

### Reciprocal Teaching Group Leader Checklist

#### **Training Group Leaders with Script**

Since you are now training group leaders but still working with the whole class, you will communicate with the group leaders, and ask them to communicate to their tables. Begin by having group leaders pass out the Reciprocal Teaching checklist to everyone at their respective tables. Next, review the group leader responsibilities with the class.

***Group leader is responsible for facilitating the conversation, making sure everyone participates equally, guiding the group through the clarifying step, and monitoring time.***

You will then progress through the script. Teachers notes are in red.

- ✓ ***Group leader assigns roles; students write their names next to their roles.***

When you first introduce the checklist students will have two roles: summarizer and questioner. Group leaders can assign two students to the same role, as long as everyone has all the roles completed by the end of the week.

- ✓ ***Group leader clarifies directions.***
  - ***Restate text title, page number, and length of text.***
  - ***Direct students to write down page numbers and text title next to role.***

At this point the length of text to read is still a class discussion. The teacher will help the students decide how much of the text they can process at once, based on the complexity and whether they are listening or reading independently. After the class decides, group leaders will reiterate that information to their groups, asking them to write page numbers and text title next to roles.

- ✓ ***Group leader states how text will be accessed: audio text, teacher read aloud, student reader, silent reading.***

At this point it is recommended that the teacher read aloud or play an audio version of text. Teacher says, “Group leaders, you can tell your group that I will be reading out loud, and remind them to take notes as I read.” How students access text will depend on their word recognition abilities.

- ✓ ***Group leader sets timer for five minutes for students to complete their roles.***
  - ***Monitor group and offer more or less time.***
  - ***Encourage early finishers to practice role in sentence frame.***

Teacher says, “Okay group leaders, you can tell your group that they have five minutes to complete their roles, and if they have any questions they can ask you.” The group leader can adjust the time to accommodate the group. If students are done early they can proceed with the conversation, or if students are not done at the end of five minutes the group leader can offer more time. Students who are done should practice reporting out in the sentence frame on the checklist.

- ✓ **Group leader calls on members to share what they have in the following order: summarize, question, clarify, predict.**

When the timer goes off, teacher reminds group leader to have students share their roles by following the frames below. When a student is sharing the summary orally, they should say their keyword, pause, then report—and look around for consensus. This continues for each keyword. This is because it is difficult to process whether or not all components of a summary are there if students are reporting out in sentences. In a situation where everyone has the same role each person can report out several keywords. Provide practice with the sentence frames in order to facilitate use of academic language within groups:

- **Will you please share your \_\_\_\_\_ with the group?**
- **\_\_\_\_\_, do you have anything to add?**
- **Could you please repeat what you said?**

Here are additional sentence frames by role. Please note the primary goal of Reciprocal Teaching is to have an academic conversation surrounding text. You can change the sentence frames to accommodate your class needs, but the primary focus is speaking and listening, not writing. One way to reinforce the concept of speaking and listening is to explain to the group that if the summarizer asks the group if the summary is correct and they all agree, that is a reflection of the group’s understanding, not just that person’s understanding. Also, if a student asks someone a question and they respond, the student has to acknowledge the response. As students are reporting out with these frames, circle around and pick out students who are willing to demonstrate how they report to the class. It is worth spending time modeling the frames.

### Sentence Frames by Role

<b>Summarizer</b>	<b>Questioner</b>	<b>Clarifier</b>	<b>Predictor</b>
<p><i>My summary is _____.</i></p> <p><i>Who:</i></p> <p><i>When:</i></p> <p><i>Where:</i></p> <p><i>What:</i></p> <p><i>Do you all agree, or do you have anything to add?</i></p>	<p><i>My literal question is _____.</i></p> <p><i>_____, what do you think?</i></p> <p><i>My inferential question is _____.</i></p> <p><i>_____, what do you think?</i></p>	<p><i>I didn’t quite understand _____.</i></p> <p><i>Can you all help me with that?</i></p>	<p><i>I predict that _____.</i></p> <p><i>My evidence is _____.</i></p> <p><i>_____, do you agree or disagree with my prediction? Why or why not?</i></p>