



# Reciprocal Reading

A modelled example

# The process:

STRATEGY	ACTIVITY
<b>Predict</b>	<p><b>Predictor:</b> predicts with evidence</p> <ul style="list-style-type: none"><li>- <i>My prediction is...</i></li><li>- <i>My evidence is...</i></li></ul> <p>Other students agree or disagree and give evidence.</p>
<b>Read</b>	<p>Students read the section silently or in unison.</p>
<b>Question</b>	<p><b>Questioner:</b> poses questions for the group to discuss</p> <ul style="list-style-type: none"><li>- <i>My on-the-surface question is...</i></li><li>- <i>My under-the-surface question is...</i></li></ul> <p>Other students answer the questions.</p>
<b>Clarify</b>	<p><b>Clarifier:</b> asks for or gives clarification</p> <ul style="list-style-type: none"><li>- <i>I need to have _____ clarified.</i></li><li>- <i>Do you need anything clarified?</i></li></ul> <p>Talks about parts that were confusing and discusses unknown words.</p>
<b>Summarise</b>	<p><b>Summariser:</b> summarises</p> <ul style="list-style-type: none"><li>- <i>I think the most important idea/s are...</i></li><li>- <i>My summary is...</i></li></ul> <p>Other students add to the summary.</p>

1. Predict

Just by looking at  
it- make a  
prediction

# Put your responses on the sheet

## The Predictor

- Use what you have read and the text features to help figure out what the group will learn and/or what will happen in the next piece of text.

- The group can change their predictions as they read on!

*I think ...*

*I wonder if ...*

*I imagine ...*

*I suppose ...*

*I predict ...*

*I think the next section will be about...*

**Reciprocal Reading:** Name or title of work undertaken:

**Prediction:**

Before you begin to read look at the title, scan the pages to read the major headings and look at any pictures/diagrams/bolded text, etc.

Now write down your prediction(s)

**Question:**

Create some questions related to the main ideas.

**Clarify:**

Answer the questions posed and clarify the meaning of any words or phrases that are unclear.

**Summarise the Key or Main Ideas:**

As you finish reading each paragraph or section identify the main idea.

Main Idea 1:

|

Main idea 2:

Main Idea 3:

Main Idea: 4



Read the  
article

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# Question

Create some questions based on the article.

Anything you need clarification of- this is opportunity to create a question to help you

# Put your responses on the sheet

## The Questioner

- Ask questions which will help the group to understand what has been read.
- Think of questions to ask as you read the text.

<i>What is?</i>	<i>Who/What would?</i>
<i>Why is?</i>	<i>Where / When would?</i>
<i>How is?</i>	<i>Which would?</i>
<i>What did?</i>	<i>Why would?</i>
<i>Why did?</i>	<i>How would?</i>
<i>How did?</i>	<i>What will?</i>
<i>What can?</i>	<i>Where / When will? Which will?</i>
<i>When can?</i>	<i>Who will?</i>
<i>Why can?</i>	<i>What might?</i>
<i>How can?</i>	

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Main Idea 1:

Main idea 2:

Main Idea 3:

Main Idea: 4

# Clarification

An opportunity for any questions or concerns to be raised and cleared up

Misconception with words or concepts can be clarified by each other in the group



## The Clarifier

You must clarify when:

- The group is confused by what they have read.
- When a word is read and not understood.
- When a sentence is read that doesn't make sense.
- When a question is asked.
- Think about what you did to help you understand and tell the group. E.g.  
Reread the sentence looking for clues to help you figure out the word or phrase; Break the word apart and look for smaller words you already know; Look for a prefix or suffix; Look at the text features.

# Put your responses on the sheet

Summarise

Reduce the  
information and  
create a summary of  
the key points

## *The Summariser*

- Tell the group what you have read in your own words.
- Have the group pick out the main ideas.

*The most important ideas are ...*

*The main idea is ...*

*This part was about ...*

*First,.. Next, .... Then, ...*

*This story takes place in ...*

*The main events of ...*

*The problem is ...*

**Put your responses  
on the sheet**

## Predicting

A prediction is a good guess about what you think you will find out about or what will happen next in a text.



Good readers make predictions before they read and as they read.

### Things that helps you make a prediction . . .

- Headings, pictures and other text features.
- The questions the author asks.
- Making connections to what you already know – your background knowledge and experience.
- Skimming, scanning and rereading the text.

### Prediction sentence starters:

- *Based on the title, subheadings, picture/diagram, etc), I predict that this page/chapter will be about...*
- *I think the next chapter (or page) will be about...*
- *From the questions I think that I will find out about...*
- *Based on (a clue), I imagine that...*
- *Based on what I know about... I believe that...*

## Questioning

Asking questions about a text helps you have a purpose or reason for reading and deepens your understanding.



Good readers ask themselves questions all the time while they are reading and read to answer those questions.

### Ask 'teacher-like' questions:

- *What is going on...?*
- *When is this happening?*
- *Where is...?*
- *Who will...?*
- *How is...?*
- *Why is...important?*
- *Why is that happening?*
- *How are \_\_\_ and \_\_\_ alike or different?*
- *Why would happen if...?*
- *What does ... mean?*
- *How will it ....?*
- *How come...?*
- *What might...?*
- *Why can...?*



## Clarifying

Clarifying means making the meaning of the text clearer. Clarifying helps you recognise when you don't understand parts of a text.



Good readers, when they notice they don't understand what they've read take steps to figure out the meaning.

### You read it but haven't got it when:

- The voice inside your head has stopped.
- The camera in your head or the movie stops.
- Your mind begins to wander.
- You can't remember what you just read.
- The questions you have are not answered.
- You have no idea what a word or phrase means or can say a word but don't remember what it means.

### Clarifying or fix- it up strategies:

- Re-read the part you don't understand, you may 'get it' the second time.
- Read forwards and backwards.
- If it's a word you don't understand, use the rest of the sentence to figure out what it means.
- Look at the text features for clues.
- Use a dictionary to look up words
- Ask a student or your teacher for help.

## Summarising

Summarising a text means picking out the main ideas and leaving out anything that is not essential.

Good readers look for the main ideas as they read and can give 'the gist' of what they have read in their own words.



How to summarise what you read:

- Look at the topic sentences - the first sentence in each paragraph.
- Look at the concluding sentence or last sentence in each paragraph.
- Answer the - *Who? What? When? Where? Why? How?* of the text.
- Focus on key details.
- Use key words and phrases.
- Leave out little details that aren't important.
- Write only enough to convey the gist.
- Use thinking maps, mind maps, graphic organisers, etc. to plan your summary.
- Use a coding system as you read.