

Reciprocal Teaching Role Bookmarks

Summarizer

First, share your summary of the text reading (central idea, theme).

Next, ask others in the group to share their summary or add to your summary.

How to summarize:

- Look for the topic sentence.
- Look for who, what, when, where, why, and how.
- Omit unnecessary information.

Summary stems and sentences:

- This story or section is mostly about _____.
- The topic sentence is _____.
- Some supporting details are _____.
- The author is trying to tell me _____.

Summary frame:

This story or section about _____ begins with _____, discusses (or develops) the idea that _____, and ends with _____.

Self-assessment:

- My summary is more than one sentence.
- I asked for contributions to my summary.
- I listened and piggybacked on others' comments.
- I looked back in the text to support my thinking with evidence.

Questioner

First, ask your group members to create one or two questions that someone reading this text can answer.

Next, ask your questions first and call on volunteers to answer your questions. Don't allow yes or no answers. Try to ask open-ended questions.

How to question:

- Ask teacher-type questions.
- Ask questions that require returning to the text.

Question stems and sentences:

- Who is _____?
- What is or does _____?
- When or where is _____?
- Why is _____ significant?
- Why does _____ happen?
- What are the parts of _____?
- How do _____ and _____ compare?
- How does _____ happen?
- What if _____?
- What is most important _____?
- What is your opinion of _____?

Self-assessment:

- I asked more than two questions.
- I asked for text evidence to support answers from members of my group.
- I listened and piggybacked on others' comments.
- I looked back in the text to support my thinking with evidence.

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Predictor

First, ask group members to create a prediction based on what they see in the book.

Next, share your predictions and explain the evidence for them.

How and when to predict:

- A title is given.
- Headings are provided.
- The author poses a question in the text.
- The text suggests what it will discuss next.

Prediction stems and sentences:

- Based on the title, I predict this is going to be about _____.
- I already know these things about the topic or story _____.
- I think the next chapter or section will be about _____.
- Based on _____, I predict _____.
- Based on what _____ said or did, I predict _____.

Self-assessment:

- I predicted before, during, and after reading.
- I used text features or other text evidence to support my prediction.
- I listened and piggybacked on others' comments.
- I looked back in the text to support my thinking with evidence.

Clarifier

First, share your confusing words, sections, or phrases from the reading with your group and explain why they stumped you. Explain how a clarifying strategy could help all of you.

Next, ask your group members what they find confusing in the reading (phrases, words, or even concepts) and why.

How and when to clarify:

- Think about what confuses you or might confuse someone else.
- Clarify when anyone is confused during the discussion.

Clarifying stems and sentences:

- I don't really understand _____.
- A question I have is _____.
- A question I'd like answered is _____.
- One word or phrase I do not understand is _____.
- Let's reread section _____.

Self-assessment:

- I shared something that I find confusing during the reading.
- I led our group to deeper understanding by rereading or explaining a piece of the text.
- I listened and piggybacked on others' comments.
- I looked back in the text to support my thinking with evidence.