

OSAN AMERICAN ELEMENTARY SCHOOL

INTERVENTION SUMMARY—Goal 1

March 12, 2009

Name of the intervention and 1-2 sentence summary.

Reciprocal teaching was first introduced in reading journals in the 1980s and is built upon the four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing (Palincsar & Brown, 1984). This teaching technique calls for the teacher to model each of the four strategies in a think-aloud, demonstrating the use of the strategies by talking through his or her thoughts while reading. Then in small groups, students take turns playing teacher and applying these strategies themselves, with help from the teacher and their peers as needed. Eventually, students apply these strategies on their own as they read increasingly complex and varied texts.

Research Base (Use more than one research article or summary).

The National Reading Panel (National Institute of Child Health and Human Development, 2000) advocates using cooperative or collaborative learning with multiple learning strategies to improve students' reading comprehension, especially in the content areas. Reciprocal teaching builds on the cooperative nature of learning, allowing students to observe reading strategies modeled by the teacher, and to then practice these strategies in small groups. Palincsar and Brown (1986) found student performance on a comprehension assessment increased from 30% - 80% when reciprocal teaching was used with a group of students for just 15-20 days. In 1991, Palincsar and Klenk also observed that the improvement in comprehension skills was maintained when the students were tested a year later. Cooper (2000) observed the technique is effective with struggling readers not only in the middle grades, but also yields positive results with primary- and intermediate level elementary students who are taught in large-group, teacher-led settings and in peer groups.

Describe exactly what the teacher does in using this intervention—use an example and narrative of a lesson.

The order in which the four stages occur is not crucial; you'll want to try out different versions of the strategy to see if a particular protocol suits your teaching style, and your students' learning styles, better. You will also want to choose text selections carefully to be certain that they lend themselves to all four stages of reciprocal teaching.

Before you can expect reciprocal teaching to be used successfully by your students, they need to have been taught and had time to practice the

Describe exactly what the student does in using this intervention—use an example and narrative of a lesson.

During the introductory phase, the student observes the teacher modeling the strategies during a "Think Aloud" activity with an appropriate text.

Reciprocal Teaching Strategies

Predicting: Students will make predictions about what they think will happen in the text. This strategy allows students to activate relevant background knowledge.

four strategies that are used in reciprocal teaching. Doesn't it make sense that they should already have learned and become comfortable with summarizing before attempting to use it in a reciprocal teaching situation? Or questioning? Or predicting? Or clarifying?

One approach to teaching reciprocal teaching might be to have students work from a four-column chart, with each column headed by the different comprehension activity involved.

Here's one way to use reciprocal teaching:

1. Put students in groups of four.
2. Distribute one note card to each member of the group identifying each person's unique role.
 - a. summarizer
 - b. questioner
 - c. clarifier
 - d. predictor
3. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
5. The Questioner will then pose questions about the selection:
 - o unclear parts
 - o puzzling information
 - o connections to other concepts already learned
 - o motivations of the agents or actors or characters
 - o etc.
6. The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
7. The Predictor can offer guesses about what the author will tell the group next or, if it's a literary selection, the

(After reviewing the cover, title and maybe the first three paragraphs

Questioning: Students identify key information in the text, frame comprehension questions, and self-test for recall. Students use questions formed with the 5 W's (Who, When, What, Why and How)

Clarifying: Students identify when they experience a failure in comprehension, identify the source of breakdown, and take appropriate steps to restore meaning. (Strategies, asking for help, rereading or reading on?)

Summarize: Students will summarize the text in sequential order in oral and written form. They will include information such as, characters, setting, problem solution and most important details.

Graphic Organizers: Students will complete the attached graphic organizers.

Graphic Organizer for Grades 3-6



Click on image to see full page of organizer.

Graphic Organizer for Grades K - 2

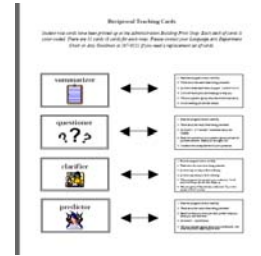


Click on image to see full page of organizer.

predictor might suggest what the next events in the story will be.

8. The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

Student Cards:



Click on image to see full page of the student card.

Describe how the teacher provides direct feedback to the student during the use of the intervention—use an example and narrative of a lesson.

The teacher will monitor students as a use the Reciprocal Teaching strategies identifying what went well giving guidance on items/procedures that need more practice.

While referring to the prediction card, the teacher guides the students in a preview of the text, noting aloud the title, subtitles and pictures. The teacher also models prediction in a think aloud at the beginning of the lesson, asking the students, “I wonder if we can predict what this selection will be about?”

At the conclusion of the reading, the teacher guides discussion about what was learned throughout the story.

The teacher helps students record their observations or information learned on the KWL chart.

As a wrap-up, the teacher guides a reflection of how accurate initial predictions were.

As part of your Monitoring Plan, you will be collecting samples from each teacher. Describe exactly what the sample will “look like”.

Student work samples could include completed KWL charts, prediction charts; story maps which help students organize a summary, a written or dictated summary or re-tell.

Additional information

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Hapgood, S. & Palincsar, A.S. (2007, January). *Where Literacy and Science Intersect*. *Educational Leadership*.

National Institute of Child Health and Human Development, (2000). *Report of the national Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: US Government Printing Office.

Palincsar, A.S., & Brown, A.L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 2, 117-175.

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