**Guidelines for Reciprocal Teaching**

Reciprocal Teaching is not a new strategy – it’s actually been around since the 80’s. It’s important that you have taught each comprehension strategy to mastery before you try it in your class, so if you haven’t, please go to “Strategy Instruction” section on this page.

In Reciprocal Teaching, the teacher hands the power over to the students. This fosters independence, helps combat learned helplessness, and helps them generalize what they’ve learned in your class to other classes, and other texts.

Step 1. Teach each strategy explicitly until students have achieved mastery in each.

* Confirm your students have had enough practice with each of the individual comprehension strategies (summarize, question generating, clarification, prediction).
* **If they don’t, please go back and review/reteach as needed before you begin.**

Step 2. Strategically choose groups and leaders.

* Consider behavioral needs and relationships. Students who crave POWER and ATTENTION make the strongest group leaders – even if they are a student who sometimes acts out in your class.
	+ If your student is engaging in attention-seeking behaviors in ways that are not productive in your class, being an RT Leader might give them a productive way to channel that need.
* Choose groups that can work together productively, and make changes if needed. Groups can stay the same all semester, or you may mix them up from time to time. Use your judgment.

Step 3. Practice transitioning in and out of groups several times.

* If you use small groups regularly in your class, you know that transitioning in and out of groups is sometimes the hardest part. Teach your students explicitly (step-by-step) the procedures and your expectations for getting into and out of groups.
	+ Use a timer.
	+ Assign jobs (who will get materials? Who will bring the textbooks?)
	+ Have some fun races—which group can transition most efficiently? Give rewards and give lots of opportunities to practice.

Step 4. Strategically guide the class and the group leaders through the process to independence.

* Before handing the power over to the students, consider conducting a “Leader Training” session.
* Next, scaffold the process by acting as the leader for the entire class.
	+ Teacher leads the class through the RT process, modeling how to use the Group Leader Checklist for the whole class as they work in their small groups.
* Gradually hand the power over to your Group Leaders once they have mastered the process.

Step 5. Group leaders oversee the groups as teacher monitors.

* It is critical that you use require the leader to use the Group Leader Checklist every time. This includes the sentence frames. Correct as often as needed when you begin RT to teach students to use the sentence frames in their groups. This encourages the use of academic vocabulary, and keeps them focused on each element in the RT process.

Step 6. Students use the Foursquare worksheet for accountability.

* Students ONLY fill out one section of the Foursquare in each RT rotation.
* They do NOT copy what their classmates have written—the focus is on fulfilling their role and participating in verbal discussion.
* Students will hand in their worksheets for accountability with only their roles completed.