Reciprocal Teaching:
The Craft of Engaging all Students

Dr. Ivannia Soto, Associate Professor, Whittier College
Kent Besocke, Instructional Coach, El Monte Union High School District
Danny Magaña, English Language Arts Teacher, El Monte Union High School District
“The person talking most is the person who is learning most!”
4 years ago today...
#### That Was Then, This is Now!

<table>
<thead>
<tr>
<th>Traditional Instruction</th>
<th>CCSS Paradigm Shift</th>
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<tbody>
<tr>
<td>Teacher-centered</td>
<td>Teacher facilitates</td>
</tr>
<tr>
<td>Exact, specific answers evaluated by the teacher</td>
<td>Many different ideas encouraged</td>
</tr>
<tr>
<td>No extensive discussion</td>
<td>Oral language practice gives opportunities for using academic language</td>
</tr>
<tr>
<td>Mostly literal level thinking and language use</td>
<td>Mostly higher level thinking and language use</td>
</tr>
</tbody>
</table>
Essential Question

How can I help ELLs effectively articulate and answer in spoken and written language?
Linguistic Benefits of Productive Group Work for ELLs
What is Academic English?

ALL students are AESL

(Academic English as a Second Language)

- Academic English is not natural language. It must be explicitly taught.
- Essential Components of Academic English Language:
  - Vocabulary (Frayer model)
  - Syntax (academic language stems)
  - Grammar (Think-Pair-Share/Reciprocal Teaching)
  - Register (Think-Pair-Share/Reciprocal Teaching)

(Kinsella, 2007)
Chapter 2, “Speaking”
Benefits of Productive Group Work for ELL Students

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>They hear more language.</td>
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<tr>
<td>2.</td>
<td>They speak more language.</td>
</tr>
<tr>
<td>3.</td>
<td>They understand more language.</td>
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<tr>
<td>4.</td>
<td>They ask more questions.</td>
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<tr>
<td>5.</td>
<td>They are more comfortable about speaking.</td>
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</table>

Gibbons Chapter 2, “Speaking”
Characteristics of Effective Group Work for ELL Students

<table>
<thead>
<tr>
<th>1. Clear and explicit instructions are provided.</th>
<th>5. The task is integrated with a broader topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Talk is necessary for the task.</td>
<td>6. All children are involved.</td>
</tr>
<tr>
<td>3. There is a clear outcome.</td>
<td>7. Students have enough time.</td>
</tr>
<tr>
<td>4. The task is cognitively appropriate.</td>
<td>8. Students know how to work in groups.</td>
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Definition: Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four comprehension strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.
Purpose: The purpose of reciprocal teaching is to facilitate a group effort between teacher and students, as well as among students, in the task of bringing meaning to the text.

Reading researchers Palincsar and Brown (1985) selected each of the reciprocal teaching strategies as a means of aiding students to construct meaning from text, as well as a means of monitoring their reading to ensure that they are in fact understanding what they read.
Reciprocal Teaching

A. **Summarizer:** What are the **three most important** events/details from the reading and explain why they are important and how they are connected?

B. **Questioner:** Pose **at least three questions** about the text—these questions could address confusing parts of the text or thoughts you wonder about.

C. **Predictor:** Identify **at least three** text-related predictions—these predictions should help the group anticipate what will happen next.

D. **Connector:** Make **at least three** connections between the reading and your own experience, the world, or another piece of text.
Speaking and Listening

- An important focus of the speaking and listening standards is academic discussion in one-on-one, small group, and whole-class settings.
- Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.
Welcome to Danny Magaña’s Class!
How to get Started?
Step #1
Teach the word “Reciprocal” using the Frayer Model.
Def. When equal effort is given by all members

Image
- Popcorn Reading!
  - Blah...
  - I choose Ted

Reciprocal

Ex.
- Everyone is involved
- Constructive criticism
- Give → Receive

Non-ex.
- Solo work
- Unequal participation
Step #2

Establish procedures and norms.
What to say instead of “I don’t know!”

1. May I please have more information?

2. Will you please repeat the question?

3. May I please ask a friend for help?

4. Will you please rephrase the question?

5. May I please have some time to think?
Language Strategies for Active Classroom Participation

Expressing an Opinion
I think/believe that...
It seems to me that...
In my opinion...

Predicting
I guess/predict/imagine that ...
Based on..., I infer that ...
I hypothesize that...

Asking for Clarification
What do you mean?
Will you explain that again?
I have a question about that.

Paraphrasing
So you are saying that...
In other words, you think...
What I hear you saying is...

Soliciting a Response
What do you think?
We haven’t heard from you yet.
Do you agree?
What answer did you get?

Acknowledging Ideas
My idea is similar to/related to ____’s idea.
I agree with (a person) that...
My idea builds upon ____’s idea.

(Kinsella & Feldman, 2006)
1. Everybody in the group contributes equally.
2. Be respectful of group members and their opinions.
3. Stay focused on the task and your own group.
4. Pay attention to what other people need. It's not about you; it's about the group.
5. No one is done, until
Reciprocal Teaching Protocol

1. Predict (everyone)

2. Read the Chunk (out loud)

3. Clarify/Facilitate
   • Asks questions
   • Points out curiosities
   • Facilitates

4. Connect

5. Visualize

6. Summarize

7. Repeat the Process
Refocus Mechanism

• Countdown
• Raised hands
• Noise maker
• Shave and haircut
• Lights
• “Who lives in a pineapple under the sea?”
• Clap once if you can hear my voice
Timer
Step #3

Seed your audience by grouping students strategically.
Step #4

Introduce the jobs and provide sentence frames.
Jobs

• Clarifier
• Connector
• Visualizer
• Summarizer
Step #5

Choose appropriate text and chunk accordingly.
Superman and Me

by Sherman Alexie
Los Angeles Times, April 19, 1998

The following essay appeared as part of a series, "The Joy of Reading and Writing." This essay is also printed in The Most Wonderful Books: Writers on Discovering the Pleasures of Reading.

I learned to read with a Superman comic book. Simple enough, I suppose. I cannot recall which particular Superman comic book I read, nor can I remember which villain he fought in that issue. I cannot remember the plot, nor the means by which I obtained the comic book. What I can remember is this: I was 3 years old, a Spokane Indian boy living with his family on the Spokane Indian Reservation in eastern Washington state. We were poor by most standards, but one of my parents usually managed to find some minimum-wage job or another, which made us middle-class by reservation standards. I had a brother and three sisters. We lived on a combination of irregular paychecks, hope, fear and government surplus food.

My father, who is one of the few Indians who went to Catholic school on purpose, was an avid reader of westerns, spy thrillers, murder mysteries, gangster epics, basketball player biographies and anything else he could find. He bought his books by the pound at Dutch's Pawn Shop, Goodwill, Salvation Army and Value Village. When he had extra money, he bought new novels at supermarkets, convenience stores and hardware gift shops. Our house was filled with books. They were stacked in crazy piles in the bathroom, bedrooms and living room. In a fit of unemployment-inspired creative energy, my father built a set of bookshelves and soon filled them with a random assortment of books about the Kennedy assassination, Watergate, the Vietnam War and the entire 23-book series of the Apache westerns. My father loved books, and since I loved my father with an aching devotion, I decided to love books as well.

I can remember picking up my father's books before I could read. The words themselves were mostly foreign, but I still remember the exact moment when I first understood, with a sudden clarity, the purpose of a paragraph. I didn't have the vocabulary to say "paragraph," but I realized that a paragraph was a fence that held words. The words inside a paragraph worked together for a common purpose. They had some specific reason for being inside the same fence. This knowledge delighted me. I began to think of everything in terms of paragraphs. Our reservation was a small paragraph within the United States. My family's house was a paragraph, distinct from the other paragraphs of the LeBrats to the north, the Fords to our south and the Tribal School to the west. Inside our house, each family member existed as a separate paragraph but still had genetics and common experiences to link us. Now, using this logic, I can see my changed family as an essay of seven paragraphs: mother, father, older brother, the deceased sister, my younger twin sisters and our adopted little brother.

At the same time I was seeing the world in paragraphs, I also picked up that Superman comic book. Each panel, complete with picture, dialogue and narrative was a three-dimensional paragraph. In one panel, Superman breaks through a door. His suit is red, blue and yellow. The brown door shatters into many pieces. I look at the narrative above the picture. I cannot read the words, but I assume it tells me that "Superman is breaking down the door." Aloud, I pretend to read the words and say, "Superman is breaking down the door." Words, dialogue, also float out of Superman's mouth. Because he is breaking down the door, I assume he says, "I am breaking down the door." Once again, I pretend to read the words and say aloud, "I am breaking down the door." In this way, I learned to read.

This might be an interesting story all by itself. A little Indian boy teaches himself to read at an early age and advances quickly. He reads "Grapes of Wrath" in kindergarten when other children are struggling through "Dick and Jane." If he'd been anything but an Indian boy living on the
HOW I GOT SMART

Steve Brody

Steve Brody is a retired high-school English teacher who enjoys writing about the lighter side of teaching. He was born in Chicago in 1915 and received his bachelor's degree in English from Columbia University. In addition to his articles in educational publications, Brody has published many newspaper articles on travel and a humorous book about golf, How to Break Ninety before You Reach It (1979). As you read his account of how love made him smart, notice the way he uses transitional words and expressions to unify his essay and make it a seamless whole.

A common misconception among youngsters attending school is that their teachers were child prodigies. Who else but a bookworm, prowling the libraries and disdainful of the normal youngster's propensity for play rather than study, would grow up to be a teacher anyway?

I tried desperately to explain to my students that the image they had of me as an ardent devotee of books and homework during my adolescence was a bit out of focus. Au contraire! I hated compulsory education with a passion. I could never quite accept the notion of having to go to school while the fish were biting.

Consequently, my grades were somewhat bearish. That's how my father, who dabbled in the stock market, described them. Presenting my report card for my father to sign was like serving him a subpoena. At midterm and other sensitive periods, my father kept a low profile.

But in my sophomore year, something beautiful and exciting happened. Cupid aimed his arrow and struck me squarely in the heart. All at once, I enjoyed going to school, if only to gaze at the lovely face beneath the raven tresses in English II. My princess sat near the pencil sharpener, and that year I ground up enough pencils to fuel a campfire.

Alas, Debbie was far beyond my wildest dreams. We were separated not only by five rows of desks, but by about 50 I.Q. points. She was the top student in English II, the apple of Mrs. Larribee's eye. I envisioned how eagerly Debbie's father awaited her report card.

Occasionally, Debbie would catch me staring at her, and she would flash a smile—an angelic smile that radiated enlightenment and quickened my heartbeat. It was a smile that signaled hope and made me temporarily forget the intellectual gulf that separated us.

I schemed desperately to bridge that gulf. And one day, as I was passing the supermarket, an idea came to me.

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My first opportunity came one day in the cafeteria line. I looked behind me and there she was.

"Hi," she said.

After a pause, I wet my lips and said, "Know where anchovies come from?"

She seemed surprised. "No, I don't."

I breathed a sigh of relief. "The anchovy lives in salt water and is rarely found in fresh water." I had to talk fast, so that I could get all the facts in before we reached the cash register. "Fishermen catch anchovies in the Mediterranean Sea and along the Atlantic coast near Spain and Portugal."

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"Never have," she replied.

"Might be a nice place to visit, but I certainly wouldn't want to live there," I said.

"Why not?" said Debbie, playing right into my hands.

"Well, the climate is forbidding. There are no trees on any of the 100 or more islands in the group. The ground is rocky and very little plant life can grow on it."

"I don't think I'd even care to visit," she said.
Novels

- Moment of suspense
- End of an idea
- Concept needing clarification
- Short Chapters
Step #6

Use the Gradual Release model, and have your class watch a student group go through the process.
**Gradual Release Model**

**Teacher Does/ Students Observe**
- Teacher shows kids “how to.”
- Teacher models or thinks aloud.

**Teacher Does/ Students Help**
- Teacher shows students “how to.”
- Students direct and help teacher.

**Students Do/ Teacher Helps**
- Students work with a partner or in small groups.
- Teacher observes, provides feedback, and helps as needed.

**Students Do/ Teacher Observes**
- Students work independently.
- Teacher observes and uses a formative assessment to plan future instruction.
Watch and Learn
Reciprocal Teaching Protocol

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   • Asks questions
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<td>How can I refine my craft?</td>
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3. Clarify/Facilitate
   • Asks questions
   • Points out curiosities
   • Facilitates

4. Connect

5. Visualize

6. Summarize

7. Repeat the Process
# Tuning Protocol

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How can I refine my craft?
Beyond
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<tr>
<th>Q</th>
<th>A</th>
<th>D</th>
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<tbody>
<tr>
<td>1) What do Grendel's</td>
<td>1. What Grendel meant was that his enemies</td>
<td>1. Grendel was creating the world with</td>
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<tr>
<td>last words mean?</td>
<td>had made a mistake in killing him.</td>
<td>his words one last time “Grendel’s”</td>
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<tr>
<td>2) Why does the dragon</td>
<td>2. The dragon didn’t really have anything</td>
<td>had an accident so many of you all”. He</td>
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<td>give Grendel nonsense</td>
<td>wise to say to Grendel.</td>
<td>cursed everyone with death.</td>
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<td>advice?</td>
<td>3. The zodiacs represent an ideal that</td>
<td>2. The dragon was trying to seem smart</td>
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<td></td>
<td>Grendel rejects.</td>
<td>in order to encourage Grendel.</td>
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<td>3) What is the purpose</td>
<td></td>
<td>3. The zodiac signs represent his</td>
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<td>of having a zodiac sign</td>
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<td>12 year struggle</td>
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<td>each represent a</td>
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<td>chapter?</td>
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<tr>
<td>Stolid</td>
<td>- Having or showing little emotion</td>
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<tr>
<td>Burden</td>
<td>- Something that is difficult to bear or a responsibility or duty</td>
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<tr>
<td>Embodied</td>
<td>- to make or include as part of a united whole</td>
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<tr>
<td>JUBILEE</td>
<td>- Celebration - anniversary</td>
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<tr>
<td>Obdurate</td>
<td>- difficult, doesn't change</td>
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<tr>
<td>Elonquently</td>
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<tr>
<td>Servitude</td>
<td>- Submission to a master; slavery</td>
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<tr>
<td>Fetter</td>
<td>- something that restricts or restrains</td>
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Thank You!
“The person talking most is the person who is learning most!”
Questions & Comments?

Contact Information

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Danny Magaña, English Language Arts Teacher, El Monte Union High School District  
daniel.magana@emuhsd.org
Make sure everyone follows his/her job and shares out to the group. When reading look for challenging parts of the section. Check to see if your group understands what they have read. Help them communicate their ideas to the group. If something is confusing ask, “how can we figure this out?” Look for solutions.
**CLARIFIER/FACILITATOR**

"I think the author means... because... What do you think? Why?"

"I believe this means... because..."

"I think the writer is saying ... because..."

"So in other words what you are saying is ..."

"What I hear you saying is ..."

Get everyone in your group involved in the discussion.
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CONNECTOR

“This reminds me of... because...”

“This makes me think of... because...”

“This is similar to ... because...”

“I related to... because...”

Ask group members for additional input
When reading, try to picture in your mind what is happening in the text. Look for possible images from each selection. Draw or create a symbol/image from the section. Write down the word/passage that creates this image for you. Explain what you have drawn to the group. Listen to your group’s suggestions about your drawings.
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<tr>
<td>&quot;In my mind I am imagining... because...&quot;</td>
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<tr>
<td>&quot;A profound image I see is ... because...&quot;</td>
</tr>
<tr>
<td>&quot;I could picture... because...&quot;</td>
</tr>
<tr>
<td>&quot;The image I see is ... because...&quot;</td>
</tr>
</tbody>
</table>

Ask group members for additional input
SUMMARIZER

Think about the information the writer is presenting. In your own words tell the group what the writer is saying. You may also want to talk about what you learned from this section. Think like the author and try to figure out what he or she wants to say. The others in the group will help you if you get stuck or if they think you forgot something.
SUMMARIZER

"Something important is ..."

"The main idea here is ..."

"... supports the main idea because...",

"This part focuses on..."

Ask group members for additional input