

Instructional Frames

Explanation for Application of Reading Strategy

4 ■ Reciprocal Teaching

Reciprocal teaching from Palinscar and Brown, 1984 has been upgraded in Four Square Reciprocal Teaching, (Frank, 2003) is an interactive dialogue between the teacher and students regarding segments of text. The dialogue involves four strategies: predicting, clarifying, question generating, and summarizing. The prediction part of the process is done after a picture walk, a check of the end questions, and a reading of the first and last paragraphs of the passage. The students fill in the square on their reciprocal teaching sheet based on what they predict will occur in the text. Next, the teacher reads a passage and demonstrates the four strategies, the students take turns assuming the role of discussion leader. Once the students understand the process, they are put into cooperative groups where each person reads one section of the text and reports back to the group on the clarification of difficult words and concepts, with questions, and with a summary.

Before Reading

The students and the teacher take a picture walk through the text, examine the end questions, and read the first and last paragraphs. The students discuss and then write in the square marked PREDICTION what information will be given in the text. The teacher divides the class into groups based on the length of the reading assignment. Each student is assigned to read one section of the text.

During Reading

Each student reads his/her section of text silently and prepares the information for the other three sections on the instructional frame: a question, a clarification of a difficult concept or word, and a summary.

After Reading

After reading, students take turns assuming the role of discussion leader. While the discussion leader covers the assigned material, the other students add to the discussion by clarifying vocabulary or concepts, answering the question, and commenting on the summary.

4 ■ Reciprocal Teaching Model

1. Look at the picture of the scuba diver and read the first and last paragraph aloud to the class.
 - a. The main idea of the first paragraph: a scuba diver must know and be able to do many things.
 - b. The main idea of the last paragraph: once trained a scuba diver can go in any kind of water.
2. Ask the class what scuba diving information will be covered in paragraphs 2,3,4, and 5.
3. The students respond aloud and then record their predictions in the square marked "Prediction" on their strategy sheet.
4. Groups of four are created. Each student is assigned one of the four paragraphs.
5. The students silently read their assigned paragraph and fill in the squares marked, "Questioning," "Clarifying," and "Summarizing."
6. After reading, students take turns as discussion leader for their section.

Discussion Leader _____ Paragraph 2

Predicting <i>This article will tell me about scuba diving equipment and how to train to be a scuba diver.</i>	Clarifying <i>Scuba means self-contained underwater breathing apparatus.</i>
Questioning <i>Why would someone want to scuba dive instead of snorkel? Because if you only snorkel you cannot stay underwater longer than you can hold your breath.</i>	Summarizing <i>The author wants you to know that the term scuba means self-contained underwater breathing apparatus and that with this equipment you can stay underwater for an hour and go one hundred feet below the surface of the water.</i>

4 ■ Reciprocal Teaching -1

<p>Predicting What is your prediction for this passage?</p> <p>What strategies will you use to help your group predict?</p>	<p>Clarifying What words, phrases, or ideas do you or members of your group need clarified?</p>
<p>Questioning What "quality questions" are you going to ask your group?</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 	<p>Summarizing Write your summary for this passage. Focus on "What does the author want me to know? or "What is this about?"</p>

4 ■ Reciprocal Teaching -2

<p>redicting Predict what is likely to come next.</p>	<p>Clarifying Concepts & Vocabulary Clear up the confusing parts. Find something that was confusing to you or that might be hard for younger students to understand. Then reread, analyze unknown words, look at illustrations, charts, etc. to clarify.</p>						
<p>Questioning Ask a question about what you read. Give the rest of the group time to respond.</p>	<p>Summarizing Read the section of the text, then summarize.</p> <div style="border: 1px solid black; text-align: center; padding: 2px; margin: 5px 0;">Topic</div> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;">Beginning</td> <td style="width: 33%; text-align: center; padding: 5px;">Middle</td> <td style="width: 33%; text-align: center; padding: 5px;">End</td> </tr> <tr> <td style="height: 80px;"></td> <td></td> <td></td> </tr> </table> <p>What did the author want you to know?</p>	Beginning	Middle	End			
Beginning	Middle	End					