# Reciprocal Reading

Reciprocal means something given or done in return.
An action is given and received by each person.

# Learning Intentions

**We are learning:**

- To become better readers by helping others.
- What the 4 roles are in reciprocal reading.
- What to do in each role.
- To use our roles while we are reading to help myself and others understand the meaning.
- To take the part of a teacher by leading a learning discussion about the text.

# Success Criteria

**We will be successful when:**

- Each team member takes full responsibility for their role.
- Every member knows when it's their turn.
- We keep a good reading/discussion pace.
- We prompt our team members to think more deeply about the text.
- We encourage each other positively and politely.
- We stay on task at all times.
- The teacher trusts us to be in charge of our own learning.

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# The Roles

Leader

Summariser

Questioner

Clarifier

Predictor

# Leader

**Brings out the best in every one and leads by example.**

**Your role is:**
- To lead the reciprocal reading.
- To decide on how much text to read at a time.
- To ensure everyone participates and is heard.
- To keep the reading pace going.
- To lead by example.
- To encourage and help others.

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| **Before Reading** | • The text we are reading is…. <br> • Before we read, look at the text layout and illustrations. What do you notice Predictor? <br> • Does everyone understand their role? |
| **During Reading** | • Please read up to …… and think of any words you are not sure of. Give me a thumbs up when you are done. <br> • Let's take turns and use our roles to help us understand what we just read. <br>       **Clarifier** <br>       **Questioner** <br>       **Summariser** <br>       **Predictor** <br> **#** *Keep repeating this throughout the text.* |
| **After Reading** | • Summariser, can you summarise the text please. <br> • How well did our group work as a team, as readers, as teachers? |

# Leader

Brings out the best in every one and leads by example.

Act like a teacher and keep everyone on task.

**Say to the predictor**: "Read the next topic sentence or sub-heading and based on that, predict what you think the next paragraph will be about."

**Say to the group:** "Can you read the next paragraph for us please (name)?"

**Say to the clarifier:** "What aspects of the paragraph do you need to clarify (make clear)?"

**Say to the questioner:** "Could you please ask the group some questions to check we understand?"

**Say to the summariser:** "Could you please tell us what we read in your own words?"

# Predictor

Uses evidence from the text so far to make a prediction about the next piece of text.

**Your role is:**
- To predict the next text section to be read.
- Use evidence from the text to support your prediction.
- Encourage evidence based discussion about your prediction with group members.

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|---|---|
| **Before Reading** | • Examine the text cover, layout and images.<br>• Is it fiction or non-fiction?<br>• Make some predictions about the text. |
| **During Reading** | • I predict that….will happen next because….<br>• The last part we read said…..so I predict…<br>• Other evidence is…<br>• Would anyone like to add a prediction?  What is your evidence?<br>*# You can also use the sentence stems on the back of this card.*<br>**EVIDENCE CAN BE FOUND IN….**<br>**Text, titles, subtitles, photographs, captions, illustrations, labels, diagrams and topic sentences.** |
| **After Reading** | • How close have your predictions been?  Why?  What helped you?<br>• How well did our group work as a team, as readers, as teachers? |

# Predictor

**Uses evidence from the text so far to make a prediction about the next piece of text.**

## Make a prediction when:

- a title is given.
- headings are provided.
- the author poses a question in the text.
- the text suggests what will be discussed next.

Based on the title, I predict this is going to be about…
I already know these things about the topic/story…
I think the next chapter or section will be about…
Based on…(a clue), I predict….
Based on what _____said/did, I predict…

# Clarifier

Helps others to understand words and ideas they are unsure of.

## Your role is:

- To find words or ideas that may be unclear to others and discuss it.
- Encourage others to share words and ideas they are not sure of.
- Use the clarify strategies to work out those words or ideas.
- To use a dictionary if needed.

| Before Reading | • You may have words or ideas that you won't be sure of while you are reading. That's ok because we will all work together to help you out. |
|---|---|
| During Reading | • Let's all have a chance to talk about any words or ideas we are unsure of.<br>• Let's use the clarify strategies to solve each one.<br>  * Sound out the word.<br>  * Reread the whole sentence and think about what the author meant there.<br>  * Look for key words in the sentences and the sentences around it. |
| After Reading | • What words and ideas did our group clarify?<br>• How well did our group work as a team, as readers, as teachers? |

# Clarifier

Helps others to understand words and ideas they are unsure of.

Clarify hard parts when:

- You don't understand.
- You can't follow the text.
- You don't know what a word means.

I don't really understand….
A question I have is…..
A question I'd like answered by the author is…
One word/phrase I do not understand is….

# Questioner

Uses different questions to help others deepen their understanding of what they just read.

## Your role is:

- Ask your group questions from the text to check they understood.
- Use the Question Matrix to form your questions.
- Use the Question Matrix to help others improve their questions.
- Encourage group discussion about questions.

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|---|---|---|---|---|---|
| **Before Reading** | • Is it fiction or non-fiction? How do you know that?<br>• What are the key ideas you should ask questions about? | | | | |

| **During Reading** | | **is** | **did** | **can** | **will** | **might** |
|---|---|---|---|---|---|---|
| | **Who** | *Who is…* | *Who did…* | *Who can…* | *Who will…* | *Who might…* |
| | **Where** | | | | | |
| | **What** | | | | | |
| | **Why** | | | | | |
| | **How** | | | | | |

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| **After Reading** | • What questions were the best at helping the group understand or think? Why do you think that?<br>• How well did our group work as a team, as readers, as teachers? |

# Questioner

Uses different questions to help others deepen their understanding of what they just read.

Ask teacher-like questions

Who is..?    What is/does…?    When/where is….?
Why is _____ significant?    Why does _____ happen?
What are the parts of ….?    How is _____an example of __?
How do _____and _____compare?
How are _____ and _____different?
What is most important?
What is your opinion of ….?

# Summariser

**Retells the main ideas to the group in their own words.**
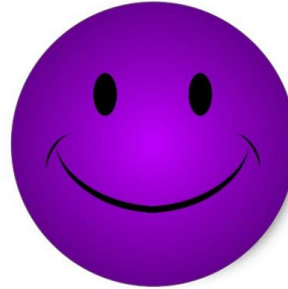
## Your role is:
- To retell what you have read in your own words.
- Include the main ideas, the details, characters, problem and solution.
- Ask your group to identify five key ideas.
- Encourage others to add detail to your summary.

| | |
|---|---|
| **Before Reading** | • Make a silent prediction of what the main ideas will be in the text you are about to read. |
| **During Reading** | • Summarise what you have read in your own words. |

| FICTION (made up) | NON-FICTION (fact) |
|---|---|
| Who was there? (Characters) | What was it about? (main idea) |
| What were they feeling? (emotions) | List the main ideas and ask the group to help add extra detail. |
| Where were they? (setting) | |
| What happened? (problem/solution) | Discuss how the illustrations added information. |

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| **After Reading** | • What did you learn about/from the text?<br>• How well did our group work as a team, as readers, as teachers? |

# Summariser

**Retells the main ideas to the group in their own words.**

## How to do a summary:

- Look for a topic sentence.
- Look for who, what, when, where, why and how.

This text is mostly about….
The topic sentence is….
The author is trying to tell us…..

This story/passage about_____ begins with_____, discusses the idea that _____, and ends with _____.