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Guided Reading/ Reciprocal Teaching

Guided Reading / Reciprocal Teaching:

- Is reading in "like ability" groups
- Engages every student in active problem solving and discussion of the text
- Develops fluency, independence, confidence, comprehension and word solving skills
- Is an opportunity for students to transfer and generalise strategies and strategic actions to new texts (students support each other to problem solve)
- Follows a framework to support active participation and scaffold learners as they move through sections of a text

The Reciprocal Teaching Framework:

- **Predicting** (students predict what the text/section of the text will be about)
- **Reading** (students independently read the text to confirm, reject, adapt predictions and gather information)
- **Clarifying** (students ask questions to clarify understandings and discuss challenges encountered during reading; students work synergistically to resolve the challenges)
- **Questioning** (students pose questions and briefly discuss the text read)
- **Summarising** (the leader sums up the main ideas)

To follow this framework, one student assumes the role of "leader" or "facilitator" for a section of the text and after summarising that section of the text, passes the role of "leader/facilitator" to the next student.

The Guided Reading/Reciprocal Teaching framework is commonly used when working with non-fiction texts, as these texts lend themselves to frequent breaks for discussion. Use of this framework with narrative texts requires consideration of whole text, chapter lengths and themes.

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GR/RT Framework

Predict (Before and during reading):

- Prior knowledge is activated or built before reading.
- The leader invites students to use title and clues on the covers, jacket, chapter page/s and successive pages to predict what the text will be about.
- Students may hypothesise about what will occur next, possible twists in plot, how characters may respond, etc.
- Students link new ideas to prior knowledge, experiences and developing understandings of the world and other texts.

Read

- The leader invites students to read the text silently to confirm, reject or modify predictions.
- During reading, students search for the overall meaning of the text and take note of challenging words, ideas or elements within the text, in preparation for the discussion.

Clarify

- The leader invites students to discuss challenges encountered during the reading; students support one another to strategically resolve the challenges. Challenges may include:
 - word solving,
 - text structures,
 - vocabulary,
 - new or complex concepts,
 - language features,
 - more sophisticated themes.

Question Generating

- Group members generate questions which prompt thinking and discussion.
- The leader may ask questions that consolidate and extend students' understandings of the text, or simply ask students to share their thoughts about the reading.
- Elements within the text may be examined more closely.
- Strategies for solving words and ideas may be discussed.

Summarise

- The leader sums up the main ideas relating to the text read.
- Students synthesise the text read, as new learnings are organised and integrated with prior knowledge, knowledge of the purpose of the text and knowledge of the intent of the author.

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