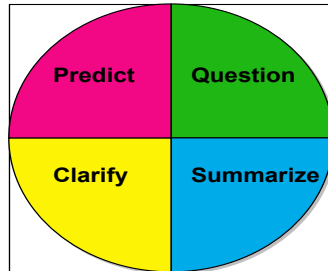


Accelerate Literacy for All Students with "The Fab Four" Comprehension Strategies The Science of Reading in Action!



With Lori Oczkus, Author/Literacy Coach
Contact Lori for additional FREE Materials or PD
www.lorioczkus.com or loczkus52@earthlink.net

Session Objectives

- Define Reciprocal Teaching and high yield results .74!
- Build a MINI-LESSON MENU
- Share FOUNDATIONS and GUIDELINES for success with any text any grade level.
- Discuss engaging "GO TO" Fab Four lessons
/ READ ALOUDS, CLOSE READING, VARIED Fab Four DISCUSSIONS - table teams, book clubs, partners

Reciprocal Teaching at Work
By Lori Oczkus

Close Reading with Paired Text
By Lori Oczkus and Tim Rasinski
K-12 Comprehension Series



Deepen Readers' Comprehension with Reciprocal Teaching

LORI D. OCZKUS
RECIPROCAL TEACHING AT WORK
Powerful Strategies and Lessons for Improving Reading Comprehension, 3rd Edition
Lori Oczkus
Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension, 3rd Edition
• 4 fabulous strategies
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What is reciprocal teaching?

Reciprocal teaching is a scaffolded discussion technique that includes four strategies that good readers use- predict, question, clarify, and summarize. (Oczkus, 2018). The strategies are modeled, practiced, and discussed in any order with a teacher and peers. (Palinscar & Brown, 1984) Include all four strategies in lessons for results!

What are the results you can expect when using reciprocal teaching?

15 days (Palinscar&Brown,1984) .74 in one year (Hattie, 2009)

In 3-6 months/2 years growth (Oczkus,2018)

Use the technique 2-3 times per week for results!

What problems do students experience with comprehension?

- Decode but do not comprehend
- Can't find main ideas/ details
- Lack necessary vocabulary
- Experience difficulty finding text evidence or inferring
- Are not interested in the reading material
- Find informational text challenging
- Are unaware of their poor comprehension

What does research say about reciprocal teaching?

-Palinscar and Brown, (1984)- middle school results in 15 days!

-Hattie, (2008) .74 one year #9 of 138 practices that yield results

- Rosenshine & Meister, 1994 16 studies .74 in one year

What does reciprocal teaching look like in the classroom?

Reciprocal teaching can be used at any grade level with any reading materials!

✓ Interactive Read Aloud

Teacher pauses throughout the reading to model then invites students to partner/respond for each of the strategies.

✓ Close Reading Article/Poem/Short Story

The teacher rotates through the four strategies as the students read a short text (article, poem, story) together marking their questions and words to clarify in different colored pencils or with sticky notes. They summarize in teams using key words and share with the class. They sketch, dramatize, or write a 10-word summary together. Students may be assigned roles -predictor, clarifier, questioner, or summarizer.

✓ Chapter Book

Students take on roles in teams of predictor, questioner, clarifier, and summarizer as they read and discuss the text. The teacher continues to model as necessary. Students may use sticky notes to mark discussion points in the text

✓ Tier Two Small Group Reading

Teacher guides students to discuss predictions and records them on a chart. During reading the teacher coaches individuals while students record 1 tricky word and one question on sticky notes to post on the chart. After reading students share words to clarify, ask questions in pairs, and use their fingers to create 10-word summaries.

Fab Four Teacher Directed Lesson Read Aloud



(Oczkus, 2023)

Procedure: Teacher pauses to model throughout → partners talk → class discusses
Materials: any text, use the Fab Four menu to select engaging ideas for each of the Fab Four. Use a read aloud, informational article, short story, or poem.

1. **Teacher Modeling**—Pause throughout a text to model each of the strategies using examples from the text. Use language such as— Notice how I... Watch me as I...

2. **Student Participation**— After modeling how to apply one of the strategies students practice in pairs to use the same strategy. Model using the next strategy and students try it with partner or teams.

Predict: Use the title, cover to make logical predictions.

Question: Model how to question. Partners take turns asking each other questions.

Clarify: Choose a tricky word or phrase to clarify. Students work in teams or pairs to find tricky words to clarify in each section of text.

Summarize: Model how to summarize the text using key vocabulary. Students work in teams or pairs to practice summarizing.

Close Reading With Reciprocal Teaching

(Oczkus & Rasinski, 2015)



•Find a poem, short info text, or a portion of text that is *worthy* of being reread for different purposes. Or allow *students* to choose which portion of a text to reread closely.

Steps to FAB FOUR Close Reading Lessons

1. Predict

Skim text discuss predictions.

2. Students read silently with a pencil to mark tricky/interesting words. (Poetry chant together)

3. Teacher reads aloud. Students join in.

4. Reread to Clarify

Students reread in pair/teams and discuss tricky/interesting words or parts.

5. Reread to Question

Students reread to answer/ask questions in teams or pairs.

6. Reread to Summarize

Students work in pairs or teams to summarize the text. Choose favorite parts to sketch or act out.

Fab Four Menu

(Oczkus, 2023)

Predict



I thinkbecause...

I bet.....because...

I think I will learn...because..

Skim and Scan pg. 221 run fingers and eyes down text and use words that “pop” to predict.

Big Predictions/Little Predictions-pg. 159 Predict overall themes, problems etc for the text predict for smaller segments of text

Fiction Prediction- Predict setting, characters, problem, main events prior to reading. and after reading fill in organizer.

See The TOC- Predict using the table of contents/students choose a topic they are interested in learning about

Text Feature Predictions pg. 107 Predict using text features such as captions, headings, and visuals.

Question



I wonder....

Who, what, where, when, why, how?

Wonders/Quiz/Thinking Questions pg. 109

ask wonders, facts, and critical thinking **It's Your Question** pg. 162 are assigned question words prior to reading and then during reading create questions to ask the group.

Flip It Model how to “flip” a sentence into a question. Pairs do together.

Pop the Question- Students role-play as characters/concepts from the text and ask questions of one another.

Monitor/Clarify



I didn't get the _____

(word, sentence, part, page, picture, chapter) where... so I....

Pause to Clarify Chart pg. 72 write words on one size sticky note and ideas on another size to post on a group chart. Discuss ways to clarify words and ideas.

Reread it! Eyeball it! Pg. 164 Students look for descriptive passages to reread and clarify. Mark with a sticky note and “eyeball”.

Little Kid Trick asks, “How would you teach this word to a younger child? or Find a word that would be hard for a younger child.”

Bring in Another Word- pg.225 Students share synonyms for tricky words.

Summarize



This was about.....

I learned.....

Key Word Summary- Students choose key words and create gestures to go with their summary and vocabulary.

Limited Word Summary pg. 114 work in teams to write summaries 20-30 words.

Favorite Part Summary pg. 166 Students share their favorite parts on post its /categorizes beginning, middle, end.

Expert Summaries-Students summarize a portion of text and become the experts.

Read, Cover, Retell- Linda Hoyt’s fun idea cover text and retell without peeking!

T and V- What did you learn from the text, visuals?

Expert Summaries: pg. 227 Students are in charge of a portion of text to summarize.

Interesting/Important: Sort sticky notes for each on a chart for both kinds of facts.

Fab Four Bookmark



Predict

Use clues from the text or illustrations to predict what will happen next.

I think...because...

I'll bet...because...

I suppose...because...

I think I will learn...because...



Question

Ask questions as you read. Some are answered in the book, and others are inferred.

I wonder....

Who? What? When? Where? Why? How?

Why do you think?



Clarify

How can you figure out tricky or hard words and ideas?

I didn't get the [word, part, idea] so I:

- Reread
- Ask if it makes sense
- Read on
- Talk to a friend
- Sound words out



Summarize

Using your *own* words, tell the main ideas from the text in order.

This text is about.... Next,....

This part is about.... Then,....

First,.... Finally,....

Best Ever Literacy Survival Tips: 72 Lessons You Can't Teach Without by Lori D. Oczkus. © 2012 International Reading Association. Bookmarks reprinted from Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension (2nd ed., p. 74) by L.D. Oczkus, 2010, Newark, DE: International Reading Association. May be copied for classroom use.

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Vary the Ways to Read Using Reciprocal Teaching

Lori Oczkus, 2024



Ideas From “Reciprocal Teaching at Work” by Lori Oczkus (ASCD)

<p style="text-align: center;">Fab Four Bookmark</p> <p>Model one of the prompts listed. Students use the same prompt or allow student choice. Discuss responses with partners.</p>	<p style="text-align: center;">Roles</p> <p>Students take on roles of predictor, questioner, clarifier, and summarizer as they work in teams.</p>	<p style="text-align: center;">Dice</p> <p>Use the dice pattern in the back of the book. Or students can take turns rolling dice every few pages for the next strategy.</p> <ol style="list-style-type: none"> 1. Predict 2. Question 3. Clarify 4. Summarize 5. Free Choice 6. Free Choice
<p style="text-align: center;">Free For All</p> <p>Read a few pages and pause for students to choose which strategy they need or want to employ on a given page.</p> <p><i>Option: Model using the Which One Do I Need lesson if students need scaffolding. Page 142.</i></p>	<p style="text-align: center;">Rotating Roles</p> <p>Use simple role name cards with predictor, questioner, clarifier, and summarizer on them.</p> <p>Students start with a role for the first few pages or designated “chunk”. They pass the cards every two pages or paragraphs to take on a new role.</p>	<p style="text-align: center;">Rules for Collaborative Conversations</p> <p>See bookmark on page 247</p> <p style="text-align: center;">Be an Active Listener</p> <p style="text-align: center;">Take Turns</p> <p style="text-align: center;">Add On</p> <p style="text-align: center;">Ask Questions</p> <p style="text-align: center;">Agree/Disagree</p>

Name: _____ Date: _____

Shark Specs

Adapted from a piece by John Lockyer

When you think about the ocean, what animals do you think of? Perhaps you think of fish. If you do, then you could be thinking about sharks. Sharks are fish. There are about 350 different species of sharks in the world. Let's learn more about the whale shark and the great white shark.

The whale shark is the biggest fish in the world. It grows more than 40 feet (12 m) long and can weigh up to 13 tons (11,793 kg). Whale sharks are slow swimmers. They have a top speed of 3 miles per hour (5 km/h).

Whale sharks swim with their mouths open. They suck in water that is filled with plankton and small fish. Whale sharks' mouths can be 5 feet (1.5 m) wide. They can suck in over 1,500 gallons (6,000 L) of water an hour.

Great white sharks are one of the most famous species of shark. Movies have even been made about them! Most great white sharks grow to between 12 and 20 feet (about 3.5 to 6 m) long. That's about as long as a van.

Great white sharks are amazing hunters. They can reach speeds of 25 miles per hour (40 km/h) and can leap out of the water to catch their prey.

Scientists want to learn more about sharks. They do this in different ways. Some climb into cages and go in the water to film the sharks. Other scientists swim with sharks. They have to wear special diving suits to keep safe! These people help us learn more about these amazing fish.

Shark Measurements

Shark	Average length	Average weight
dwarf dogfish	6 inches (15 cm)	1.5 ounces (43 g)
bullhead shark	40 inches (1 m)	20 pounds (9 kg)
angel shark	5 feet (1.5 m)	66 pounds (30 kg)
thresher shark	15 feet (4.5 m)	350 pounds (159 kg)
Greenland shark	20 feet (6 m)	2,200 pounds (998 kg)
great white shark	20 feet (6 m)	7,000 pounds (3,200 kg)
basking shark	33 feet (10 m)	15,400 pounds (6,985 kg)
whale shark	40 feet (12 m)	28,700 pounds (13,018 kg)

Name: _____

Date: _____

It's HOW Big?!

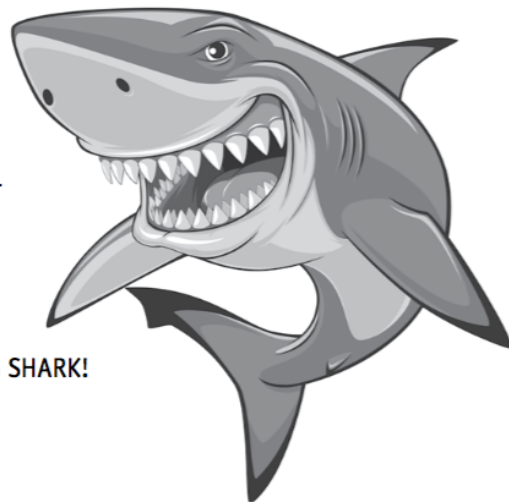
"Angel shark" sounds sweet and pure,
So innocent and tame.
The smaller of its chordata kin . . .
But B-I-G just the same.
60 inches sounds quite small—
But 60 inches is 5 feet,
And since I'm only 4 foot 9
This shark has got me beat!

A lemon shark—how sweet is that?
Its color is a sunshine yellow;
So, surely its disposition
Is a sunny kind of mellow?
Still, 118 inches . . . hmm.
That's something to be weighed.
I mean, 10 feet of shark
Can cast a fearsome shade!

Hey, blue shark, don't be so sad;
There's no reason to feel blue!
All the other sharks must be
Tickled pink to play with you.
But—wow! You're 157 inches long?
That's something to consider.
13 feet of blue shark
Can eat a sizeable dinner!

But, oh, I spy a Great White Shark—
A WHALE of a shark for sure!
240 inches from nose to tail—
What a sizeable size to procure!
But really, *how* big is that?
240 inches . . . wait, 2-4-0 you say?
THAT'S 20 FEET OF BONE-CRUNCHING SHARK!

Oh, dear. Let's call it a day.



Reciprocal Teaching Resources

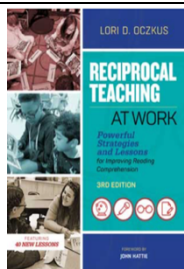


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Reciprocal Teaching at Work K-12

by Lori Oczkus

Foreword by John Hattie (ASCD)

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- Scroll down for a sample chapter AND a
- FREE study guide for groups or individuals



Close Reading with Paired Text K-12

by Lori Oczkus and Timothy Rasinski

one book per grade level k-5 / middle and secondary called "secondary"

<https://www.teachercreatedmaterials.com/shell-education/series/close-reading-with-paired-texts-211>