



# RECIPROCAL TEACHING: DUO STYLE

## OVERVIEW

Reciprocal Teaching (RT) is a four-student comprehension process that has been validated through years of success for improving the comprehension of all students. Further, it has documented greater success with struggling readers. One of the best uses for RT in content classes is when students are given reading time during class.

The problem with getting students to use RT outside of class time, especially at HS and college level, is the difficulty in getting three buddies together at the same time who need to read the same chapter. To avoid this scheduling problem, while taking advantage of the power of RT, the following two-person RT process has been developed. In a tutoring situation, the tutor can assume the role of one reader.

It is important to use this process with EACH paragraph in the beginning, moving to SECTIONS much later in the comprehension-enhancement process.

## PROTOCOL STEPS

### 1. Predict

Reader 1 predicts what the paragraph will be about, using visual and written clues, or the information from the previous paragraph.

\*When I look at the title and visual clues, I think this will be about.....

\*Thinking about what we've read and discussed, I think .... might be next?

### 2. Read

Readers can take turns reading paragraphs, or they can work through it together, decoding and reading as they go along.

### 3. Clarify

Reader 2 asks questions that clarify the meaning of terms and concepts in the paragraph. Some clarifying prompts include:

- \*One of the words I wasn't sure about was...
- \*What other words do we know that we can use in place of...?
- \*This is confusing. Let's try to figure out this out by \_\_\_\_\_(strategy).

### 4. Question

Reader 1 creates a question that will help both of them think about the gist of the paragraph.

- \*One question I had about what I read was....
- \*What question(s) can we ask about what we've read?
- \*I'm curious about...

### 5. Summarize

Reader 2 leads the discussion about the gist of the paragraph. The goal is to develop a one-sentence summary.

- \*What does the author want us to remember or learn from this passage?
- \*What is the most important information in this passage?
- \*What kind of "teacher" question can I ask about the main idea?
- \*In my own words, this is about ...
- \*I think the main point was...

## Notes

Although not a part of the original RT research, I highly recommend writing down each summary sentence. When the chapter, article, or chapter section is finished, the RT duo can review all of the summary sentences to highlight the ones that are most important for understanding that text.

Be sure to provide enough guided reading practice so that students internalize RT as a buddy comprehension strategy. The research on RT found that at least 20 guided practice sessions were needed in order to ensure generalization outside of supervised reading time.

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