READING AT RBSS-COMPREHENSION

From Grade 3 to Grade 6.
In this workshop you will:

- explore the Reciprocal Teaching approach to developing comprehension,
- look at some of the activities that teachers use to develop comprehension,
- find out ways to support your child at home, including the resources found online through our local library.
What is Reciprocal Teaching?

• First developed by Annmarie Palinscar and Ann Brown (1984), reciprocal teaching is an instructional procedure for teaching students to use multiple comprehension strategies to improve the learning of content.

• The focus is on four strategies –
  - Predicting
  - Clarifying
  - Questioning
  - Summarising

• Teachers first model the strategies, then invite students to apply the strategies themselves. It is a gradual release of responsibility.
Goals of Reciprocal Teaching

• To improve students’ comprehension strategies using four comprehension strategies – predicting, questioning, clarifying and summarising

• To guide students to become reflective and independent of their strategy use

• To help students monitor their reading comprehension using the strategies – before, during and after reading

• To use the social nature of learning to improve and scaffold reading comprehension
1. Prediction

- Assists students in **setting a purpose** for reading and in **monitoring** their reading comprehension

- Involves **previewing** the text to **anticipate** what might happen next using information from the text and prior knowledge to make logical predictions before and during reading
What’s involved?

- Fiction Text: preview cover and the blurb on the back, title, illustrations for clues

- I imagine it might be about...
- I wonder if Fearless is always scared..
Non fiction – discuss text’s headings, illustrations and other features such as maps, graphs, tables to predict what they will learn, content, main ideas

I wonder if sharks look after their young? I think that sharks have very pointy teeth. Do they need to grind food at all?

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Reading

This step involves the leader instructing members of the group to read up to a certain point. They can read silently, to the group, to a partner or in unison. It is the leaders responsibility to ensure everyone has a turn, including themselves.
2. Clarifying.

Clarifying helps to monitor own comprehension as readers identify problems they have in comprehending or figuring out difficult words

- Opportunity to share ‘fix-up’ strategies to construct meaning
- Makes problem solving during reading more explicit for students
Language of Clarifying

Identifying the problem

• I didn’t understand the part where...
• This [sentence, paragraph, page, chapter] doesn’t make sense...
• I can’t figure out...
• This is a tricky word because...
## Clarifying Strategies

<table>
<thead>
<tr>
<th>To clarify an idea</th>
<th>To clarify a word</th>
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<tbody>
<tr>
<td>I reread the parts that I didn’t understand</td>
<td>I reread</td>
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<tr>
<td>I read on to look for clues</td>
<td>I look for word parts that I know</td>
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<tr>
<td>I think about what I know</td>
<td>I try to blend the sounds together</td>
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<td>I talk to a friend</td>
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<tr>
<td>I try to visualise the story</td>
<td>I read on to find clues</td>
</tr>
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<td></td>
<td>I try another word that makes sense</td>
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3. Questioning

Questioning increases students’ awareness of the text’s important ideas.

• We use the QAR Model (Question Answer Relationships).

“Where do I find the answer?”
In the Book.

Right there Questions – Can be found in the one spot in the text.

- WHO, WHAT, WHERE and WHEN questions.
  
  Who is Fearless? What does Mum give Fearless at the end? What do sharks eat? Where do echidnas live?

Think and Search Questions – Answers gathered from several parts of the text.

- Who and What? Where and when? What are the important parts?

  What are some of the things Fearless is afraid of?
  Discuss the different ways an echidna’s protect themselves from predators.
In My Head.

Author and Me – answers are based on information in the text and your own experience.
• Why do you think the author...
• how did the author make you feel..

Why do you think the author said the family should be called the Smiths? After the burglary do you think the family will always think Fearless is brave?

On my Own – Answers come from your own experience NOT from the text.
• What do you know already about... What do you think ..
  When have you felt scared before? What pet would you like?
  Discuss a time when someone in your family embarrassed you.
4. Summarising

Summarising requires students to recall and arrange only the important ideas in a text.

Summary organisation is based on the text type:

- **Fiction**: characters, settings, problem, events, problems, resolution.

- **Non fiction**: important points arranged in a logical order.
Summarising helps to construct overall meaning of:

- Text
- Story
- Chapter
- Article

Provides frequent opportunities to witness others summarising and to participate in their own summaries – leading to greater proficiency.
Fearless

• This book is about a bulldog named Fearless. Sadly Fearless is a bit of a scaredy cat. He is scared by most ‘people’ things and is often confused too, e.g. Why leave paper on the ground to get dirty? Fearless is full of heart but he doesn’t seem to have much of a brain.

• In the story, Fearless is in bed when a man with a funny hat comes into their home. Whilst Fearless is just trying to talk to the man, he actually scares him off. The family is very proud of him as the man was a thief.

• Fearless is even scared when he is given a bone as a reward. Fearless will always be a scaredy cat.
In a nutshell……

- Students learn to use multiple strategies such as predicting, connecting, questioning, summarising and clarifying, and these are supported through dialogue between Teacher and Student as they attempt to gain meaning from text.

- Students check their understanding by generating questions, clarifying and summarising.

- Expert scaffolding is provided for cognitive development as students move from spectator to performer – gradual release of responsibility.
Online Reading

**Storyline Online**

[http://www.storylineonline.net](http://www.storylineonline.net)

Developed by The Screen Actors Guild Foundation, Storyline Online features accomplished actors and actresses reading some of their favorite children's books. Each story comes with a free Activity Guide and can be viewed on YouTube or SchoolTube. *Rainbow Fish*, Wilfrid Gordon Macdonald Partridge, and *To Be a Drum* are just a few of the books available.

**Launching young readers!**

**Reading Rockets**

Various reading resources for parents and students.