



# Reciprocal Teaching

*Educational Brochure*

by

*Coleton Dudley*





## Overview of the Reciprocal Teaching Method

The Reciprocal Teaching method is a literacy based instructional strategy that was introduced by Lori Oczkus in 2018. This strategy utilizes four unique, yet vital, reading skills that students use when gaining a holistic understanding of a book. This method is a great tool for students attempting to develop skills necessary at comprehending books to the best of their ability, and can be used for any form of reading instruction including: guided reading, small group instruction, whole group book analysis, etc.

**“Today a reader, tomorrow a leader. –Margaret Fuller”**

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## Reciprocal Teaching Method


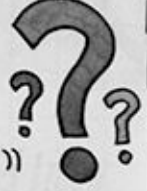


The Reciprocal Teaching Method is essentially a four skill strategy that can be broken down into three overarching processes: pre-reading, during reading, and post-reading. The chart below explains each step with more detail for student steps and strategies; each may vary slightly per grade level and some students may need extra support/scaffolding.

<b>When:</b>	<b>Before Reading</b>	<b>During Reading</b>		<b>After Reading</b>
<b>RT Step:</b>	<b><u>Predict</u></b>	<b><u>Clarify</u></b>	<b><u>Question</u></b>	<b><u>Summarize</u></b>
<b>Strategy:</b>	Students will use background knowledge, book covers, and book previews to determine what they think the book will be about.	Students will identify unfamiliar vocabulary in the text that will give the teacher an opportunity to address individual misconceptions.	Students will compose factual, inferential, and/or critical thinking questions surrounding the text to foster comprehension and address misconception.	Students will go through the book and give a summary for each chapter, section, and/or holistic summary.
<b>Pro Tip:</b>	Have students discuss with each other their predictions. Bring it back after reading to see how accurate the predictions are.	Tell students it is okay to not know a word. Encourage them to write words that they also have trouble pronouncing.	Give students independence when writing questions. Anything is better than nothing.	Use your own discretion when creating summary exercises- you know your students best!

\*\*Attached to the next few pages are resources that could be used for the implementation of this strategy in the classroom.

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## Appendix A: Reciprocal Teaching Method Anchor Chart

<p><u>Predict</u> </p> <p>"I think....."</p> <p>"I bet....."</p> <p>"I think I will learn....."</p> <p>• Grab a word • Skim + scan</p>	<p><u>Question</u> </p> <p>"I wonder....."</p> <p>Who      Where What      When How</p>
<p>The <b>FAB 4</b></p> <p>• wonders • flip it</p>	
<p><u>Clarify</u> </p> <p>"I didn't get the _____ so I _____"</p> <p>(word, sentence, part, chapter, picture, etc.)</p> <p>• Pause • clarify      • 1 word/1 idea underline • Clarify It: Picture It!</p>	<p><u>Summarize</u> </p> <p>"This was about....."</p> <p>• limited word summary</p> <p>"I learned....."</p> <p>• favorite part</p> <p>"First, next, last"</p> <p>• 5 hand motion</p> <p>"Somebody, wanted, but, so....."</p>

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**Appendix B: Reciprocal Teaching Method Graphic Organizer**

**Predict:** *What will it be about?*

**Question:** *What doesn't make sense?*

**Define:** *Which ideas/words do I not know?*

**Summarize:** *What was it about?*

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## References

Oczkus, L. D. (2018). *Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension, 3rd Edition (3rd ed.)*. International Literacy Association.

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