Reciprocal Teaching

Demonstration Lesson
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What is Academic English?

ALL students are AESL
(Academic English as a Second Language)

• Academic English is not natural language. It must be explicitly taught.

• Essential Components of Academic English Language:
  - Vocabulary (Tier 2 and 3 words)
  - Syntax (Complex)
  - Grammar (Sophisticated)
  - Register (Social vs. Academic)

(Kinsella, 2007)

Gibbons Chapter 2, "Speaking"

Characteristics of Effective Group Work for ELL Students

1. Clear and explicit instructions are provided.
2. Talk is necessary for the task.
3. There is a clear outcome.
4. The task is cognitively appropriate.
5. The task is integrated with a broader topic.
6. All children are involved.
7. Students have enough time.
8. Students know how to work in groups.
WHY RECIPROCAL TEACHING?

• Definition: Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text.

• Reading researchers Brown & Palincsar (1985) structured the dialogue with the use of four comprehension strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

RECIPROCAL TEACHING

A. Summarizer: What are the three most important events/details from the reading and explain why they are important and how they are connected?

B. Questioner: Pose at least three questions about the text—these questions could address confusing parts of the text or thoughts you wonder about.

C. Predictor: Identify at least three text-related predictions these predictions should help the group anticipate what will happen next.

D. Connector: Make at least three connections between the reading and your own experience, the world, and another piece of text.

RECIPROCAL TEACHING EFFECT SIZE

“Reciprocal teaching ranked d=0.74 which indicates that this method is extremely effective in improving student achievement” (Hattie, 2009, pg. 203).

- d=small effect
- d=.5=medium effect
- d=.8=large effect
The Story of Science by Joy Hakim (2007): "A Boy with Something on His Mind"

- Joy Hakim’s books use an ancient teaching method storytelling. Today it is known as narrative nonfiction.
- Can students understand relativity and quantum theory? Yes, in these books those sciences are presented as stories of discovery.
- Mostly the books are found in 5th and 8th grades.

Preparing to Learn

Chat Box Question: What do you want to know about Albert Einstein?

Albert Einstein

Fun Facts:
- Albert did not speak until he was 4 years old.
- Up until the age of 9, he would choose his words carefully before he spoke.
- He had a terrible memory.
- In 1921, he won the Nobel Prize in Physics for the photoelectric effect (not his theory of relativity).
Fifteen-year-old Albert Einstein is miserable. He is trying to finish high school in Germany, but he hates the school; it's a strict and rigid place. To make things worse, his parents have moved to Italy. They think he should stay behind until his schooling is completed. It isn't long, though, before he is on his way over the Alps, heading south to join them. Why does he leave Germany? Today, no one is quite sure, but a letter from the school offers a powerful clue: “Your presence in this class is disruptive and affects the other students.”

What are the Einsteins to do with their son? He is a high school dropout who has arrived without warning.

SUMMARIZER

In your own words, tell the group what the text said:

- Explain the reading in two or three sentences
- Think like the author and try to figure out what he or she wanted to tell you.

The others in the group will help you if you get stuck or if they think you forgot something.
Here's my summary of the most important information . . .

Ask group members for additional input.

My summary of the most important information includes that Albert Einstein is in high school in Germany, but he hates the school because it is a rigid place. His parents have moved to Italy, which seems to have exacerbated his feelings about school. Albert’s frustration is making him disruptive in school.

In the chat box, type your summary of the most important information about Albert Einstein so far.

My summary of the most important information includes . . .
You will pose three questions about the reading to the group. These could include questions that:
- address confusing parts of the reading, or
- thought questions that the reading makes you wonder about.

*My question regarding what I was confused about...*

*My question regarding what I wondered about...*

Ask anyone else if they have questions.

My questions regarding what I wondered about include:
- Why have Einstein’s parents moved to Italy?
- What has Einstein done to be disruptive?
- Why does Albert hate his school (examples of rigidity)?

In Zoom breakout rooms, share your questions with your group and come to consensus on 3 questions to answer.
By using text evidence, you will tell the group what you think you will read about next.

• What is the writer going to say now?
• What will the rest of the selection be about?
• Tell the group what evidence in the selection leads you to believe this.
• The others in the group will agree or disagree with your prediction and give their own evidence.

**Predictor Frames**

*Predictor*

"My prediction is . . ."

"My evidence is . . ."

Ask group members if they agree or disagree and to give their evidence.

**First Paragraph Prediction**

• My prediction is that Albert’s parents will be disappointed with his son being kicked out of school.
• My evidence is that Albert’s parents don’t know what to do with his son.

*Zoom breakout: share your prediction with your partner and show them where in the text you found the evidence.*
From what we have read so far, what do you think we'll read about next? Use the following frames to complete your response and use the following sentence frames:

- My prediction is . . .
- My evidence is . . .

Make at least three connections between ideas or events in the reading to:
- your own experience
- the world
- or other texts

Be prepared to explain these connections to your group.

CONNECTOR FRAMES
- My text to text connection was . . .
- My text to life connection was . . .
- My text to world connection was . . .

Clearly explain what part of the text you are making a connection to.
CONNECTIONS FOR FIRST PARAGRAPH

• My text to text connection is with "Catcher in the Rye." Einstein reminds me of Holden’s teen angst and how harsh it can be to become an adult.
• My text to life connection is that we often don’t know what is going on in our students' lives at home, which is why social emotional learning and relationships in school are so important.
• My text to world connection is that I wonder how many students act out because there are family issues going on.
• Zoom breakout: share your connections with your group and come to consensus on which ones you want to share with the whole group.

CHAT BOX

• Use one of the connection frames below to make a connection in the chat box:
  • "My text to text connection was . . ."
  • "My text to life connection was . . ."
  • "My text to world connection was . . ."

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Your turn: Chunk #2

While everyone in the family is worrying about his future, young Einstein's mind is somewhere else. There is a question that won't leave his head: "What would the world look like if I could sit on a beam of light?" He keeps asking himself. Albert is going to take the world way beyond the Industrial Revolution. He will bring about a new scientific age. But no one knows that now. His parents keep urging him to get serious about school. His father suggests that Albert forget his "philosophical nonsense." He needs a degree.