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.
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,
  - vocabulary,
  - language features,
  - text structures,
  - new or complex concepts,
  - 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.