



Help! They can read but they don't understand!

Using Reciprocal Teaching Strategies to Increase Comprehension





Would you like it if...

- Your students were actively engaged in their reading?
- Your students monitored their comprehension independently?
- Your students demonstrated comprehension through think alouds and cooperative learning groups?

If your answer is yes, stick around!



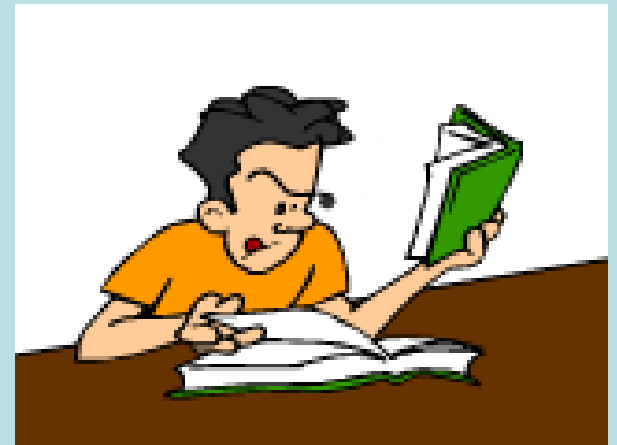
Goals for Today's Session

- You will learn four strategies that will guide students of all reading levels to improve their comprehension in all content areas.
- You will learn how to increase comprehension through the use of think alouds and cooperative learning.



Table Talk

- What problems do your students have with comprehending text?
- What do you understand the term reciprocal teaching to mean?





Reciprocal Teaching: What is it?

- Instructional strategy to help students construct meaning using **predicting**, **clarifying**, **questioning** and **summarizing**.
- A strategy that makes reading an active, engaging process for students.





Questioning

- Readers ask themselves questions that can be answered **in the text** as they are reading.
- Who...
- What...
- Why...
- When...
- Where...
- How...



How Does It Work?

- Mary Had A Little Lamb
- Mary had a little lamb whose fleece was white as snow. Everywhere that Mary went the lamb was sure to go. It followed her to school one day, which was against the rules. It made the children laugh and play to see a lamb at school.





Your Turn

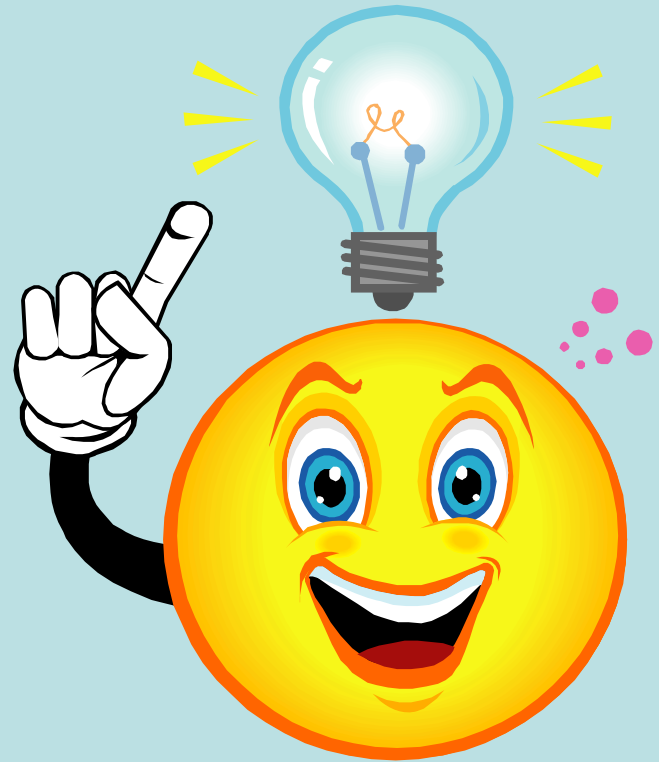
Little Miss Muffet sat on her tuffet eating her curds and whey. Along came a spider and sat down beside her and frightened Miss Muffett away.





Now, what do you know?

Record on your organizer what you know about questioning now that you did not know before.





Predicting

Typically thought of as a **before** reading strategy, but should be used **during** reading to predict what may happen next or **after** reading to predict a different ending.

- *I think this will be about.....because*
- *I think I will learn.....because*
- *I thinkwill happen next because...*



How Does It Work?

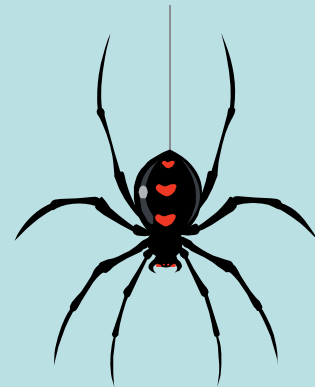
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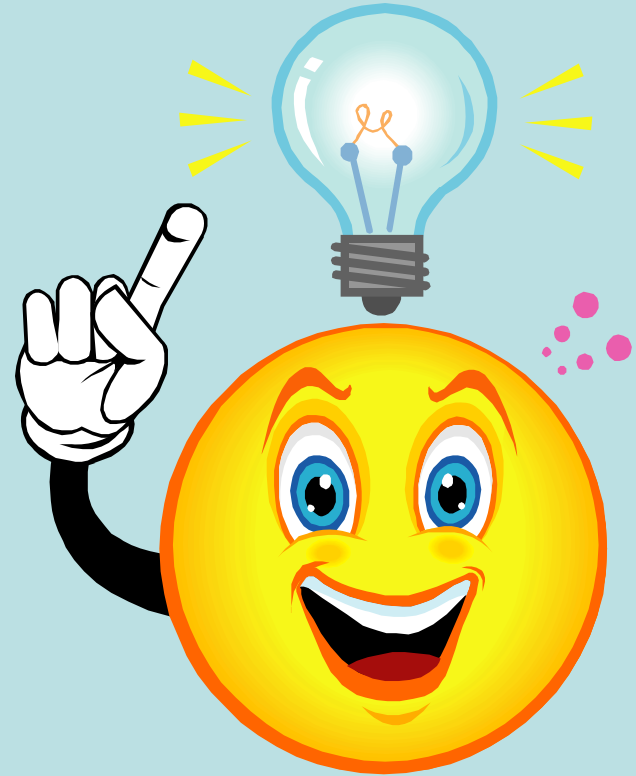
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Now, what do you know?

Record on your organizer what you know about predicting now that you did not know before.





Clarifying

Used when having difficulty figuring out a word or an idea in the text.

- *I didn't understand the part where..*
- *This is a tricky word because...*
- *I can't figure out why...*



How Does It Work?

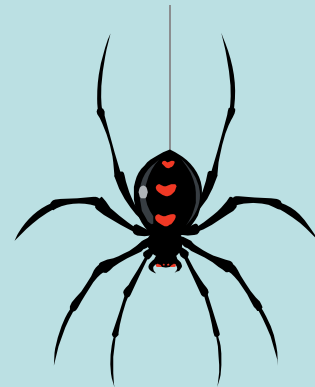
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Your Turn

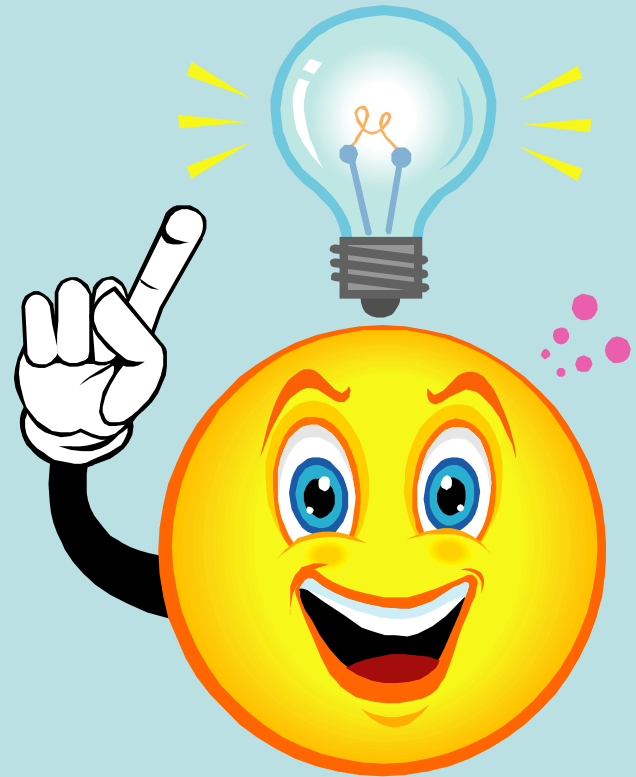
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Now, what do you know?

Record on your organizer what you know about clarifying now that you did not know before.





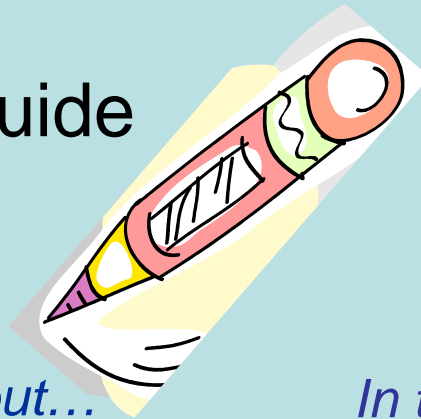
Summarizing

Fiction

- Recall in order the important events from the story to that point
- Include story elements to guide summary

Nonfiction

- Determine the main idea and important points in a logical order

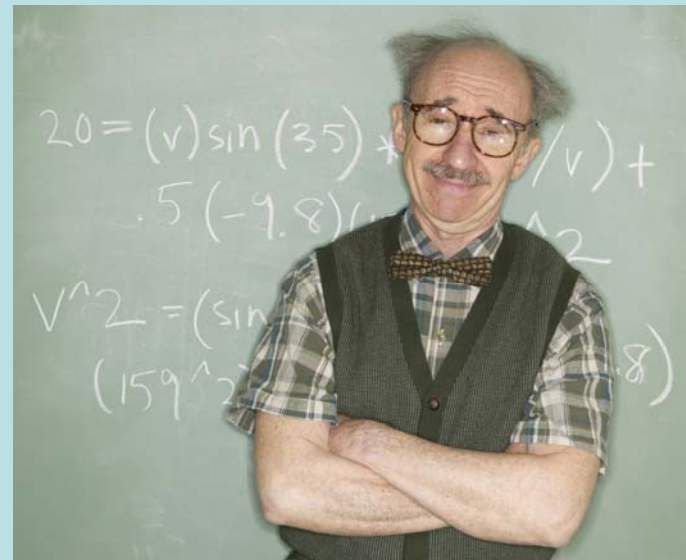


So far this story is about...

In this part, I learned that...

How Does It Work?

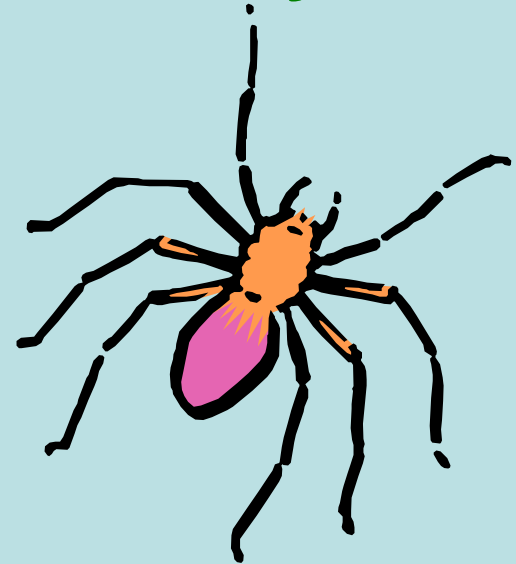
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Your Turn

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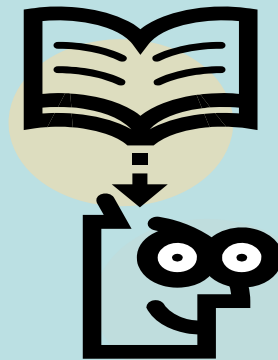
Now, what do you know?

Record on your organizer what you know about summarizing now that you did not know before.



Today, did you...

- Learn four strategies that will guide students of all reading levels to improve their comprehension in all content areas?
- Learn how to increase comprehension through the use of think alouds and cooperative learning?





Closure/Reflection

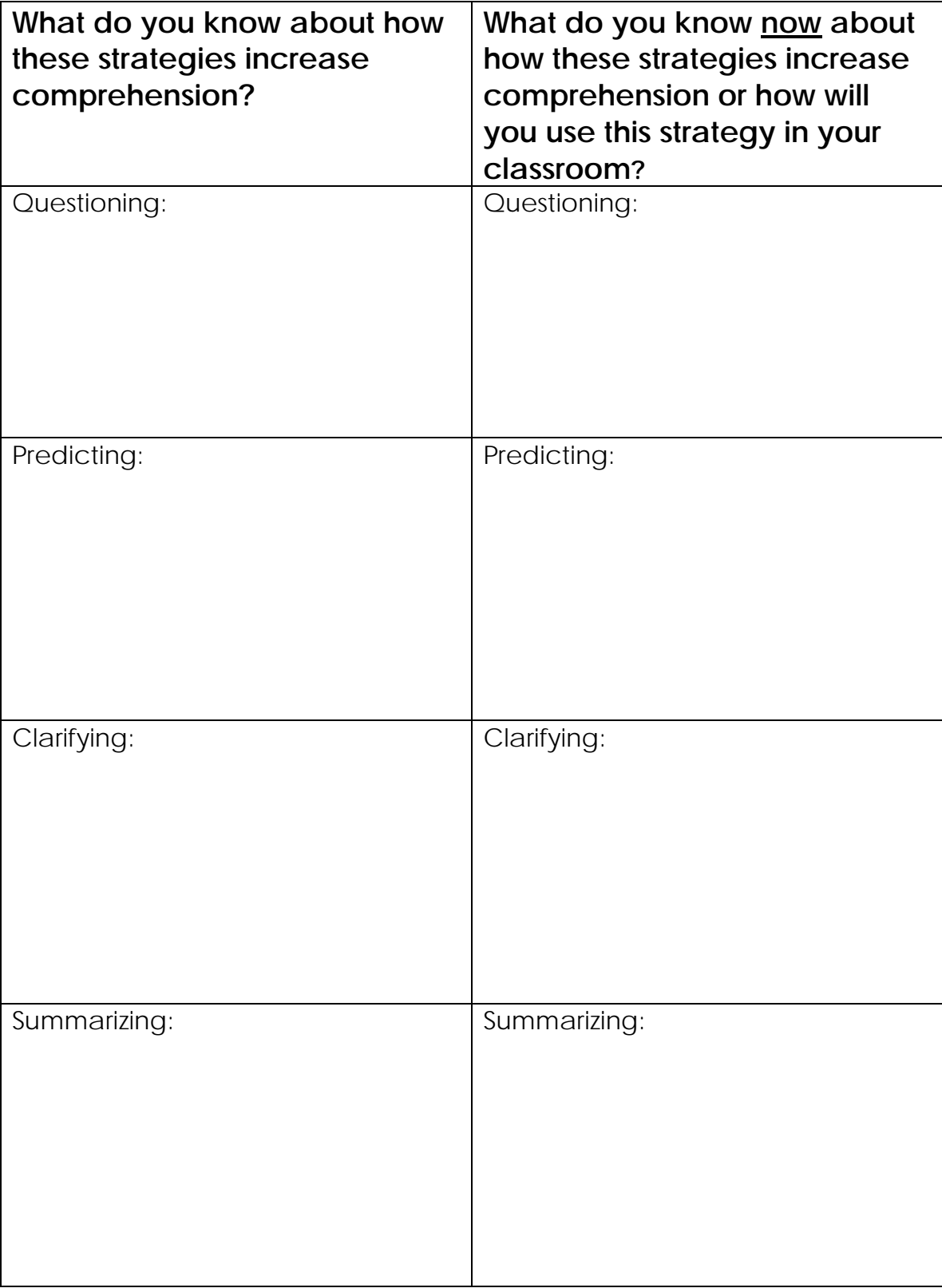
3-2-1 Processing

- 3 main ideas that you will take away from the training
- 2 thing that you can take back and do right now
- 1 question that you still have



Using Reciprocal Teaching Strategies When I Read

<p>How am I predicting?</p> <p>Before reading</p> <p><input type="checkbox"/> I preview the front and back cover.</p> <p><input type="checkbox"/> I study illustrations and headings.</p> <p><input type="checkbox"/> I make predictions using clues from the text.</p> <p>During reading</p> <p><input type="checkbox"/> I stop and use clues to make more predictions or to change my predictions.</p> <p>After reading</p> <p><input type="checkbox"/> I check my predictions to see if they came about in the text.</p> <p><input type="checkbox"/> I predict what may happen next if the book didn't end here.</p> <p>Predicting helps me read because _____</p> <p>_____</p>	<p>How am I questioning?</p> <p>Before reading</p> <p><input type="checkbox"/> After previewing the cover, illustrations, and headings, I ask questions about the reading. What do I wonder or want to know?</p> <p>During Reading</p> <p><input type="checkbox"/> As I read, I watch for answers to my questions.</p> <p><input type="checkbox"/> As I read I ask questions to check my understanding.</p> <p>After reading</p> <p><input type="checkbox"/> I check to see if I answered my questions.</p> <p><input type="checkbox"/> I check to see if I had questions that start with who, what, when, where, why, how, or what if.</p> <p>Questioning helps me read because _____</p> <p>_____</p>
<p>How am I clarifying?</p> <p>Before reading</p> <p><input type="checkbox"/> I can tell what might look confusing about reading.</p> <p><input type="checkbox"/> I see words when I preview the text that may be confusing or difficult.</p> <p>During reading</p> <p><input type="checkbox"/> I stop and think about words that are difficult.</p> <p><input type="checkbox"/> I try chunking out, sounding out and rereading words.</p> <p><input type="checkbox"/> I stop to clarify confusing ideas by rereading, reading on or asking for help.</p> <p>After reading</p> <p><input type="checkbox"/> I think about confusing or difficult words and ideas. I go back and reread to try and figure them out.</p> <p>Clarifying helps me read because</p> <p>_____</p> <p>_____</p>	<p>How am I summarizing?</p> <p>Before reading</p> <p><input type="checkbox"/> I think about how the text is organized.</p> <p>During reading</p> <p><input type="checkbox"/> I stop to think about what has happened so far in the reading. I include the most important events.</p> <p>After reading</p> <p><input type="checkbox"/> I reread to review the illustrations to keep the reading fresh in my mind.</p> <p><input type="checkbox"/> I choose the main ideas to summarize.</p> <p><input type="checkbox"/> I tell the events in the correct order.</p> <p>Summarizing helps me because _____</p> <p>_____</p> <p>_____</p>



What do you know about how these strategies increase comprehension?	What do you know <u>now</u> about how these strategies increase comprehension or how will you use this strategy in your classroom?
Questioning:	Questioning:
Predicting:	Predicting:
Clarifying:	Clarifying:
Summarizing:	Summarizing: