

**Advance praise for the second edition
of *Reciprocal Teaching at Work***

“If you enjoyed Lori’s first edition of this book, get ready to love the second! And, if you’ve never learned about reciprocal teaching, this book is a must-read for you. In this edition, Lori has expanded, refined, and enhanced reciprocal teaching lesson plans and minilessons. With the hundreds of reciprocal teaching lessons Lori has taught over the past decade, her insights and understandings of this research-validated instructional approach have grown significantly. You will find reproducibles and posters for immediate classroom use, student- and teacher-tested ideas and activities for developing students’ comprehension in grades K–12, teaching tips, assessment tools, and real-world classroom stories of teachers and students as they explore how to negotiate and understand complex texts. This book has it all.”

—*MaryEllen Vogt, Past President, International Reading Association,
Associate Professor of Education, California State University,
Long Beach, CA*

“In this practical and straightforward book, Lori Oczkus addresses every challenge and answers every question I have ever encountered when working with teachers on reciprocal teaching. She provides teachers with the scaffolding they need to make this powerful approach to comprehension successful with their students. Highly recommended!”

—*Kathy Au, Past President, International Reading Association,
Chief Executive Officer, SchoolRise, LLC,
Honolulu, HI*

“Lori Oczkus is a master at translating reading research and theory into actual classroom practice. *Reciprocal Teaching at Work* is a very readable volume filled with practical, engaging, and effective comprehension approaches (and examples) that are certain to deepen students’ understanding of the texts they read.”

—*Timothy Rasinski, Professor, Kent State University,
Kent, OH*

“Reciprocal teaching is a method of learning for students of any age. Lori’s book includes ideas that all elementary, middle, and high school teachers can immediately use to increase student understanding of any content. The engagement and deep understanding that results from the collaborative process makes it a must for all teachers.”

—*Cathy Bailey, Literacy Consultant,
Lincoln University, PA*

“The first edition of this book changed my instruction and, more important, improved my students’ learning. I was amazed by how much more I learned from this second edition. This book not only does a great job of answering questions for teachers who haven’t used reciprocal teaching but also addresses problems that those who use reciprocal teaching may have encountered. This new edition addresses all grade levels, connects reciprocal teaching to Response to Intervention, and supports student independence through the gradual release of responsibility model. In addition to all this, Lori has included many new lessons and specifically guides principals and coaches on how to use the book for professional development.”

—*Kathy Langham, ELL Literacy Coach, National Board Certified Teacher
Searles Union City, CA*

“The second edition of *Reciprocal Teaching at Work* delivers practical ways to utilize this research-based strategy for implementing Response to Intervention with Tier I instruction and Tier II and III interventions. Lori’s engaging spin on reciprocal teaching will provide infinite possibilities for instruction and progress monitoring.”

—*Mary Jo Fox, K-12 Language Arts Coordinator
Olathe, KS*

“The second edition is chock full of new material, including ideas for working with English-language learners and implementing Response to Intervention. A must-have resource for every classroom teacher, principal, literacy coach, and staff developer trying to close the achievement gap.”

—*Audrey Fong, literacy/Intervention/Title I Coordinator
Milpitas, CA*

“Lori’s work with students of all ages has produced a multitude of fresh, engaging, and kid-tested lessons! Teachers everywhere will be ecstatic to add these to their strategy toolbox.”

—*Mary Jo Barker, Instructional Coach, National Board Certified Teacher
Fenton, MO*

Second Edition

Reciprocal Teaching

at work

K-12

**Powerful Strategies and Lessons
for Improving Reading Comprehension**



Lori D. Oczkus

Foreword by P. David Pearson

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To all the students and teachers who will benefit from reciprocal teaching,
and, as always, with love to my Fab Four—Mark, Bryan, Rachael, and Rebecca
—Lori D. Oczkus

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ABOUT THE AUTHOR



Lori D. Oczkus is a literacy coach, author, and popular speaker across the United States. Tens of thousands of teachers have attended her motivating, fast-paced workshops and read her practical, research-based professional books. Lori has extensive experience as a bilingual elementary teacher, intervention specialist working with struggling readers, staff developer, and literacy coach. She works regularly with students in classrooms and really knows the challenges that teachers face in teaching students to read! Lori was inducted into the California Reading Hall of Fame by the California Reading Association for her contributions to the field of reading in California and throughout the United States.

This is the second edition of Lori's best-selling book *Reciprocal Teaching at Work*. The *Reciprocal Teaching at Work* DVD (International Reading Association, 2005) won the prestigious Association of Educational Publishers Video of the Year award in 2006.

Lori's other popular titles include *Interactive Think-Aloud Lessons: 25 Surefire Ways to Engage Students and Improve Comprehension* (Scholastic & International Reading Association, 2009); *The Fabulous Four Reading Comprehension Puppets (Primary Concepts)*, 2008); *Guided Writing: Practical Lessons, Powerful Results* (Heinemann, 2007); and *Super Six Comprehension Strategies: 35 Lessons and More for Reading Success* (Christopher-Gordon, 2004).

Lori resides in northern California with her husband, Mark, and their three children. She enjoys spending time with her family, traveling anywhere by any means, reading historical fiction, hiking and walking with friends, and occasionally scuba diving.

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For feedback, questions, and information on professional development, you can contact Lori through her website at www.lorioczkus.com.

FOREWORD

A major question about sequels in the movies (*Superman II*, *Beverly Hills Cop II*, or *Son of Rin Tin Tin*) is whether they measure up to the original. The same could be asked of second editions of really good, really useful books, such as Lori Oczkus's *Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension*. While I did not write the Foreword for the first edition, I did read and use the first edition, and, more important, I have followed Lori's work over the years as a writer and professional developer in an area near and dear to my heart—the development of children's capacity to use comprehension and metacognitive strategies to improve their reading comprehension. In fact, I wrote the Foreword for another of her popular books, *Super Six Comprehension Strategies: 35 Lessons and More for Reading Success*. So, I know a lot about Lori's approach and its utility for and impact on classroom practice. And my judgment about the sequel is simple and straightforward: Lori has managed to accomplish what few Hollywood producers can—to produce a sequel that outshines the original.

How does she manage that achievement? Quite simply by providing an even clearer pathway from research to practice than she did in the original. I have always admired Lori's ability to find a way to make “honest” professionals out of us researchers by finding the unique pathway that permits our research findings to find a home in the ebb and flow of everyday classroom practice. Lori has a way of achieving what I find to be a difficult task—to “curricularize” practices that research documents as effective. It is one thing to conduct an empirical research study, even an instructional research study—as I and numerous colleagues like Annemarie Palincsar, Michael Pressley, Scott Paris, Taffy Raphael, and D. Ray Reutzel have—to validate the efficacy of strategy instruction. It is quite another to figure out how to make it real and regular in classrooms. All kinds of questions arise in curricularizing a great research finding, including the following:

- What's the right dosage? How many times a week should you use it?
- Do you mass (put all your emphasis into one strategy until kids get it under control) or distribute (present a menu of several strategies

and revisit all of them regularly) instruction within and across strategies?

- How do you help kids make a given strategy their own—so that you, as a teacher, don't have to constantly remind them when, why, and how to use it?
- How do they learn which strategy to use when?
- What does that gradual release of responsibility look like in classrooms? When do we as teachers back off? When do we intervene to provide more guidance?
- How does strategy instruction compete with and fit into everything else in the reading curriculum? In the comprehension curriculum?
- What counts as evidence that students are making progress on internalizing and using the strategy?

These are not questions that, as researchers, we are necessarily required to answer when we do a study demonstrating that if you use this strategy or this set of strategies, kids will understand, learn, and remember more from what they read. But they are questions that teachers and, if we are lucky, curriculum designers must answer. And Lori helps us answer them.

I worry a lot about comprehension instruction in our current curricular scene. With all of the emphasis on phonics, phonemic awareness, and fluency stemming from the impact of the National Reading Panel, I get a clear sense that even though comprehension and vocabulary were part of the NRP's "Big Five," they took a back seat to the "Big Three" (phonics, phonemic awareness, and fluency) in the decade of the "aughts" (2000–2009). So when Lori tells these great stories and provides compelling examples of what real teachers are really doing in their classrooms, it gives me hope and faith that not only can this kind of work be done, it IS being done—all over the United States.

As a profession, we are now perched on a ledge in the curricular landscape where a real renaissance in comprehension instruction might actually materialize. And books like this one by Lori Oczkus are just what we need to make that happen. If you are a dedicated teacher who wants to make a difference in the lives and reading dispositions of your students, you'll love this book. And your students (and parents) will thank you for moving them along the pathway to reading independence! Happy reading—and using!

—P. David Pearson, *Dean, Graduate School of Education,
University of California, Berkeley*

ACKNOWLEDGMENTS

On my last day at Stedman Elementary School, the fifth graders handed me thank-you notes for consulting in their school. Grace's heartfelt message is what reciprocal teaching is all about—helping kids improve their reading and enjoy it more.

Dear Mrs. Oczkus,

Thank you for coming to our school. The Fab Four helped me a lot in reading. Now every time that I begin to read a chapter book I predict, question, clarify, summarize, and connect. Thank you very much! It [the Fab Four] makes me want to read more. I like to read more every single day!

Sincerely,
Grace

I feel so fortunate that over the past seven years since the first edition of this book, I've enjoyed the opportunity to share reciprocal teaching with tens of thousands of teachers and students in schools across the United States and even internationally. Between these covers you will find an extension of the thinking and foundations set forth in the first edition. Here you have at your fingertips new additional kid-tested, teacher-approved, research-based lessons that improve reading instruction. I am pleased to have the opportunity to share this practical and proven material with you!

Comprehension strategy instruction that is well done (not overdone) and that emphasizes reading and meaning is alive and well! When we as educators wisely model and guide strategy instruction and then spend the majority of our class time providing time for students to read and apply the strategies, they end up like Grace—as students who enjoy reading and have improved comprehension and test scores (Allington, 2001; Routman, 2003). Reciprocal teaching is a wonderful technique for engaging students in more practice reading, because it is based on the gradual release of responsibility model of instruction (Pearson & Fielding, 1991). Thanks belong to researchers Anne Brown and Anne Palincsar, who in 1984 first brought us this wonderful multiple-strategy technique called reciprocal teaching. I am also grateful to the many other researchers listed in the references in this book who

work on teachers' behalf to “prove” which teaching methods actually work. Some of my favorites include P. David Pearson, Richard Allington, Cathy Collins Block, D. Ray Reutzel, and Tim Rasinski.

I'd also like to extend a heartfelt thanks to my wonderful team of reviewers who read and quickly responded to my manuscript as I wrote it. They helped with everything from plowing through the lessons at midnight or 6 a.m. to voting on a subtitle for the book (which, by the way, is much like naming a baby). I handpicked this group for their deep knowledge of reciprocal teaching, years of experience teaching the Fab Four, and their brutal honesty. I knew they'd be picky and that way ultimately you, the reader, would end up with a more useful book! Thanks to my literacy sisters who span the country—Audrey Fong, Carol Wilcox, Mary Jo Barker, Kathy Langham, and Cathy Bailey. Thanks also to Mary Jo Fox and Ellen Osmundson who weighed in on the Response to Intervention piece. Special thanks to the editorial team at IRA led by Corinne Mooney and Charlene Nichols: I especially appreciate your trust, enthusiasm, and unwavering support for my work with teachers.

Most of all, thanks to my wonderful family for their unending support and love. My deepest appreciation goes to my husband of 25 years, Mark, and our three treasures, Bryan, Rachael, and Rebecca.

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