



## Reciprocal Teaching

CALI Reads Wednesday Webinar  
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Lindsay Young, LAUSD  
Vanessa Goodwin, CSU Northridge  
Sue Sears, CSU Northridge

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## AGENDA

- Overview of Research and Benefits
- Where does RT fit into your instruction?
- Preparing your students for RT
- Summarization
- Questioning
- Predicting
- Clarifying
- Boosting RT
- Questions



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## What if RT was in every school?

Let's hear from some college students at CSUN.



## Why Comprehension Matters...



- 65% of eighth grade students performing at basic or below basic literacy levels

- What is comprehension?
  - *locate, read, understand, interpret, evaluate, and use written information across multiple content areas.*

(U.S. Department of Education, 2018)

And yet...is our instruction reaching those who need it most?

"Too often, only a few students are willing to contribute and as a result they monopolize the conversation. What starts out as a discussion ends as a dialogue between the teacher and a handful of students. Meanwhile the rest of the class sits passively-either not listening to or not paying attention to what is being said."

(Buehl, 2001)

**Why this is a Social Justice Issue**



- NAEP data disaggregated by race:
  - Only 18% of Black students performed at or above proficiency levels compared to 45% of White students.
  - While there are certainly middle-class White children who have difficulty reading, many suggest that the real fault line for America's high illiteracy rate occurs at class and race.
- The percentage of students at the 10th percentile that score below NAEP basic is **increasing at every grade level**.

*"The ability to read must not be treated as a luxury but as a basic and necessary human need that calls for an urgent response in our nation's classrooms."*

(Gibons, 2021)

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**What is Learned Helplessness?**

(Boardman, Roberts, Vaughn, Wexler, Murray & Kosanovich, 2008)

- Low motivation and confidence after years of struggling in school.
- Can result in learned helplessness, or students **feeling powerless in their own learning**.

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**Demonstrated Comprehension Gains using RT:**

- In elementary school
- In middle school
- In high school
- Kids with disabilities
- Kids in general education
- With English Learners
- In high poverty schools with at-risk students
- At the university
- At the workplace

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Reciprocal teaching is a cooperative learning technique that incorporates comprehension strategies that good readers use together to understand text. Reciprocal Teaching emphasizes oral language with a focus on strategy instruction. Students participate in discussion groups that are student-led and scaffolded, reading and discussing text with purpose guided by four comprehension strategies: predicting, questioning, clarifying, and summarizing.

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### Where does RT fit?

- The Simple View of Reading
- Instructional Sequence

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### The Simple View of Reading

Decoding  
printed words



Comprehending  
spoken language



LEARNING  
TO READ

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Where does RT fit into regular literacy activities?



- A *during-reading* teaching strategy.
- Does not replace *before* and *after* reading activities.
- Does not replace decoding, vocabulary, writing, and extension activities.

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How do we teach comprehension?

Explicit Instruction in BOTH **Comprehension Strategy Instruction** AND **Collaborative Learning Groups**

Combining strategy instruction with **student-led discussion groups**, as used in Reciprocal Teaching, facilitates **problem solving, confidence, motivation, reading, listening, and speaking skills**.

(Boardman, Roberts, Vaughn, Wexler, Murray & Kosanovich, 2008)

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Two tracks that must be addressed at the same time:  
**strategy instruction** and **collaborative learning groups**.

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## Strategies



The Fab Four

- Predicting
- Summarizing
- Generating Questions
- Clarifying

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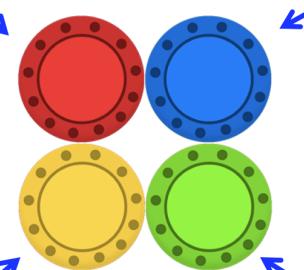
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Summarization



Prediction

Clarifying

Generating Questions

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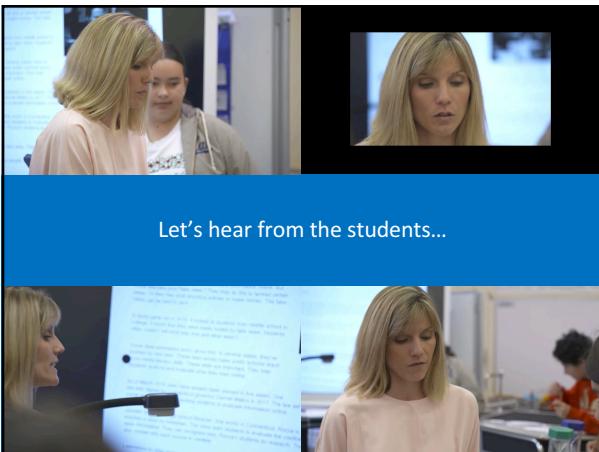
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Let's hear from the students...



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## Explicit Teaching



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What does Dr. Archer say?

- Novel learning = explicit instruction.
- Practice Practice Practice.
- “Delivery Skills” – actively engaged throughout the lesson. Read-discuss-read-discuss.
- Feedback needed!

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## Collaborative Learning Groups



- This is JUST AS CRITICAL to teach as strategy instruction.
- Procedures must be taught explicitly and practiced A LOT.
- Great news – teaching these procedures generalizes to other activities.

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What the research tells us...	Active/Divergent	Passive/Convergent
	<ul style="list-style-type: none"> <li>• Student-centered, directly engages students in their own learning.</li> <li>• Teacher as facilitator.</li> <li>• Student's job is to be questioning, critical and discriminating, and open to new ideas.</li> <li>• Assumption: students explore a variety of solutions and support those solutions through analysis, evaluation, and citation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-focused, students passively receive new information.</li> <li>• Teacher as expert.</li> <li>• Teacher's job is to impart knowledge – transfer of ideas.</li> <li>• Assumption: there is only one correct solution.</li> </ul>

# What you're working toward

You won't get there overnight...



***Time spent now pays off later!***

- Practice and gradually release into groups
- Incremental: the modules show you how to release responsibility to the students:
  - Teach procedures explicitly
  - Work with whole class initially
  - Move into teacher-led groupwork
  - Move into student-led, modified groupwork
  - Students lead groups for complete RT
- Picking the right Group Leader matters a whole lot.

I DO	WE DO	YOU DO
		

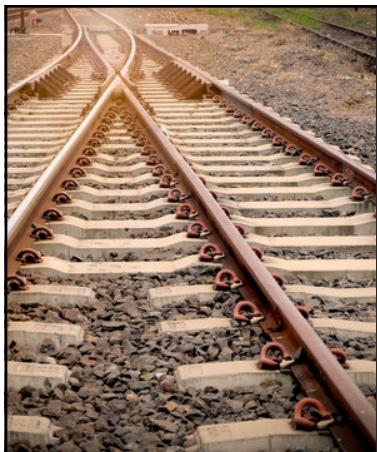
## Let's put it together

### Strategy Instruction

- Explicit teaching (slides)
- Warm-ups
- Teacher-led practice, whole-group
- Teacher-led practice - modified groups (fewer strategies)
- Student independence during RT Groups

### Group Work

- Teach grouping procedures explicitly:
  - Getting in and out of groups
- Move into teacher-led groupwork
  - Teacher has an active role
- Move into student-led, modified groupwork
  - Students focus on fewer strategies and duplicate roles
- Choose and train your Group Leaders.
  - Choose well....



Saying it again for  
the kids in the  
back:

Two tracks that  
must be addressed  
at the same time:  
**strategy  
instruction and  
cooperative  
learning groups.**

## Strategy Courses

1. Reciprocal Teaching: Summarizing
2. Reciprocal Teaching: Questioning
3. Reciprocal Teaching: Predicting
4. Reciprocal Teaching: Clarifying and Putting it All Together

## Strategy Course Outline Across Courses



- Lesson 1- Introduction
- Lesson 2- Resources
- Lesson 3- Strategy Instruction Schedule
- Lesson 4- Introducing the Strategy
- Lesson 5- Guided Strategy Practice
- Lesson 6- Gradual Release to Groups
- Lesson 7- Are Your Students Ready?

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## Strategy Instruction Schedule Five Week Overview

Week 1 - Teaching Summarizing	+
Week 2 - Teaching Questioning	+
Week 3 - Teaching Predicting	+
Week 4 - Teaching Clarifying	+
Week 5 - Putting it all Together	+

## Strategy Instruction Schedule Week One

Week 1 - Teaching Summarizing	
Day 1	- Vocabulary Lesson on the word Summarize (Use PPT) - Project the "Example Picture," and do the "Example Warm-up" with students as a whole class. - If students are still listing inferential information for their summary, repeat for an additional week with your own pictures.
Day 2	- Warm-up #1 - Teacher-led group practice with Summarizing
Day 3	- Warm-up #2 - Teacher-led group practice with Summarizing
Day 4	- Warm-up #3 - Teacher-led group practice with Summarizing
Day 5	- Warm-up #4 - Teacher-led group practice with Summarizing

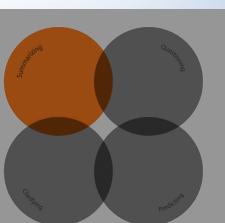
## Strategy Instruction Schedule Sample Daily Schedule

Minutes Per Day	Activity	Description
5-10	*Warm-up	Students complete one of the activities in that week's warm-up. If needed, one activity may stretch over two days.  Please note: Day one includes a PowerPoint introducing the strategy. Please be prepared to allot approximately 20 minutes to PowerPoint.
25-30	Content Area Instruction	Business as usual.
10	Content Area Reading	Business as usual: Class reading using your content area text. Students will use this text for Reciprocal Teaching.
15	*Modified Reciprocal Teaching	Students work in teacher-led groups (3-5) to practice the target strategy.

## Reciprocal Teaching: Summarizing

RESUME COURSE

DETAILS ▾



Lesson 4: Introducing the Strategy

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## Strategy Instruction Schedule Daily Schedule

Minutes Per Day	Activity	Description
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## Warm-up Tips

Warm-ups are cumulative.

Teachers may insert their own text or pictures.

Warm-ups should last no longer than 10 minutes.
 

- What each student can accomplish in that time will vary. Differentiate accordingly.
- Consider assigning only a strategy that students need to practice.

In order to bypass word level difficulties, that include word recognition and/or spelling, you may choose to accept oral responses.

If teachers choose the oral option they may ask students to report in the sentence frame from the Reciprocal Teaching group leader checklist.

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## Guided Strategy Practice

### Activities for Guided Practice

- 1 Warm-ups
- 2 Teacher-led Group Practice





Strategy Instruction      Collaborative Group Work

Lesson 5: Guided Strategy Practice  
 Lesson 6: Gradual Release to Groups

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## Collaborative Group Work 5-Week Timeline

**Collaborative Group Work Timeline**

**Week 1 steps towards collaborative group work:**

- Form groups of three to five.
- Choose a group leader.
- Practice transitioning in and out of groups.
- Train students to begin to direct questions towards their group leader.

**Week 2 steps towards collaborative group work:**

- Introduce Reciprocal Teaching group leader checklist.
- Model how to use Reciprocal Teaching group leader checklist and sentence frames.

**Week 3 steps towards collaborative group work:**

- Connect the students to the Reciprocal Teaching group leader checklist and Reciprocal Teaching group leader.
- Adjust groups and leaders as needed.
  - At this point you'll have a pretty good idea of how the groups are working together; adjust as needed.

**Week 4 steps towards collaborative group work:**

- Work on enhancing student conversations.
  - Encourage student responses beyond the sentence frames.
  - Encourage students to acknowledge all responses.

**Week 5 steps towards collaborative group work:**

- Introduce Reciprocal Teaching rubric.
  - Introduce one role on the rubric at a time.
  - You may wish to focus on one role for a period of time.
  - Consider audio recording student exemplars and sharing with the class.

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## Strategy Courses

1. **Reciprocal Teaching: Summarizing** 

2. **Reciprocal Teaching: Questioning** 

3. **Reciprocal Teaching: Predicting** 

4. **Reciprocal Teaching: Clarifying and Putting it All Together** 

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## Guided Strategy Practice

### Reciprocal Teaching: Summarizing

**E LA PROJECT CALIRead**

**Four Square for Week One**

Summarize- Decide what information is important and state it clearly.	Summarize
W_____	W_____;
W_____;	W_____;
W_____;	W_____;
W_____;	

**Steps**

appropriate tech option.  
appropriate amount of text to read.  
thinking while you complete the g strategy.

Summarize	Summarize
W_____	_____;
W_____;	_____;
W_____;	_____;
W_____;	_____;
Complete Sentence:	Complete Sentence:

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## Gradual Release to Groups Reciprocal Teaching: Summarizing

These are your two objectives for this week:

- 1 Choose a Reciprocal Teaching group leader.
- 2 Practice transitioning in and out of groups.

Lesson 6: Gradual Release to Groups



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## Guided Strategy Practice Reciprocal Teaching: Questioning

Four Square for Week Two	
<b>Question</b> <ul style="list-style-type: none"><li>• Generate 1 literal question (who, what, where)</li><li>• Generate 1 inferential question (why, could, would, should)</li></ul>	<b>Question</b> <ul style="list-style-type: none"><li>• Generate 1 literal question (who, what, where)</li><li>• Generate 1 inferential question (why, could, would, should)</li></ul>
<b>Summarize</b> W_____; W_____; W_____; W_____;	<b>Summarize</b> W_____; W_____; W_____; W_____;



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## Gradual Release to Groups Reciprocal Teaching: Questioning

These are your objectives for this week:

- 1 Introduce the Reciprocal Teaching Group Leader Checklist.
- 2 Model how to use the Group Leader Checklist.

Lesson 6: Gradual Release to Groups



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# Guided Strategy Practice

## Reciprocal Teaching: Predicting

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The logo for L.A. CALIReads. It features a red square with a white 'E' in the center. To the right of the 'E', the words 'L.A.' are stacked vertically, and 'CALIReads' is written horizontally below them.

Gradual Release to Groups  
Reciprocal Teaching: Predicting

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Guided Strategy Practice	
	Clarity
W-word S-Sentence ? I'm not sure *** can't picture this	<p><u>Tradition</u> 2 periods that the students will be absent from school we are preparing them for now.</p> <p><u>Invention</u> who's Julie crisis work with us to prepare high school student for career</p> 
Summarize	<p><u>Simplification</u> What college students are not good at what career What college student do good at what career in what place (US)</p> <p><u>Clarification</u> What's precisely</p> <p><u>Generalization</u> Recently in the US College students are not paying attention because students are not paying attention in high school.</p> 
	<p>ext to listen to procal ric as needed.</p>

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**Gradual Release to Groups**  
**Reciprocal Teaching: Clarifying & Putting it all Together**



These are your objectives for weeks four and five:

- 1 Continue to reinforce the group leader checklist, especially the sentence frames.
- 2 Use the Reciprocal Teaching Rubric to assess.

Lesson 6: Gradual Release to Groups

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**Are Your Students Ready?**



**Are Your Students Ready?**

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This lesson will check readiness for:

- 1 Strategy use
- 2 Group work

Lesson 7: Are your students ready?

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**Are Your Students Ready?**



**Strategy Use**

- Write down the keywords "who, what, when, and where" immediately upon receiving direction to summarize.
- Provide literal information as opposed to inferential information.

**Group Work**

- Be sitting together in groups of 3-5
- Know who their leader is
- Direct their questions to the group leader

Lesson 7: Are your students ready?

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## Let's see RT in action



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## Materials in Course 6: Boosting RT



- Not just for ELA: Using RT in content classes:
  - Math, social studies, science, and PE.
  - Common challenges and solutions.
- Substituting Strategies and making it work with other Cali methods you've learned.
- Adapting RT for Virtual Instruction.

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## Thank you!



[lindsay.young@lausd.net](mailto:lindsay.young@lausd.net)

[vanessa.goodwin@csun.edu](mailto:vanessa.goodwin@csun.edu)

[sue.sears@csun.edu](mailto:sue.sears@csun.edu)



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