

DOINGWHATWORKS



Video

FULL DETAILS AND TRANSCRIPT

Reciprocal Teaching: Helping Students Take Charge

Topic: Improving K-3 Reading Comprehension

Practice: Teach Comprehension Strategies

Highlights

- At Frank Love Elementary School, reading expert Shira Lubliner demonstrates Reciprocal Teaching, an instructional approach to student-led discussions of text.
- Reciprocal Teaching focuses on four reading comprehension strategies: clarifying, predicting, summarizing, and questioning. Lubliner shows how she supports young readers in asking and answering questions about text.

About the Source

The Reading Rockets series is a production of WETA. Major funding for Reading Rockets comes from the United States Department of Education Office of Special Education Programs. For author interviews, recommended reading lists, and information about teaching kids to read, please visit us online at www.readingrockets.org.

Full Transcript

Shira Lubliner: Okay, could I have group one, please, come up to the table.

Narrator: At Frank Love Elementary School, reading expert Shira Lubliner shows off a technique called *Reciprocal Teaching* that's designed to improve reading comprehension.

Lubliner: Tap-tap, tap-tap. A sea otter lies on her back in the water.

Narrator: The goal of Reciprocal Teaching is to prepare students to run their own discussion, taking turns as leaders. But first, Ms. Lubliner shows them how to guide a conversation about a book.

Lubliner: See, my first job is to ask a question, and I'm going to try and ask an important main-idea question that starts with a question word. Let's see. What does the sea otter do to prepare lunch?

Louisa Moats: There is no replacement for a teacher who can generate a good discussion and get kids to really ponder what they have read, and the *whys* and *wherefores*, and connect those meanings to their own lives.

Lubliner: I'm going to predict that we're going to learn some more about what sea otters eat.

Narrator: Now it's time for the kids to lead their own discussion with a little help from Ms. Lubliner. The kids begin with the first of four clear steps: Asking a question.

Student: What do sea otters have to be careful of?

Narrator: The next step is clarifying the meaning of unfamiliar words.

Student: *Prefer*.

Student: It means like somebody likes something better than they like something else.

Student: *Afloat*. Jessie.

Jessie: *Afloat* means a little bit above the water. And they're floating on the water, not just under it or over it.

Narrator: The next phase of Reciprocal Teaching is summarizing, finding the main idea.

Student: Sea otters have a lot of enemies, so they have to be careful of eagles, white—I mean—sharks, and fishermen.

Narrator: The final step is prediction.

Student: I predict that we're going to learn more about otters in this story.

Narrator: Reciprocal Teaching promotes a give-and-take between teachers and students that achieves the ultimate purpose of reading: finding the meaning.

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