

## **Reciprocal Teaching**

**(Adapted for the module China (9<sup>th</sup>-17<sup>th</sup> Century): Commerce, Technology, and Intercultural Contacts from the Alabama Reading Initiative Secondary Team 2007 (revised 2009))**

Reciprocal Teaching is in some ways a compilation of five comprehensive strategies/roles: Summarizer, Definer, Artist, Questioner, Genius.

Understand that some think the choice of “reciprocal” in the name of this strategy is slightly misleading. It conjures up the image of a student in front of the class, or of students taking turns telling each other important ideas in the text. Instead, the strategy is best at seeking to promote comprehension by tackling the ideas in a text on several fronts. The order in which the five stages occur is not crucial; you’ll want to try out different versions of the strategy to see if a particular protocol suits your teaching style, and your students’ learning styles, better. You will also want to choose text selections carefully to be certain that they lend themselves to all five stages of reciprocal teaching.

Procedure:

1. Put students in groups of five.
2. Distribute one note card to each member of the group identifying each person’s unique role.
  - a. Summarizer
  - b. Definer
  - c. Artist
  - d. Questioner
  - e. Genius
3. Have student read a “chunk” (small portion) of the assigned text selection.
4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
5. The Definer will define any unclear words or vocabulary words within the text.
6. The Artist will sketch a drawing of something that represents an idea or “thing” in the reading selection.
7. The Questioner will pose questions about the selection:
  - a. Unclear points
  - b. Puzzling information
  - c. Connections to other concepts already learned
  - d. Motivations of the agents or actors or characters
  - e. Etc.
8. The Genius will relate/connect the information within the assigned text to everyday life.
9. The roles in the group then switch one person to the right, and the next reading selection is read. Students repeat the process using their new roles. This continues until the entire reading selection is read.

**\*Adapted from the Alabama Reading Initiative Secondary Team 20017 (revised 2009)**