

Comprehension

Teacher Use:

Comprehension refers to the process of simultaneously extracting and constructing meaning. In other words, there are two challenges: Figuring out how print represents words (accurately and efficiently--extracting), at the same time formulating a representation of the information being presented (building new meaning and integrating new and old information--constructing meaning). (Snow & Sweet, 2003, p. 1.)

Reciprocal teaching is an instructional strategy whereby students become the teacher during reading sessions, particularly in a small group format such as guided reading. Students must be gradually trained how to complete each of these roles prior to doing them independently. The teacher should introduce each role, modeling the role through thinking aloud and providing plenty of examples. Practice each role separately over a series of days, giving students a chance to practice each role prior to regularly assigning all roles for students to act as teachers. The below cards can be given to students as prompts to remind them what their role includes.

This resource strategy can be used in whole group instruction, literacy stations, small group instruction, or for reading intervention.

Comprehension+



The Predictor

- Shares their prediction of what will happen in a book based on the title and picture on the cover.
- Asks the group or class if anyone else has a different prediction
- Stops their peer, the group or the whole class at key points in the book when it seems likely something might happen soon and asks for predictions
- The predictor can use some key sentences to remind classmates how to discuss predictions (I predict..., I think..., The next thing that might happen is....)

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The Visualizer



- Asks members of the class or group to visualize things during reading, such as:
- What a character might look like based on the author's description
- What the setting might look like
- How a particular action scene might be imagined or described
- Asks the group or class if the author's words help make it easier to picture things
- Pauses occasionally to ask if anyone visualized while they read
- Asks if any of the images students made might help them understand or remember better

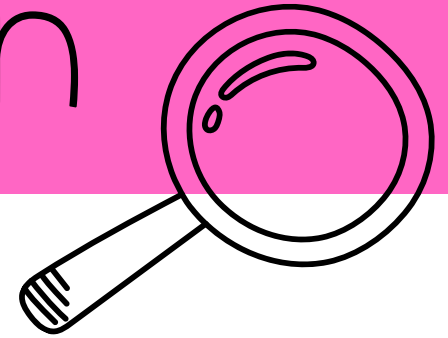
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The Questioner



- Checks to ask questions or asks the group/class what questions they might have thought of as they read
- Asks who, what, when, where, why questions of group or class
- Asks the group to come up with a thought provoking or challenging question
- Asks the group if this text is like something they have read before
- Asks the group if they can identify a theme, the author's message, or a moral to the story

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The Clarifier

- Checks to see if anything is unclear and encourages students to think about the text
- Stops to ask if members of the group or class know the meaning of a vocabulary word
- Stops to ask the group or class if they know what type of text is being read and what the characteristics of the text may be (e.g., genre)
- Asks the group or class if they know the author's intention in writing the piece or the message the author is trying to get across to the reader

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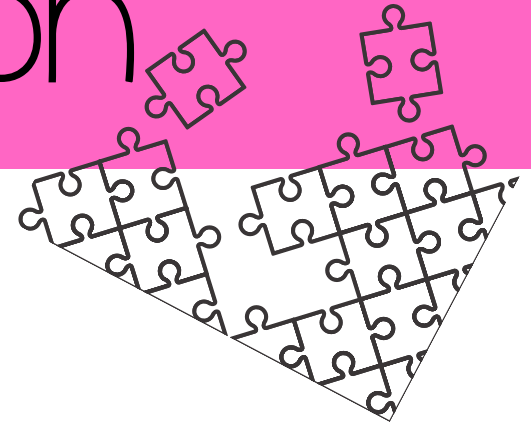
The Summarizer



- Summarizes what a text was about at the end of reading
- Asks members of the group or the class if they can come up with a different summary
- Asks the group or class if anything can/should be added to the summary
- May take summary a step further by asking the group or class to think about the most important who/what in the story, what the most important who/what did, and to describe a main idea or theme from the story in ten words or less

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The Connector



- Asks members of the group or class to compare the text to other paragraphs, stories, books, poems, movies, events
- Asks members of the group or class to make:
 - Text-to-text connections
 - Text-to-world connections
 - Text-to-self connections
- The Connector may ask members of the group or class to share using sentence starters such as:
 - This is similar to...
 - This reminds me of...
 - I remember when we read...
 - I wonder why this text is important to what is happening now...
 - Once something similar happened to me...