



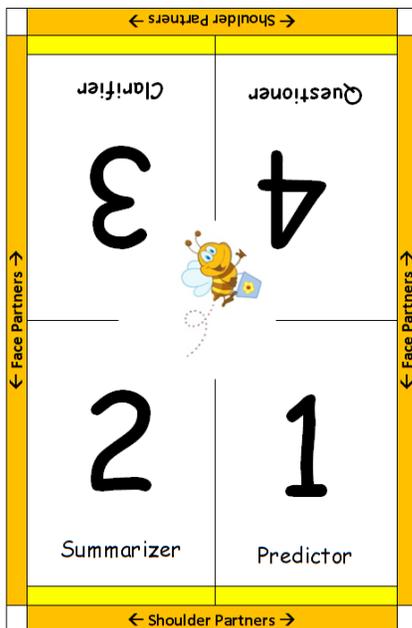
Reciprocal Teaching

Reading Rockets defines reciprocal teaching as *an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.* John Hattie's meta analysis of hundreds of research studies placed reciprocal teaching near the top of effective practices with an effect size of 0.74.

The [Reading Rockets](#) website offers many resources and activities to help guide teachers in implementing reciprocal teaching for reading instruction.

Another way to utilize reciprocal teaching in our classrooms is with **Kagan mats**. Since students need to be assigned roles for this strategy—summarizer, questioner, clarifier, and predictor—these jobs may be given according to the numbers on the map. Roles can be rotated as the passage is read so students can take turns performing each task. Keep in mind, however, that students must first be independently able to perform each of the four skills before they are asked to work together as a group to perform them.

Reciprocal teaching is based on the work of Lev Vygotsky, a Russian psychologist who lived during the late 19th and early 20th century. His Social Development Theory says that learning is a social endeavor. In other words, when we allow our students to interact in this way—discussing and teaching one another in a collaborative manner—their comprehension of the text is increased.



Fall Events

- ◆ **Oct. 30** East High Math visits PES and East Middle
- ◆ **Nov. 1** Eprove Diagnostics Due
- ◆ **Nov. 3** Third Grade Literacy Academy, TCES, 8:15
- ◆ **Nov. 3** 90 Day Plans Due

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Spotlight on Excellence



Mrs. Kadonna Wilcox's 3rd grade math students at Prichard Elementary use the Build it, Draw it, Write it math strategy. Students created an array from a given math fact and practiced the distributive property of multiplication by distributing (cutting) the arrays into different facts and writing the new equation.