



A Reading Strategy to Use at Home

Based on the work of
Lori D. Oczkus
in her book: Reciprocal Teaching at work K-12,
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Goal of Reciprocal Teaching:

Engage your child in thinking which leads to improved reading comprehension!

Your child has been taught the *Reciprocal Teaching* reading strategy. This is a fancy name that means they are using four strategies that good readers use when reading and discussing a text – **predicting, clarifying, questioning and retelling**. You may hear your child call it by its nickname – the **Fab 4!**

We hope that you find the following information helpful to use as you read with your child at home!

Predicting: wonder and anticipate what will happen, and then read to find out

Your child can predict well if he or she looks at the book title and cover illustrations for clues to make predictions that make sense. After reading some of the text, they can revise and make new predictions based on new evidence.

Your child might be having trouble predicting if he or she does not look at the title or cover illustrations for clues to make predictions, makes predictions that do not make sense, or is unable to provide evidence to support their prediction.

When your child needs extra help predicting:

- Model how to look at the title and cover illustration and use what they see to tell what the book will be about. Say, "I predict ... because ..."
- While reading, stop and show your child how to use clues from the words and pictures to predict what will happen next. Say, "I see...in the book, so I think...will happen next, because..."
- Draw or write your predictions with your child.

Clarifying: ask yourself if there are words you don't know or that don't make sense, and then use strategies to problem solve

Your child can clarify well if he or she knows when to stop and check for understanding. This includes knowing more than one way to figure out a word, including looking for known parts, blending sounds together, and rereading; knowing how to figure out a difficult idea or part by reading on for clues and rereading.

Your child might be having trouble clarifying if he or she cannot use strategies to figure out words, does not know when he or she is stuck, or does not reread.

When your child needs extra help clarifying:

- Show your child how to figure out an unknown or difficult word by looking at the letters of the word, making the sounds that match the letters, looking for word parts and chunks that are known, and rereading to see if it matches. Some words are tricky.
- Show your child how to figure out a confusing idea or part by demonstrating how you figured it out—rereading, reading on for clues, using what you know, looking at pictures, asking for help or using a dictionary.

Questioning: ask yourself questions about what you are wondering as you read

Your child can ask questions well if he or she knows what a question is, can think and wonder about the text, and can ask questions that make sense. (i.e. *I wonder what _____*)

Your child might be having trouble questioning if he or she cannot make up a question, gives a statement instead, or makes up questions that do not make sense with the text.

When your child needs extra help questioning:

- Choose a page from the book and read it with your child. Think about what it makes you wonder and then share what you are wondering with your child.
- Show your child how to create questions that start with *who, what, when, where, why, how, etc.* (i.e. *How will _____?*)
- Ask your child to try making up a question about a part of the book.
- Draw or write about your questions.

Retelling: telling the important story events in order using your own words

Your child can retell well if he or she can tell the story events in order from the beginning, middle, and end in their own words. They also use important vocabulary from the text and use the characters' names in their retelling.

Your child might be having trouble retelling if he or she cannot remember the reading, gets mixed up and retells out of order, leaves out important events, does not use characters' names or doesn't use vocabulary from the text.

When your child needs extra help retelling:

- Choose one page from the book and reread it aloud. Using your own words, demonstrate how to retell what happened on the page. Ask your child to try it with the next page.
- At the end of a book or chapter, help your child retell the important events in order. Remind your child to use the character names and specific vocabulary from the text.
- Draw the events in order.