
- Overhead transparencies and overhead projector, or a pocket chart, or papers and a document camera

Teacher Modeling

Model the steps for telling a summary with the main events or important facts in the order that they appear within the text. Use a meaningful portion of text, such as a chapter.

Student Participation

1. Break the summary into parts—the beginning, middle, and end. Assign or let cooperative groups choose which portion of the text they will summarize and draw.
2. Have all of the groups share their portion of the summary verbally or in writing. As the tables share their information in order, they can bring their summary piece to a dry-erase board, pocket chart, or overhead transparency at the front of the classroom to construct the group retelling. Drawings are optional.
3. Challenge students in a game-like activity. Try limiting the number of words they can use; for example, see if they can write a 25-word summary!
4. Have the class reread the group summary.

Assessment Tips

- After the group summary, can your students reconstruct their own summaries of the text? Monitor them to see if they tell key events or facts in order. If any of them are having difficulty, model summarizing with a small group or write a class summary together. Eventually, ask groups to write summaries and share them with the class. Then, have the class vote on the summary they think is the best.
- Create a class rubric about what makes a good summary by analyzing summaries that the class and groups have written.

CHAPTER SUMMARY

- Whole-class instruction with reciprocal teaching offers students a sense of community and the opportunity to develop a common language about reciprocal teaching.
- Whole-class instruction needs to be sprinkled with ways to engage and actively involve all students using cooperative learning with partners and small groups.
- Use any materials during reciprocal teaching lessons, such as Big Books, leveled text, magazine articles, textbooks, and chapter books.
- Four foundations must be in place to maximize the effectiveness of reciprocal teaching: scaffolding, think-alouds, metacognition, and cooperative learning.
- Do not overuse whole-class lessons. Students need a mix of small-group exposures as well as they move toward independence.
- Use the written work, such as a Four Door Chart, to plan next lessons to meet student needs.