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THE USE OF RECIPROCAL TEACHING AS A MEDIATIONAL
TOOL TO ENHANCE READING COMPREHENSION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Bilingual/Cross-Cultural Education

by
Luz Elena Nguyen
June 2007

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TOOL TO ENHANCE READING COMPREHENSION

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Approved by:



Dr. Barbara Flores, First Reader

6/5/07

Date



Dr. Enrique Morillo, Second Reader

ABSTRACT

The purpose of this thesis was to study how Reciprocal Teaching can best serve students in a third grade classroom for reading comprehension. This project developed a curriculum for teachers using Reciprocal Teaching for reading comprehension. Several Mediated tools are developed to enhance reading comprehension with clear explanations on how to implement Reciprocal Teaching with the current curriculum and California Standards on comprehension.

ACKNOWLEDGEMENTS

I would like to thank my thesis advisor, Dr. Barbara Flores for never giving up on me and for opening the possibilities of furthering my education. Thank you for carrying the lighted torch which illuminated me through my hardest times. In addition, I would like to thank my children, Elsa T. Nguyen, my son Anthony T. Nguyen, and Virginia T. Nguyen for their support and patience throughout my educational years. Also, I would like to thank my mother Alicia J. Fostier for giving me the courage to continue with my education. A special thanks goes to my reader Dr. Enrique Murillo for always supporting our culture and becoming the voice of our culture.

DEDICATION

I write this thesis in loving memory of all the 32 people who died in the Virginia Tech Massacre on April 16, 2007, who value education.

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CHAPTER ONE

INTRODUCTION

Background of the Project

I started teaching four years ago and encountered many students that were able to read but lacked comprehension skills. As a new teacher, I was confused about which process is the best way to teach reading comprehension to my English Language learners. One of my professors, Dr. Barbara Flores from Cal State San Bernardino University reminded me of Reciprocal Teaching and the benefits in teaching it to my students.

I found a high quantity of research on Reciprocal Teaching. However, I realized that there was no manual on how to teach Reciprocal Teaching to English Language Learners. Therefore, I decided to develop prototype lessons for teachers that show each of the reading strategies emphasized in the Reciprocal Teaching program. The goals of teaching this reading curriculum are to improve students' comprehension ability by using all four reading strategies, predicting, summarizing, clarifying, and questioning with the implementation of Reciprocal Teaching strategy.

The difficulties arise due to the large amount of research done on Reciprocal Teaching and the lack of guidelines that can help one become a better teacher in implementing these four important reading strategies using Reciprocal Teaching. My goal was to develop these prototype lessons so that will be easy and adaptable for teachers to quickly implement Reciprocal Teaching without the difficulties of doing research themselves.

Reciprocal Teaching plays an important role due to the fact that many students fail to decode words, are unable to understand written directions, are unable to retell or remember important facts, or their vocabulary is not plentiful. Focusing on understanding is what makes Reciprocal Teaching a vital part of comprehension. There are numerous programs that teach reading comprehension however Reciprocal Teaching is applies four important strategies known to have be proven effective and meaningful for the student.

Context of the Project

This project consist of four chapters as follows; Chapter One includes the introduction; Chapter two reviews the Literature on Reciprocal Teaching and Vygotsky's Sociocultural Theory; Chapter three designs the Reciprocal

Teaching Curriculum; and chapter four summarizes and makes conclusions.

Chapter one provides the historical background for choosing Reciprocal Teaching. In addition, it gives a detail account on the four reading strategies. Chapter two reviews numerous research studies with key components: definition of Reciprocal Teaching, collaborative groups, metacognitive & cognitive strategies, inner speech strategy, low reader, theories and interventions. Chapter three provides the components of the prototype lessons that contain the objective, motivation, third grade California Standards, and exemplary mediated structures. Chapter four restates the importance that Reciprocal Teaching plays in the comprehension areas and how it best fits English Language Learners and how it best fits their needs.

Significance of the Project

This project helps the classroom teacher find a better way to teach reading comprehension using four important reading strategies in Reciprocal Teaching. Teachers usually do not have access to curriculum that clearly defines and helps them understand the importance of teaching these four strategies to students. Therefore,

it is important to explain the implications of teaching without meaning and not using the proper reading strategy that will yield better results when implementing Reciprocal Teaching with all four reading strategies of predicting, summarizing, clarifying and questioning with the use of mediated structures to enhance reading comprehension.

This project demonstrates theories of linguistics and literary theory on how students learn and the best way to adapt their learning abilities. These theories are from the works of Vygotsky (1978) who developed theories of higher forms of thinking and it applies to the social context of the human beings. Also, Klein states, "Vygotsky's initial concept of higher mental function focused on the transformation of natural functions into cultural functions under the influence of psychological tools. Further research convinced him that of even more importance was the interaction of different higher mental functions" (Vygotsky, 1986, p. xxxi)

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

Due to the lack of reading comprehension instruction, one finds it vital to find ways that can make reading comprehension easy and adaptable for students, especially English Language Learners. For this reason, Reciprocal Teaching has been found by various researchers to be one of the best methods to support reading comprehension by implementing four important reading strategies. The research surrounding these four reading strategies will be discussed and defined to come to an understanding of how one needs to teach reading comprehension. In addition, further explanations will be provided that show how to explicitly teach Reciprocal Teaching. In addition, it will be argued that Reciprocal Teaching is an important teaching tool for both teachers and students and must be a strong component of any reading program.

Definitions of Reciprocal Teaching

Reciprocal Teaching was first developed by Palincsar & Brown (1984). This type of reading engages the teacher and students both giving inputs with the reading. Both need to talk and discuss the reading text. The teacher

serves as a model to demonstrate the activity and to define the four strategies that the students will be using. Palincsar (1984) defines reciprocal teaching as a procedure:

A procedure...where teacher and student took turns leading a dialogue concerning sections of a text. Initially the teacher modeled the key activities of summarizing (self-review), questioning (making up a question on the main idea), clarifying and predicting. The teacher thereby model activities: the students were encouraged to participate at whatever level they could. The teacher could then provide guidance and feedback at the appropriate level for each student (p. 124).

The purpose of reciprocal teaching is to help struggling readers who lack skills to comprehend with the help of a teacher. The teacher introduces the four strategies for Reciprocal Teaching and then models and guides the students on how to use the four strategies. Understanding all these strategies is a guide for students to monitor their own reading. When students state the main idea from their reading and ask questions to clarify, they are monitoring their own learning.

When students monitor their own learning, they are taking the role of the teacher as they feel more comfortable with their reading strategies. Palincsar and Brown (1984) state that using strategies helps the student gain focus in reading where before there was a lack of focus. According to the authors, "when one learns how to apply their own thinking skills to the reading process it helps one to fully become a participant of one's own level. In this case, one can direct his/her own comprehension to one's reading level" (Palincsar and Brown, 1984, p. 122).

Reciprocal Teaching can be a tool to help poor comprehenders become good comprehenders by teaching them the strategies used by good readers. Therefore, good readers or good comprehenders must analyze the meaning of a word and owning the text according to one's own interpretation of the word. The reader considers the text hers as she is reading, and how it links with others they have already interpreted. She also considers topics and events that form the basis of the student's background knowledge.

Teachers use metacognitive modeling in which they actually do the activity rather than just telling the students how to do it. In using modeling, teachers employ

explicit instructional talk to reveal their thought process as they perform the task that the student will be asked to perform.

Research on Reciprocal Teaching is based on the hypothesis that active discussion of the text in a small group of peers will enhance learning by aiding the students understanding of the text. According to Borkowsky, the students enhance "their ability to develop self-regulatory and monitoring skills, and their overall improvement in motivation" (Borkowasky, 1992 p. 102).

Teachers model the Reciprocal Teaching process by breaking down steps, monitoring student learning and getting feedback from each other. This process requires an active participation of the student while the teacher increases the responsibility to the student:

First, the acquisition of the strategies is a joint responsibility that is shared by the teacher and students. Second, although the teacher initially assumes the major responsibility for the instruction and modeling of strategies, responsibility is gradually transferred to the students. Third, all students are expected to participate in the discussion. The teacher enables all students to participate by providing scaffolds in the form of

supporting statements and prompts or altering the demands on the student. Finally, students are continually reminded that the strategies are useful (Palincsar, Brown, 1984, p. 122).

Reciprocal teaching is used for poor comprehenders to monitor their cognitive processes. By becoming aware of how they can apply their own strategies, they become aware of which ones are more necessary for them to use at a certain time. When a reader summarizes the main idea of a paragraph of text, it helps him/her to be connected and use what the student knows and to predict from the text what might happen next. By doing this, students become their own teacher within and start to speak and question as if they were the teachers who helped them organize the text. That is, they come to internalize the comprehension strategies.

Collaborative Groups

In order for the dialogue to work, one would need to use these four strategies that help readers improve their comprehension. These four strategies are important in enriching comprehension and utilizing peer tutoring. Reciprocal teaching needs interactive roles among the group and for each group someone to take over as an

instructor. According to Palincsar, Brown & Martin (1987), they state that, "When the adult teacher is leading the dialogue, she provides instruction and models of how the four strategies can be used for the purpose of comprehending the text. As the students assume responsibility for leading dialogue, they receive guided practice in their use of the strategies" (p. 232).

Vygotskian Principles

Vygotsky's (1978) theories of teaching/learning will enhance Reciprocal Teaching. One of the principles states that the origins of all higher cognitive process are first social. One learns first from others or from society. Second, the zone of proximal development is "the distance between the actual development levels of an individual as the individual tries to do problem-solving" (Vygotsky, 1978, p. 38). Vygotsky believed that activities should be contextualized and holistic meaning should not be broken down into small isolated components. Thus, as students learn Reciprocal Teaching, they need to learn as a whole lesson and not as a broken down lesson of smaller pieces.

Students learn from each other using all of the four reading strategies. Using peers is important in Reciprocal Teaching. This concept is not a new idea. According to

Vygotsky (1978), a psychological theorist in the early 1930's, he states that, "learning occurs in the collaboration between children and the adults who introduce symbolic tools-mediators to children and teach them how to organize and control their natural psychological functions through these cultural tools" (Kozulin, 1998, p. 40).

He also states that when individuals use their mental capacity, they also use their mediated activity known as psychological tools. How the individual behaves depends on the tools the individual has. These tools are mainly within the individual. Kozulin states that, "The human mediator appeared first as a carrier of signs, symbols, and meanings" (Kozulin, 1998, p. 64). Psychological tools help an individual use higher thinking skills, such as gestures, language, and symbols. Using these tools is what helps an individual develop these skills.

When the higher thinking skills fade away, the lower basic skills appear. Higher thinking skills depend on the surroundings of the individual. Using these psychological tools helps with memory, paying attention, and making decisions. This process also depends on the cultural, historical context as stated:

Vygotsky argued that the task of assessment must identify not only those cognitive processes of the child that are fully developed, but also those that are in a state of being developed at the time of assessment. This development, according to Vygotsky, depends on a cooperative interaction between the child and the adult, who represents the Culture and assists the child in acquiring the necessary symbolic tools of learning (Kozulini, 1998, p. 68).

Palincsar, Brown, and Martin (1987) believe that an individual or a group of Individual can learn from each other. This will form a link of knowledge. Individuals must have knowledge of the task that is being designed. In order for the task to be performed, it needs cooperation among individuals. This type of cooperation is called cooperative learning. In order for cooperative learning to work, there has to be an individual that is the expert on the subject.

Cooperative Learning

In this study, the tutors had the expertise regarding how Reciprocal Teaching works. According to the authors, "...there is clearly a student who assumes the actual and ascribed roles of teacher. Because this tutor has received

instruction in the Reciprocal Teaching procedure he or she possesses expertise regarding the instructional procedure that is not shared by the tutees" (Palincsar & Brown, 1987, p. 234). This type of interaction is important for the understanding of the material.

What individuals learn and how they learn is an important part for peer interaction to work. Students need a model that can reinforce their learning. The authors state that, "The study reported here does in fact attend to modeling a kind of interaction to promote learning from text." (Palincsar, & Brown, 1987, p. 234). Cooperative learning has various levels that help the peer-interaction become successful. For example, an individual needs to feel that participating in a cooperative group will be beneficial for the individual. Therefore, there must be a reward structure that serves both the individual and the group.

Reward structures have also been manipulated to introduce an element of competition within cooperative learning; that is, peer groups within a class compete for the greatest number of points earned on a learning task. In our study there was no reward structure; rather, there was an evaluation structure. Each day, during baseline as well as

intervention, the tutors and tutees independently completed a comprehension assessment. The assessments were scored by the teachers and tutors; the results were then graphed and shared with the students daily. (Palincsar & Brown, 1987, p. 234).

As stated, competition helps strengthen peer interaction. Doing this type of competition keeps the focus for the individual on learning from each other and maintaining themselves as active learners.

The Role of Prior Knowledge

In order to become an active learner, one needs to have prior knowledge. Reading comprehension requires the reader to use what they know, have experience and implement it while reading the text. Reading comprehension requires reading that can be easily understood or reading strategies that need to be implemented for understanding. As stated, "The well-practiced decoding and comprehension skills of expert readers permit them to proceed relatively automatically, until a triggering event alerts them to a comprehension failure" (Palincsar & Brown, 1984, p. 119).

"While the process is flowing smoothly, construction of meaning is very rapid;" (Brown & Palincsar, 1984, p. 120). Readers confront experiences as they read and

realize that something in the text has not met their expectations. As a result, the reader uses prior knowledge to clarify the text. Readers that learn to stop while reading are efficient readers. Expert readers confront various strategies for the aid of comprehension.

The authors agree that there are so many reading strategies that they can use for Reciprocal Teaching that they found six common functions among all the reading strategies.

- (1) understanding the purposes of reading, both explicit and implicit;
- (2) activating relevant background knowledge;
- (3) allocating attention so that concentration can be focused on the major content at the expense of trivia;
- (4) critical evaluation of content for internal consistency, and compatibility with prior knowledge and common sense;
- (5) monitoring ongoing activities to see if comprehension is occurring, by engaging in such activities as periodic review and self interrogations;
- and (6) drawing and testing inferences of many kinds, including interpretations, predictions, and conclusions. (Palincsar & Brown, 1984, p.120).

The authors picked four reading strategies among the others because these strategies help the reader become engaged and use the important points among the six functions listed above. Selecting four strategies among the others helps the reader become engaged and facilitates the use of those strategies. When implementing these strategies, it was noted the importance of using a group activity. Using theories from Vygotsky's perspective helps them in the selection of cooperative learning.

The idea of the ZPD focuses attention on the role of dialogue as a precursor to inner speech, in this case the dialogue between a more expert teacher and a less expert learner. Once a concept is explicated in dialogue, the learner is enabled to reflect on the dialogue, to use its distinctions and connections to reformulate his own thought. Thought, then, is both an individual achievement and a social one. (Rieber & Carton, 1987, p. 4).

Learning As Social

Learning communities are useful parts in Reciprocal Teaching because it comes from the social constructivist learning theories. Being involved with others helps students keep interest and incites learning. Reciprocal

Teaching encourages collaboration among individuals. In order for Reciprocal Teaching to be effective, every member of the group must give his/ her input. The authors noted that:

The essence of collaboration is the construction of shared meanings for conversations, concepts, and experiences (Roschelle, 1992). Given this definition, there are certain conditions necessary for promoting collaboration. One such condition is that the thinking is distributed among the members of the group. All members of the group work on the same aspect of the problem at the same time, sharing cognitive responsibility for the task at hand (Palincsar & Herrenkohl, 2002, p. 26).

This type of learning gives the opportunity for individuals to be engaged in their learning and it gives them ownership in their comprehension. Also, students help one another and when needed, they can become the teachers to their peers.

Readers from the beginning must understand the purpose of the reading and how much time it will take them to read the text. According to the authors, "The nature of the problem clearly influences the activity of constructing meaning and promoting opportunities for

attaining consensus. In RT, the nature of the problem is defined both by the demands of the text as well as the purposes for reading the text" (Palincsar & Herrenkohl, 2002. p. 28).

Summary

In the initial studies it was noted that the main purpose was to find out what reading deals with. It showed that sharing work among group members became a whole collaborative learning experience when using Reciprocal Teaching. Also using dialogue among peers became a new way of teaching and thinking. The authors affirm that, "It may be different because students are called upon to share their own expertise and knowledge in making sense of the text, and to assist one another in doing so." (Palincsar & Herrenkohl, 2002, p. 28).

In the initial process of Reciprocal Teaching the teacher starts the dialogue but gives more responsibilities to the students as time progresses. Allowing the time for students to understand how to become active learners gives them opportunity to learn.

Finding time for students to become engaged and work among their peers is essential for Reciprocal Teaching. Students must be allowed to be fully engaged in their

thinking skills and to share their experiences. Therefore, cognitive tools and intellectual roles was the emphasis in this study. Using the same process, scientists use tools that inform and explain how certain things were developed.

Theories, according to Kuhn, showed that students misinterpret evidence. Students formulate their own theories. As stated, "(a) predicting and theorizing (b) Summarizing results, and (c) relating predictions and theories to results are aspects of understanding. These three steps comprised a set of cognitive tools that were used to support student collaboration by promoting a common focus for their interactions" (Palincsar & Herrenkohl, 2002, p. 29). In this study it was important to incorporate the set of strategic steps into collaborative groups by applying it with Reciprocal Teaching.

Metacognitive and Cognitive Strategies

When applying the cognitive tools, students were able to use their intellectual rather than their procedural roles. As stated, "The importance of cognitive tools and intellectual roles shows that dialogue helps students get new theories, initiates the process for students to have thinking skills applying as a scientific problem solving,

and owning the understanding to problems" (Palincsar & Herrenkohl, 2002, p. 30).

Collaborative groups need to engage students. Therefore, students must define their understanding. In addition, students must give their view and observations on each of the three strategic steps. Doing this helps the collaborative groups get started. The understanding of the three strategic steps gives students focus. Giving students time to discuss the strategies in their own language is imperative. The authors states that, "In the CTIR research, when students had access to controlling their own entry into the conversation, they were more likely to engage with others. In cases where teacher nomination was required, students felt less comfortable participating" (Palincsar, Herrenkohl, 2002, P. 30).

In this study students had a chance to do problem solving. Doing small-group work engaged the students in using the three strategic steps and they were able to give an oral presentation based on their knowledge of the content. It was found that students utilized their thinking qualities. As stated, "First, they were creators of predictions and theories, [and then] summarizers of results in the small-group context" (Palincsar & Herrenkohl, 2002, p. 30) Creating an environment where

students "shared social context" (2002, p. 30) must embrace an open atmosphere where every one's ideas are useful and respected. Collaborative learning helps Reciprocal Teaching because students gain wisdom by sharing ideas which is true in Reciprocal Teaching atmosphere.

Understanding what the individual reads is an important process for reading comprehension. Readers use metacognitive strategies. In metacognitive strategies individuals must have an inner voice that tries to make sense of what they are reading. These metacognitive strategies must be practiced and applied. As stated, "Functionally, external speech serves social adaptation and inner speech serves individual adaptation" (Rieber & Carton, 1987, p. 113). Students must be allowed to share their inner thoughts from their reading.

It is important to know how much the student knows from the text. As stated, "A student who is a successful processor of language can readily retell what a portion of a story or an entire story is about after having listened to it" (Lira, 1992, p. 112). This inner thought can be seen as an action in thought. Early psychology speculates that action was the result of thought. Having the idea of

something to start and then discern the thought. Piaget (1969) was able to show that:

Thought, in its turn, was considered primarily as a representation of reality, rather than as the means of acting upon it. In his theory of sensory-motor intelligence, Piaget (1969) challenged this position. He demonstrated that thought itself has an operational structure derived from actual behavior performed by the child. For example, by physically putting objects together or by separating them, a child, in a form of action, performs what later will be internalized as the mental operations of addition and subtraction. Thus the key to the child's thinking lies not in any generic ideas but in the child's practical activity, which in the course of development becomes internalized and transformed into cognitive operations. (Kozulin, 1998, p. 36)

On the other hand, Vygotsky (1978) was able to show that private speech has a sense of being inferior when compared to speech that is "cognitively superior to it" (Kozulin, 1987 p. 43). Vygotsky was able to experiment with this and it resulted in him challenging Piaget's theory:

Vygotsky was able to show that instead of being a mere accompaniment of immature thought, private speech serves as precursor of the silent inner speech that serves as an important tool of a child's reasoning. When confronted with a difficult task, the child significantly increases the amount of his or her private speech utterances that help in problem solving. (Kozulin, 1987, p. 43)

As noted, the importance of becoming a good reader is to know how to use the metacognitive and cognitive strategies. When good readers use these strategies, it enhances their reading. However, when poor readers lack the use of the metacognitive and cognitive strategies, they have difficulty understanding a text. The lack of appropriate text that they can read usually causes difficulty as well.

Inner Speech

According to Vygotsky (1986), inner speech enhances the development of good comprehension. As stated, "Essentially, the development of inner speech depends on outside factors; the development of logic in the child, as Piaget's studies have shown, is a direct function of his socialized speech. The child's intellectual growth is

contingent on how he masters the social means of thought, that is, language" (Vygotsky, 1986, p. 212).

It is noted that language is important before "inner speech" occurs. Therefore, it is imperative for students to have their language process before they develop their inner speech. Inner speech is important for the process of applying reading strategies of Reciprocal Teaching. The importance of inner speech gives students the opportunities to think on how to best apply the reading strategies. According to Vygotsky, he states that, "A word without meaning is an empty sound; meaning, therefore, is a criterion of "word" its an dispensable component" (Vygotsky, 1986, p. 213).

When students apply the reading strategies, they must have understanding of the meaning of each strategy. Students must know using their prior knowledge to make sense of each strategy. As stated, if they do not understand the significance of each strategy, it will become an empty word for the student. In applying Reciprocal Teaching strategies, it enforces the meaning of each strategy by allowing the student the opportunities to make sense and apply that particular strategy in their reading. Therefore, it is important for each strategy to be taught explicitly in order for the teacher to allow the

student to make sense in his or her way for the strategy to have meaning and not be an empty word. As the author notes:

The leading idea in the following discussion can be reduced to this formula: The relation of thought to word is not a thing but a process, a continual movement back and forth from thought to word and from word to thought. In that process, the relation of thought to word undergoes changes that themselves may be regarded as development in the functional sense. Thought is not merely expressed in words; it comes into existence through them. Every thought tends to connect something with something else, to establish a relation between things. Every thought moves, grows and develops, fulfills a function, solves a problem (Vygotsky, 1986, p. 218)

The continual movement of thought and word is vital for the student to find a way to remember each strategy. Students must be aware of the importance of using each strategy and when to use it. Therefore, the students must think when to apply each strategy and if each strategy fits with their thought. As shown, there must be a connection that will trigger the usefulness of Reciprocal

Teaching strategy and without that connection there will be no existence or any meaning for that strategy.

The inner thought must be connected to the external part of the whole. In this case the meaning of each strategy alone will not be sufficient for understanding but rather the application of each strategy needs to be connected with the student for understanding. According to Vygotsky, he states that:

In mastering external speech, the child starts from one word, then connects two or three words; a little later, he advances from simple sentences to more complicated ones, and finally to coherent speech made up of series of such sentences in other words, he proceeds from a part to the whole. In regard to meaning, on the other hand, the first word of the child is a whole sentence semantically, the child starts from the whole, from a meaningful complex, and only later begins to master the separate semantic units; the meaning of words, and to divide his formerly undifferentiated thought into those units (Vygotsky, 1986, p. 219)

When teaching Reciprocal Teaching strategies, it is important for students to understand what strategies means and the meaning of each strategy. As one continues with

the lesson, it will advance to specific meaning of all four strategies but the child will make his/her own meaning in order to master what each strategy means and will continue learning how to apply and recognize where is the right place to implement each strategy.

In this part the child is still using internal voice into the whole/part of the meaning of Reciprocal Teaching. As the meaning becomes external, the student will learn the importance of developing further by utilizing all of the four reading strategies while reading. Therefore, making the student an efficient reader is imperative in order for him/her to understand and have clear meaning of the reading strategies. The student will differentiate when a certain strategy does not apply in their reading because they are making the connection to the external work.

Low Readers

Low readers need to read text that can be interesting and motivational to read. Doing this increases their chances to increase their metacognitive and cognitive strategies. If students are not given the opportunity to read interesting and challenging text, they will confront a "deficit" (Le Frevre & Moore, Wilkinson, 2003, p. 38). Students need to have access to challenging books to

familiarize themselves with material important for later use.

In order to help low readers, a study was done where they used audio tape assisted Reciprocal Teaching. In this study the low reader was able to use an audio tape while reading a story. Since poor readers are unable to read the whole story, they use this type of tool which gives them a reason to read. The benefit of using this audio tape assisted strategy is for the student to listen to a smooth flow that they do not hear while reading on their own.

Using an audio tape assisted strategy would help the metacognitive and cognitive strategies for improving reading comprehension. Students were given the Neale analysis to demonstrate their reading comprehension. Thus, the use of nonfiction, expository passages was implemented. A group of students used the audio tape while reading the text at the same time. Students learned immediately after listening to the tape reciprocal teaching lessons. The students that were low decoders had difficulty in using their metacognitive and cognitive strategies.

When the tape assistance was used, the low decoders demonstrated an increase in implementing Reciprocal Teaching strategies. As stated, "...the poor decoders began

using the reciprocal teaching strategies and their daily comprehension test scores improved with students achieving a mean performance of 47%" (Le fever, Moore & Wilkinson, 2003, p. 45)

It is noted that peer tutoring encourages group instruction. Also, centers where learning takes place, direct-one on one teaching instruction is the best way to teach preschool children gain social skills and gain academic skills. Brady (1997) states that, "Peer tutoring, therefore may be one strategy for teaching academic skills to preschool spill over effects on social interactions. The reason for this importance of peer tutoring is that children notion that peer tutoring is time where children interact freely with one another" (Brady, 1997 p. 2).

In this study it was shown that preschoolers with no disabilities are capable of tutoring their peers. Also, the author states that, "reciprocal peer tutoring procedures can be taught to preschool age children and these teaching methods appear to be an effective means to improve academics" (Brady, 1997, p. 1). Children gain from peer tutoring by responding with their peers in a playful way. Therefore, it is important when reciprocal teaching is demonstrated to allow students to interact with each other with out feeling pressure to produce work. Doing it

this way will produce a more efficient way for students to learn from one another.

Schema Theory

Teachers need to know and use theories in order to understand what reading comprehension is. First one starts with Schema theory. This theory shows us what one knows on various levels. As Mcneil (1984) points:

Schemata represent knowledge at all levels of generalization-from perspectives on the nature of the world, to views of what is meant by reading, to knowledge of patterns of written expression, to the meaning of a given text. Schemata are imbedded within schemata. For example, a schemata for attending school would include top-level global generalizations about studying to learn and about socialization.

Beneath this level would be more specific schemata-assignments, grades, teachers, principals, and peers. At the bottom level, there would be schemata for unique events-a first grade teacher, a favorite book, a dear classmate. The powerful thing about schemata is that once any element in a network of schemata is specific, it can be understood as it relates to the entire complex. If test is mentioned within the schema for school, it will immediately be

understood as a measure of someone's knowledge or aptitude and not confused with a trial, a shell of a mollusk, a reaction to a chemical, or a touchstone (Mc Neil, 1984, p. 9).

All readers must have schemata for comprehension to occur. Applying one's knowledge to the reading is what helps with comprehension. How much comprehension can occur depends on the experience the reader has. This knowledge varies on what the reader knows from outside sources, own experience, and how they see the world.

Greenway (2002) developed a small-scale intervention using Reciprocal Teaching. The study was conducted using a group of year six pupil within the Literacy Hour in a mainstream classroom. The study used a quasi-experimental design using pretest, and post-test as a design. The teacher in the study chosen was not happy being chosen as the teacher for the study and felt as if they were looking at her as not efficient with her teaching skills.

Two forms of Reciprocal Teaching were adaptable for students to use. One was where the teacher demonstrated how to do Reciprocal Teaching and how to use all four cognitive strategies while reading. The "knowing how" can be shared while reading. The second form of Reciprocal Teaching is when a student is being explicitly taught. In

this case the strategies are first provided with direct instructions for each reading.

Even though the researchers found many difference in the study, they concluded positive results. First, in all the studies the individuals were able to show an increase in comprehension. Reciprocal Teaching was effective when tests were compared by the experimenter contrary to the standardized test. Also the study investigated what the previous studies did not answer. One of those questions was regarding the students cognitive processing due to Reciprocal Teaching.

The author felt that the lesson was a success due to the evidence that the teacher gathered. The author refutes that, "It was clear from this and from informal observations in the classroom that the children were much more engaged in work, more confident in their style of questioning and more aware of the differences between factual answer and inferential ones" (Greenway, 2002, p. 125).

The study measured and screened comprehension by using Neal Analysis of Reading Ability version form one. The author's choice of this test was due to the fact that the test measured inferential and factual comprehension questions. It is a fact that both measures were picked by

respected researchers when they measured comprehension.

The study results were as follow:

The fact the students' self-rating of confidence in reading improved as well as their comprehension reading ages indicates perhaps that the program is useful for raising the students' self-image as learner...The improvement in reading comprehension scores reached statistical significance using the wilcoxon. The locus of control scores showed no clear trend at all. (Greenway, 2002, p. 133)

The validity of the results is not conclusive due to other factors that affected the results. For example, the pretest and post-test can give students the idea that they must produce. The author believed that "researchers ignore the practitioners' theories of action at their peril because the theories explain the meaning, values and purposes behind people's actions and enable us to asses the extent to which they are casually implicated in the problem situation" (Greenway, 2002, p. 130).

Hashey, & Connorsn (2003) conducted a study to investigate the effects on reading comprehension using Reciprocal Teaching. Several members agreed in using Reciprocal Teaching. The teachers used their own way of applying Reciprocal Teaching. They noted the results and

wrote journals regarding their progress. They met once a month to discuss the progress and concluded that Reciprocal Teaching might be a linear step by step process. In addition, they realized that it is not linear but rather metacognitively going back and forth.

The authors stated that, "this back-forth process integrates the four strategies" (Hashey & Connors, 2003, p. 226). Understanding this, the teachers used direct instruction in each strategy. They found out that Reciprocal Teaching needs to have an introduction of the strategies in order to work. The researchers concluded the importance in teaching Reciprocal Teaching as a long process of the student's life.

The researcher introduced the strategies first by having a positive climate since the authors believed that emotions can affect the results. They defined the strategy as a plan of action and related it to real life experiences. The researchers began with prediction as the introduction of the first strategy. The authors state that:

To further extend this idea students confirmed that they changed their predictions as the movie progress...In other words, predicting is not simply for the beginning, but is an ongoing process of

confirming, revisiting, and understanding. It helps the students interact with the text, just as they interact with a movie" (Hashey & Connors, 2003, p. 226)

Predicting engages the students to think logically and to give them an opportunity to have high level of thinking. Students can then share with each other their predictions by working collaboratively.

Students were able to generate questions by thinking higher and deeper by understanding of the text. Questioning was the second strategy where students seemed to have a sense of purpose when they knew they were responsible for formulating a question. According to the research, it shows that students only asked a small percent of the questions and that teachers do the rest. Using the second strategy of questioning, according to the authors, will help students become more comfortable with asking questions with their text. The authors state that:

They need strong decoding skills; reciprocal teaching moves them into deeper comprehension. Our team, ranging from grades 3 to 8, all found success. Second, several instructional strategies emerged as the strongest support for reciprocal teaching; teacher modeling and think-alouds, guided practice,

independent practice, and those already described (Hashey & Connors, 2003, p. 230)

The authors believed that Reciprocal Teaching was effective by listening to the students' oral response in both formal and informal data. The authors believed in the important role that Reciprocal Teaching played with the results of their students. While not showing scientific data, they gave descriptive accounts of students participating and being motivated to learn through Reciprocal Teaching.

The literature review shows the benefits in implementing Reciprocal Teaching. Also, it includes various studies among different age groups of students applying reciprocal teaching. Learning from Vygotsky's theories to psychologist Piaget demonstrates that one can integrate knowledge for the students benefit in learning how to comprehend a text and that it serves as a positive model. Therefore, Reciprocal Teaching works best when both the teacher and students have knowledge on how to best apply it to the lesson.

CHAPTER THREE

CURRICULUM DESIGN

Introduction

The curriculum design is based on the review of research literature that identified the four comprehension strategies: predicting, summarizing, clarifying and questioning as major components in comprehension proficiency for students. Thus, these strategies are critical components of the four prototype strategy lessons that comprise the comprehension curriculum that I will present. By creating a cultural ritual of comprehension strategies within our daily curriculum, my third grade students will inevitably internalize these as an everyday practice across both narrative and expository texts. According to Vygotsky (1978), "knowledge is socially constructed through social interaction within social contexts." Our daily cultural ways of knowing and "coming to know" must include these daily social interactions between the teacher and the students, the students and students, and then between the self and his/her mind.

This curriculum design is based on the four components of Reciprocal Teaching: predicting, summarizing, clarifying and questioning. The lessons are

developed based on these four key strategies that enhance comprehension. These lessons are based on the ideas of Vygotsky's zone of proximal development, inner speech, metacognitive and cognitive strategies and collaborative learning. These concepts will help teachers implement all these four strategies for the benefit of the student.

The Four Prototype Strategies

The following four prototype strategies are based on the cornerstones guiding Reciprocal Teaching: Predicting, Summarizing, Clarifying, and Questioning. Each Strategy lesson includes: 1) the objective; 2) instructions and procedures; 3) materials needed; 4) a mediated structure; and 5) the self assessment. The California Standards for Comprehension at Grade three are also included. As noted in the research, the students have to internalize these strategies within their repertoire of comprehension strategies in order to develop their comprehension of both narrative and expository texts.

It is important for the teacher to start the lesson with student's prior knowledge. That is, the students share their knowledge. Thus, the teacher allows the students to explain what they know about reading comprehension. Doing this helps students to own their

learning. It will make their knowledge visible and also it is a good indicator for the teacher to know what the students understand about the specific subject being taught.

After the initial lessons, the students need to be placed in a cooperative group to practice and implement Reciprocal Teaching. During cooperative group work, students will use mediated structures (Diaz & Flores, 2001) in order to help them serve as a guide with their learning. The definition of cooperative learning is to have students be involved in cooperative engagement among peers and shared goals of learning. Doing cooperative groups among peers enhances students to work with other students and requires them to use their knowledge and abilities. Also, students interact using their own thinking.

According to the authors, they state that "students have opportunities to try out ideas, question, explain, persuade and lead" (Hancock & Leaver, 1994, p. 35). Students helping students is the best way for them to be engaged and learn the task at hand. In order to allow students to be ready for cooperative learning the teacher must start with "listening skills whole class" (Hancock, Leaver, 1994, p.35). Students from the beginning must

understand that other peers take turns and not to tease other students. Students need to give each other time to listen without interrupting one another. According to Hancock and Leaver (1994), it is important for teachers to explain the procedure of group work:

Steps

1. Explain why the class is going to work in groups and what the task is.
2. Number the students from one to six (for groups of four or five students) and ask each group to find a table or a space and sit in a circle.
3. Introduce the roles of Leader, Recorder (If appropriate) and Reporter by describing two or three tasks for each, or (if the class is experienced in group work) ask for suggestions for these roles. If appropriate, record these roles on a board or chart.
4. Tell the class how long they have for the task and what you want reported at the end. Set the expectations that the Recorder gets a pencil, paper and clipboard.
5. After some minutes, move inconspicuously between groups to encourage positive behavior, in

particular, that they are on task, listening well and in role.

6. Give 2 minutes' warning, and then ask group to return and then the Reporters to report. Decide whether you want one group to report fully and the others to only add new ideas, or if it is appropriate for each group to report fully.
7. Record ideas. Praise succinct reporting that is on the topic. Thank each Reporter.
8. Briefly summarize all the ideas or ask a student to do this.
9. Ask group members to evaluate their own participation (in their head, to a partner, in writing, rate out of ten) Ask each student to think how their group could have been better. These suggestions might be written down or a few students might be asked to share theirs.

Tips

- Group roles should be rotated so that all students are able to learn each role.
- Begin with a few roles and only add roles if appropriate. Some teachers like to have a role for each group member.

- Regular, randomly selected groups demonstrate that people need to learn to work with a range of people. Students soon learn to expect random allocation to groups.
- Random grouping is easy with a set of cards with a student's name on each. When it is time to form groups, remove the card of those absent, shuffle the cards and deal them into the number of groups wanted. Read out the groups. The top of each can be leader.
- Not all types of groups need to have random membership. Grouping on the basis of interest, continuing a project and choosing to have extra teaching or extension work are also valid.
- Developing group work skills should be carefully monitored on a regular basis. Expected behaviours and roles should then be charted for regular reference and opportunities to self-evaluate planned.
- There should be free time occasionally when children can choose their groups (Hancock & Leaver, 1994, p.36).

Predicting Strategy

Prediction needs to occur in the pre-reading and while one is reading. Before reading the text, one needs to think of what the text is going to be about. This can be done either by talking about the illustrations, noticing the title or by reading the summary of the story to generate ideas that one can be familiar with. There is a continuous process as one goes along the reading of predicting the text. Reading one or two sentences and predicting the idea that follows that particular sentence. If one can imagine what the next idea might be in the reading, one is applying predicting strategies

As one goes along the reading, there is a continuous process of predicting the text. Reading one or two sentences and predicting the text that follows that particular sentence is important. If one can imagine what the next idea might be he/she is applying the prediction reading strategy to understand the text.

During prior knowledge one takes risks in using what one knows as a fact and considers it. A fact might help one understand new information according to that knowledge. Using prior knowledge, one uses what one considers true and applies it to the text. Therefore, every reader might predict differently based on his/her

prior knowledge. Predicting can be used in various activities such as brain storming where the reader finds facts that he/she already know about the subject. Readers find various things that they do not know about the text and few things they want to know about the topic.

Understanding the content words helps the reader for the next detail that they might need. One needs to model and implement the think aloud procedure that one does while reading. In this process the teacher orally states his/her own thought process while reading aloud to students. Teachers become the model for students to use and implement ones cognitive and meta-cognitive strategies which means the awareness of one's own processing behaviors.

The teacher serves as a guide on the think aloud to show a direct teaching experience to the student. For example, the authors state the importance of the think aloud because it serves to encourage student participation in the comprehension process. As stated, "The prediction strategy is cyclical in that it is a continuous process. Here are some things to keep in mind as the basic steps of the prediction process-activation, prediction, reading, and verifying-are being developed with students" (Wilson & Gambrel, 1988, p.31). This process is important for

students to follow the prediction strategy. An example of the prototype lesson plan for Predicting is in the appendix and also the corresponding mediated structure. (p. 63, 71)

Summarizing Strategy

In order to involve students with their reading they must use their metacognitive skills. Metacognitive skills means applying what one thinks about one's own thinking. Summary can be use during reading, before reading, while reading or after reading. Doing this helps find what the student knows and how the student interprets his or her learning. According to Klein (1988), they are some guidelines that can help with the metacognitive/ comprehension ideas to enhance reading comprehension as follow:

1. Metacognition should be emphasized as an important aspect of reading instruction throughout grades k-12 although we have focused upon its role in early reading development, remember that levels of sophistication in the employment of metacognitive skills during reading can be increased and refined throughout the grades. In fact, in many respects, one of

the most fruitful periods for direct instruction in all of the meta areas is during the middle and secondary grades.

2. Instructional techniques and strategies incorporating metacognition should be taught directly as well as informally throughout grades k-12.
3. Some of the more productive areas for incorporating metacognitive techniques and strategies into instruction are in the teaching of study skills and in the content areas generally. In fact (and in some senses at least), we can think of study skills as synonymous with metacomprehension; for reading, from the critical and analytical perspective, is what study skills are. On the other hand, the content areas represent the richest kind of familiar text-narrative and especially expository writing.
4. Role-playing and peer-modeling are some of the more productive techniques to incorporate metacognition into reading comprehension instruction. By allowing the students to play teacher, you place them in a context where they

must think about why and how they are going to teach something, i.e., they must think about how they will expect other to think. The only way that can be done is to think about how we ourselves think.

5. The use of writing in reading instruction, when done wisely and appropriately, nearly always involves students in metacognition—for the act of writing itself, regardless of context, requires the writer to think about what is to be written “as the pen alights” and immediately after the alignment but echoes of what has just been thought through.
6. Teaching reading with a strong metacognitive mind set enables the teacher to more easily capitalize upon those spur-of-the-moment opportunities that occur daily and which can sometimes make the difference between a learner understanding or not understanding text, not to mention capitalizing upon or missing an opportunity to develop a critical skills for effective reading (Klein, 1988, p. 97).

A good reader must always think while reading, apply prior knowledge and use that knowledge while reading, and

relate all of the information into one important strategy which is summarizing. According to Klein, he states that "The ability to summarize effectively-describe the main ideas or content of a text in briefer form and, usually, in different language-has always been a favorite means to assess students' knowledge of text and to monitor students' progress through text (Klein, 1988, p. 105). An Example of the prototype lesson plan for Summarizing is in the appendix and also the corresponding mediated structure. (p.64, 72).

Clarifying Strategy

In order for students to acquire new vocabulary, they must be explicitly taught. Children cannot learn new words through the process of osmosis. As teachers, one must be aware of the various techniques necessary to teach vocabulary words to students. In the Reciprocal Teaching strategy of clarifying, one needs to be aware of words that seem confusing or unclear. In this strategy students must implement strategies to develop new vocabulary concepts in order to improve reading comprehension. When students retrieved their extended vocabulary they are able to apply their clarifying skills. As noted in Johnson & Pearson (1984):

A sound program of vocabulary development must expose students to many new words but must also help them learn techniques for independent vocabulary acquisition. Vocabulary development can lead students forward; as new concepts and related words are acquired, the child is equipped with rudimentary tools that allow the generation of new experiences. Learning to use new words and using them in a variety of ways form a dynamic process (p.9).

The importance of this is that without the knowledge of knowing how to understand an unknown word, students are not going to be able to understand the reading strategy of clarifying. Teachers need to explicitly teach to students how to understand new words and apply that knowledge to their reading strategy of clarifying. Teachers must help students develop new vocabulary concepts. An example of the prototype lesson plan for Clarifying is in the appendix and also the corresponding mediated structure (p. 66, 73).

Questioning Strategy

This reading strategy is what gives an extensive understanding of the reading. This type of questioning aids understanding of comprehension and challenges students' higher thinking skills. Stimulating students'

thinking helps them respond and aim for the right questions. If students own their questions, it is more likely for them to have further responses. Wilson & Gambrell (1998) advocate on the importance of personal questions. A teacher that they did a study on reading comprehension was able to lead his students with personal questions such as:

He finally decided that it would be easier to answer questions that were personal, that is, questions that could be answered without the teacher's approval of the answer. First, he decided how he might best frame "personal questions." He thought it might be best to start all of his questioning with requests for an opinion. So he decided to start with personal question stems such as: What do you think...? What interested you about...? How would you have handled...?" (Wilson & Gambrell, 1988, p.91).

He noted that students were applying their background knowledge in posing their questions. The authors state that this type of questioning is what many refer to as higher-level questions that usually are posed by what one might call a gifted student. However it is important not to limit the kind of questions that students can ask but rather enhance their deep understanding of higher-level

questions. As discussed, personal questions should be the initial process in reading.

Allowing students' success in their reading is the main goal in this type of personal questioning. Students gain the knowledge that since it is their personal questions they will not be graded down because they own the answer. The authors believed that questions can be categorized into four levels or categories that can enhance comprehension. According to the authors they state the importance of two categories of type of questions such as:

Literal questions ask for responses that are directly stated in the text. Their primary use is to assess whether students comprehended the information in the passage...Literal questions ask for facts, sequences, and details. Are they important? Of course they are. Critical questions call upon readers to examine the text to evaluate a decision or an event. Critical questions also require readers to use their prior knowledge when making these evaluations and critiques. They are useful in helping readers challenge the ideas in text; they help students to understand that they often have valid and important ideas about what they have read. Creative questions call for the students to go beyond the text and to

use their imaginations. They call for divergent thought processes. ..These questions ask for students' opinions. They clearly have no correct answers. As with critical questions, creative questions often require follow-up questions that ask students for justifications for their answers...Creative questions are enjoyable for students to answer because they create a discussion atmosphere (Wilson & Gambrell, 1988, p.98).

The first level of questioning is literal questions that ask for important facts, when or how things occur and describe certain details. These types of questions are easy to think about and get a quick response by students. One need to be aware of the reasons why asking these types of questions is important. The importance is the awareness that students gain while reading the text.

Interpretive questions imply that students give their own meaning on how they see the world. Evaluating this type of questions is difficult since it is the interpretation of the student. The benefit of this type questions is that it keeps the student alert and gives interest to the reader.

Critical questions are when a student needs to observe and explain how certain things occur. All

types of questions require prior knowledge. In this one, it requires fuller implementation. As the authors state, "they are useful in helping readers challenge the ideas in text; they help students to understand that they often have valid and important ideas about what they have read. When critical questions are not used, the readers may get the idea that what they have read is right just because it appears in print" (Wilson & Gambrell, 1988, p. 97). Students need time to expand their minds and the freedom to create questions that will give them more time to ask their own input and opinions. When students are thinking of what type of questions to develop, teachers need to formulate a questionnaire that serves as a guide for students. Wilson & Gambrell (1998) state the importance of these questions such as:

- They need to understand the story.
- They need to think about what was important.
- They need to determine what would be an appropriate answer.
- They need to think about how to respond to any answer (p. 104).

Teachers need to allow students to interact with their peers and for their peers to answer. Allowing students the option to understand what type of questions will enhance their reading and improve their comprehension skill, will stimulate their ideas and permit students to share with peers their knowledge. An example of Prototype Lesson plan for Questioning is in the appendix and also the corresponding mediated structure. (p.69, 74)

CHAPTER FOUR

SUMMARY

Numerous studies have demonstrated the direct success for improving reading comprehension in grade three by implementing Reciprocal Teaching when all four strategies are applied correctly. These studies are among the most widely known with higher success rate. Annemarie Sullivan Palincsar and Ann L. Brown 1982 made a breakthrough utilizing all four strategies. They realized the important functions for reading comprehension that engaged the reader fully and overlapped many of the functions contained in various reading programs for comprehension. These comprehension strategies were predicting, summarizing, clarifying, and questioning, which served as a way to make comprehension easier and reliable.

The four reading strategies serve as an overlapping function that is seen in all the aspects of reading comprehension. Students need to understand that as they are reading they have background knowledge of the content of the story. Students also need to utilize their internal and external background, evaluate and make sense of their reading, monitor constantly to check for consistency, apply predictions to review and ask questions and make

various meanings according to the conclusion of the text. It was found that Reciprocal Teaching is a very viable tool that can serve all these functions and allowed students to have an explicit way on how to comprehend unknown material.

The importance in allowing students to take the lead in a dialogue concerning the text allows for the student to own the material and comprehend even better. This process is important because never before in any reading program has the utilization of peer interaction ever been in place. Reciprocal Teaching allows for an extensive intervention with success through peer interaction. As noted, in Vygotsky's works, it is important for students to have social interaction among each other. As stated, "Vygotsky helps us understand that as children transact with their world they are capable of doing more than they appear to be and that they can get much more out of an activity or experience if there is an adult or more experienced playmate to mediate the experience for them" (Goodman & goodman, 1990, p. 229). Therefore, the importance of peer interaction in Reciprocal Teaching teaches us that students learn from one another and help become the mediators of less capable peers.

The interactions that Reciprocal Teaching allows the students to have serve a purpose because they utilize not only the expert teacher but also the expert peer. Teachers are able to arrange cooperative groups according to what best fits the mold for the students' best interest. Research demonstrates that collaborative learning between peers initiates the zone of proximal development. Therefore, students whose zone of proximal development is the same are able to explore various problems and can learn from each other. In this case, the importance of these cooperative learning groups helps the English Language learner interact with peers as they are learning the curriculum with their peers.

Recognizing the zones of proximal development was a major part in the success of Reciprocal Teaching strategies because each strategy that the student applies contributes to the development of what they are able to internalize. These activities influence the learner in the context of social engagements. Teachers become aware of how the student is able to master each strategy. As stated "These adults track the development of the learners and they are eager to help them learn" (Goodman & Goodman, 1990, p. 228). Teachers are caring individuals that always try to fit the lesson that best fits their students.

Therefore, the awareness of the zone of proximal development is vital for the success of Reciprocal Teaching.

In addition to the zone of proximal development, students applying Reciprocal Teaching are actively involved in their activities. When students do activities in each of the four reading strategies, they learn in the process of doing each activity. They are also expressing their ideas when predicting with one another. By retelling with each other what they have read from their paragraphs, by being involved in each other's questioning and by trying to find the response for those questions, they are actively participating in looking for meaning and understanding the text.

The focus that students learn in their social context is important because students spend the majority of their time outside a classroom. Implementing ideas that students can use is vital for the success in Reciprocal Teaching strategies. As noted, "We believe, rather, that learning in school and learning out of school are not different. The same factors that make concepts easy to learn out of school make them easy in school: Learners build on experience, expand on schemas and rely heavily on language for development" (Goodman & Goodman, 1990, p. 229).

Understanding this is important in always asking students what they know and how best they can utilize their prior knowledge. In the literature review it was noted that prior knowledge was important to enhance further understanding of the text. Reciprocal Teaching strategies are tools the teacher uses in becoming the mediator. Teachers are aware that the more opportunities they give to their students in becoming an independent problem thinker, they will aid the student in becoming a learner of problem solving. Goodman and Goodman state the importance of this mediation as:

Teachers mediate by asking a question here, offering a useful hint there, directing attention at an anomaly, calling attention to overlooked information, and supporting learners as they synthesize what they are learning into new concepts and schemas. They provide just enough support to help the learner make the most of his or her own zone of proximal development (Goodman & Goodman, 1990. p. 236).

Conclusion

As shown throughout this project, the benefits of Reciprocal Teaching are numerous and enhance the ability for students to comprehend text. It is important to give

these resources for students' success in implementing Reciprocal Teaching. Understanding how the student learns and the best method of teaching the student to understand those four reading strategies is important in this implementation of all four strategies. Students need to understand the meaning of predicting, summarizing, clarifying, and questioning in order to participate fully in the use of Reciprocal Teaching strategies.

Teachers need to be aware of the development of the students and how it can best serve the student by placing the student in the right group. The teacher's pedagogical knowledge is important and allowing the students to interact with one another gives them the opportunity to utilize all four reading strategies so that it best fits their learning ability. This serves the students to learn the task at his/her own rate, utilizing experts, participating with capable peers and presenting in non threatening environment to his or hers peers.

Learning from Vygotsky's theory serves an important role in Reciprocal Teaching because it gives the teacher a tool to recognize the importance of the development of the student and challenges the ideals that teachers need to persuade the student to give the answer to them and not their capable peers. As noted Vygotsky's greatest work

regarding the child's zone of proximal development (Goodman & Goodman, 1990, p. 228), serves as a guide on how the student best learns at their level which means that they are capable of doing. As a teacher of five years I realize how this theory plays an important role in a student's life.

The teacher's purpose is to teach but when one is not aware of the student's developmental level or his/her capability, then the teacher's goal to that student will not be served because the teacher is not able to reach beyond the level of the student. Therefore, the child's zone of proximal development helps in regard to Reciprocal Teaching because it mediates through the use of peers, and the use of the four independent reading strategies. Thus, a well researched tool, Reciprocal Teaching, has been proven to be effective with reading comprehension. All of these components are the important basis of a solid implementation of Reciprocal Teaching. These teaching strategies work and as shown, they are effective in demonstrating how third graders can understand text when given the right tools for success.

APPENDIX
PROTOTYPE LESSON PLAN

Prototype Lesson One

Title: Predicting Reading Strategy

Grade: 3

Standard Addressed:

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

Materials:

Expository text, narrative text that is the best interest for the students and available to the students.

Objective:

Students will use predicting as a reading strategy for improving reading comprehension.

Motivation:

Teacher asks students if they have ever watched a movie and figured out what is going to happen next. Allow students to respond to personal experiences. Conclude this by informing the students that they are going to use the reading strategy of predicting to improve their reading comprehension.

Procedure:

Step 1.

I am going to read this passage from the story but before reading I am going to look at the title and think of many of the options why or what the story might be about. After looking at the title I am going to look at the pictures to gather clues and start forming stories in my head on why certain events occur. While I am reading this to you, I am going to give you further details because I know that the author will not tell me everything. Reading a book is just like watching a movie. We do not know the ending until it ends. While reading I am going to think what clues is the author giving me so I can predict certain events from the story.

Step 2.

Students are reading from any chosen text while teacher reads aloud and finds the title and looks for the pictures. Teacher will think aloud while reading.

Step 3

Teacher will walk around the room while students work in cooperative groups and discuss the title with the aid of the teacher. Teacher allows the students to think aloud and teacher reinforces the think aloud with guidance.

Step 4

Students practice looking at other details and read the title, look at illustrations, and use details for predicting.

Step 5.

Allow students to think about the title, give them time to look at the illustrations if the story contains any.

Step 6.

Inform students that it is important to use what they know while reading. Tell them what you think will happen next or what you will learn. Inform them that it is important to figure out what the author does not say directly but to use details from the story to figure it out.

Step 7.

Students will find a story and practice to think about the title, illustrations and gather clues for independent practice.

Prototype Lesson Two

Title: Summarizing Reading Strategy

Grade: 3

Standard Addressed:

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

Materials:

Expository text, narrative text that is the best interest for the students and available to the students.

Objective:

Students will use summarizing as a reading strategy for improving reading comprehension.

Motivation:

Teacher will ask students to form a line. The person at the end will say something to the next students and at the end of the other student the student will inform what the last student said. Teacher will inform students that this type of information is trying to get a summary of what student one said and this is similar to summary.

Procedure:

Step 1

Students read independently one or two paragraphs at a time.

Step 2

First, teacher must read aloud one paragraph and demonstrate to student how to retell story.

Step 3

Students need to read with groups and summarize to each other the reading passage.

Step 4

Students continue working with cooperative groups and use the summary worksheet for reference.

The first component of classification noted involves a series of ideas, objects, illustrations and words by relationships. This group contains synonyms which are words that when one looks at it might not be able to distinguish its similarities without the previous knowledge necessary for recognition of these words. As the author states, “rather, synonyms words reflect slight differences or shades of meaning that seem to be based on our own personal experiences” (Johnson & Pearson, 1984, p. 10). Students need to be explicitly taught lessons where they can group and relate words together and compare each synonym to where it fits best. An example of Clarifying prototype lesson three is at the appendix.

Prototype Lesson Three

Title: Clarifying Reading Strategy

Grade: 3

Standard Addressed:

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

Materials:

Expository text, narrative text that is the best interest for the students and available to the students.

Objective:

Students will use clarifying as a reading strategy for improving reading comprehension.

Motivation:

Teacher asks students if they have ever watched a movie and figured out what is going to happen next. Allow students to respond to personal experiences. Conclude this by informing to the students that they are going to use the reading strategy of predicting to improve their reading comprehension.

Procedure:

Step 1.

I am going to read this passage from the story but before reading, I am going to look at the title and think of many of the options why or what the story might be about. After looking at the title, I am going to look at the pictures to gather clues and start forming stories in my head about why certain events occurred. While I am reading this to you, I am going to gather details because I know that the author will not tell me everything. Reading a book is just like watching a movie. We do not know the ending until it ends. While reading, I am going to think what clues the author is giving me so I can predict certain events from the story.

Step 2.

Students are reading from any chosen text while teacher read aloud and finds the title and look for the pictures. Teacher will think aloud while reading.

Step 3.

Teacher will walk around the room while students work in cooperative groups and discussed the title with the aid of the teacher. Teacher allows the students to think aloud and teacher reinforces the think aloud with guidance.

Step 4.

Students practice looking at other and read the title, look at illustrations, and use details for predicting.

Step 5.

Allow students to think about the title, give them time to look at the illustrations if the story contains any.

Step 6.

Inform students that it is important to use what they know while reading. Tell them what you think will happen next or what you will learn.

Step 7.

Inform them that it is important to figure out what the author does not say directly but to use details from the story to figure it out.

Step 8.

Students will find a story and practice to think about the title, illustrations and gather clues for independent practice.

Prototype Lesson Four

Title: Questioning Reading Strategy

Grade: 3

Standard Addressed:

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

Materials:

Expository text, narrative text that is the best interest for the students and available to the students.

Objective:

Students will use Questioning as a reading strategy for improving reading comprehension.

Motivation:

Teacher will show any art, painting to the students and will ask the students to ask each other questions about the painting. This will help students develop questions on their own. Teacher will inform students that while reading they will work in forming questions that will help them understand the reading better.

Procedure:

Step 1.

Teacher informs students of the importance of asking the correct question helps with comprehension. Inform students of the importance in finding questions that will be at interest to them in finding the answer.

Step 2.

Teacher reads a short passage and starts thinking aloud of questions that can help with the reading.

Step 3.

Teacher informs students of the importance of thinking questions that can interpret themselves as a question that belongs to them. Such as, what is my opinion of this passage? How can I find something important in the passage? In what way can I best describe my self in that situation?

Step 4.

Advise students that all four types of questions can help with the questioning strategy. Teacher will walk around the room while students work in cooperative groups and read short passage. Teacher will help the students in thinking of developing questions and allowing students time to think of the questions.

Step 5.

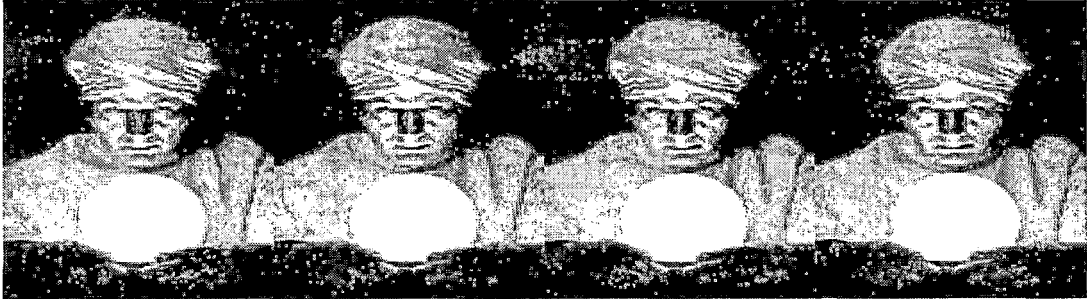
Teacher will frame critical questions and ask students to examine each of the questions.

Each group will have time to develop these type of questions that can be applied in using the text.

Step 6.

Students will work in cooperative groups and develop their own questions. They will share their questions with each group to demonstrate the various types of questions they can formulate with the same passage.

Predicting



Make a prediction; then confirm
or disconfirm

Prediction **Confirmed** **Disconfirmed**

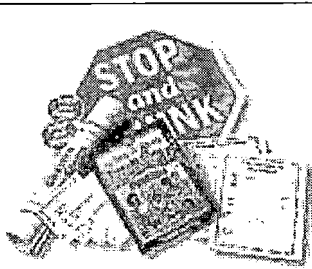
<u>1.</u>		
<u>2.</u>		
<u>3.</u>		
<u>4.</u>		
<u>5.</u>		

Summarizing

Think

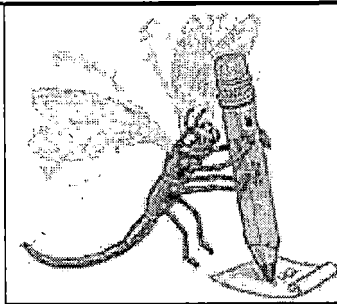
Write

Pair Share



**Read first 2 paragraphs,
stop and think**

Continue reading



**Write a summary
statement using your
own words**



**check with partner,
reread if necessary**

Questioning



<p>My own Questions</p> <p>1.</p> <p>2.</p>	<p>My own Response</p> <p>1.</p> <p>2.</p>
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<p>My partner questions</p> <p>1.</p> <p>2.</p>

<p>Our Response</p> <p>1.</p> <p>2.</p>

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