**Reciprocal Teaching**
**Fidelity Checklist**

Reciprocal Teaching is a method of teaching that differs from the traditional, lecture-and-take-notes lesson plan. Rather than students simply reading a text and listening to his or her teacher talk about the text, reciprocal teaching allows for a dialogue between student and teacher, or multiple students. This dialogue keeps students actively engaged and in charge of their own learning. There are four steps in reciprocal teaching: generating questions, summarizing, predicting, and clarifying.

In generating questions about the text they have just read, students are forced to be active participants in their own reading. They cannot read passively if, by the end of the chapter, they must have a list of questions to present to their peers and teacher. Likewise, by summarizing the reading, students must think deeply about what they have just read, and be able to verbally communicate those thoughts. In predicting, students must not only be able to understand what they have just read, but understand well enough to make inferences about what will happen in the future. Lastly, in clarifying, students are given the opportunity both to ask for help in areas where it is needed, but also to offer help in areas where they are succeeding.

Reciprocal Teaching is a broad strategy that leaves a lot of room for creativity. Some activities that can help facilitate reciprocal teaching are reading buddies, small group discussions, class presentations, and one-on-one discussions with the teacher.

**Science of Reading connection**: According to the first of the Four Pillars (Reutzel & Cooter, 2018) for Reading Success, a Pre-service teacher must be skilled in facilitating discussions with their students. Through the use of Reciprocal Teaching, pre-service teachers can easily facilitate discussion in a way that also benefits the student. Both student and teacher have time to read, ask questions, think about the text, and make predictions of the text, which helps the students grow in reading comprehension, and the teacher in their ability to engage in fruitful discussion with their students.

Date: Activity/Class:

| | YES | NO | COMMENTS |
|---|---|---|---|
| 1. Prepare students by giving them the background information of the text they are about to read. | | | |
| 2. Let students read independently, and write down all the questions they have while they are reading the text. | | | |

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| 3. Have students get into pairs, and have each student summarize to their partner what they have just read. | | | |
| 4. Give each pair of students time to ask and answer one another's written questions, after they have both summarized the chapter. After they have discussed their questions, students should both write down and verbally communicate predictions they have, based on their previous discussions. | | | |
| 5. Lastly, students have time to ask for help in areas of the text in which they struggled or were confused. They can either ask the teacher, or discuss with their peers. Students are also encouraged to answer one another'shttps://bit.ly/3x8IaOY questions, as well as any questions the teacher presents. | | | |
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| Total steps completed accurately: | | | |
| Percentage of steps completed accurately: | | | |

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| Additional notes or comments: |