

Reciprocal Questioning/ Teaching

Description

This is a strategy in which students learn the skills of summarizing, questioning, clarifying, and predicting well enough to act as an instructor of content. Students develop these four skills and learn meta-comprehension skills while reading independently or completing a hands-on inquiry activity.

Purpose

The aim of reciprocal questioning is to have students actively participate in the discussion of the text or activity. Students read to learn and learn to apply practices of good readers. If using this strategy with an activity, students learn to carefully observe, listen, communicate, and participate. This comprehension technique uses structured discussion based on the four strategies listed in the description. After learning all four skills, students can work in small groups, reading portions of a text or following the procedures of an activity, and taking turns as the teacher.

Connection to Inquiry and Standards:

This strategy incorporates several elements of inquiry: students asking questions, summarizing information, clarifying and revising the original questions based upon experiences with phenomena or text, predicting, and connecting prior knowledge to newly acquired information. Students also sharpen observation and communication skills. Connections to the Pennsylvania Reading, Writing, Speaking and Listening Standards include (1.2) Read and understand essential content of informational texts and analyze text for information and (1.3) Reading, Analyzing, and Interpreting Literature. Additionally, the technique requires careful listening and use of speaking skills (PA Standard 1.6).

Materials

Selected text or an activity to use with this strategy.

Procedure

The teacher should model all four questioning roles with the students prior to students using reciprocal questioning on their own. The questioning roles are: 1. Ask a study question - This helps students identify important information from the text or activity. 2. Summarize passage or activity - This encourages students to identify main ideas or important conceptual knowledge in their own words. 3. Clarify, question - This helps students to notice if there is a breakdown in their understanding and use context clues for better comprehension. 4. Predict - This step provides a link between what students already know about the topic or concept and the new knowledge acquired through reading or the activity.

Resources

Manzo, A.V. (1969). "The request procedure." *Journal of Reading*, 11, 123-126.

Tompkins, Gail E. (1996). *50 Literacy Strategies: Step by Step*. Columbus, OH: Merrill