

# Narrowing the Achievement Gap through Reciprocal Teaching

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# How Reciprocal Teaching Fits into the Literacy Program

**Excerpt taken from: *Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension, 3rd Edition* by Lori Oczkus**

It is important to understand how the Fab Four strategies fit into an entire comprehensive plan for teaching reading comprehension. I like to think of reciprocal teaching as a "powerful reading vitamin" that ensures reading success and strengthens overall comprehension. The core reading program provides a healthy diet of comprehension from a broader list of strategies, but when students also benefit from at least two weekly doses of reciprocal teaching, they become stronger readers. In short, reciprocal teaching complements core reading instruction. In the schools in which I consult, reciprocal teaching is delivered alongside the other essential comprehension strategies.

Keep in mind that reciprocal teaching is a subset of a larger group of comprehension strategies. Reading is a complex, multifaceted process, and reciprocal teaching is designed to focus on only four of the most important strategies that good readers use to comprehend text (i.e., predict, question, clarify, summarize). Many researchers and educators provide a broader framework for teaching comprehension that includes the following eight strategies, which are necessary for teaching students to understand what they read (e.g., Harvey & Goudvis, 2017; McLaughlin & Allen, 2002; Oczkus, 2004; Pearson & Duke, 2002):

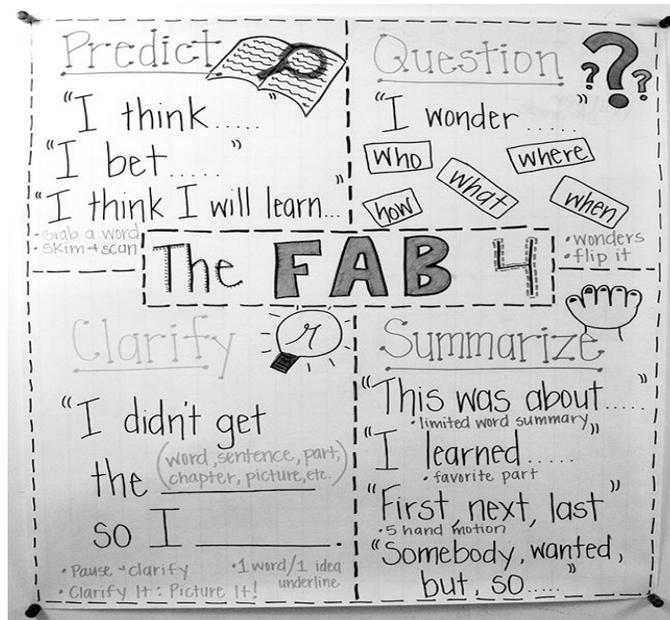
1. Previewing: activating prior knowledge, predicting, and setting a purpose.
2. Self-questioning: generating questions to guide reading.
3. Making connections: relating reading to self, text, and world.
4. Visualizing: creating mental pictures.
5. Knowing how words work: understanding words through strategic vocabulary development, including the use of graphophonic, syntactic, and semantic cueing systems.
6. Monitoring: asking whether a text makes sense and clarifying by adapting strategic processes.
7. Summarizing: synthesizing important ideas.
8. Evaluating: making judgments.

Although the names and total number may differ slightly, these strategies are founded on the same strong research base used to develop reading curriculum and standards. In my project schools, I work with the staff to teach one of the comprehension strategies from the broader list of eight strategies each week. We focus on that strategy during whole-class and small-group instruction and call it the "focus strategy of the week." Then the teachers select a regular time for students to employ the four reciprocal teaching strategies so they can experience the power of multiple-strategy instruction. The kid-friendly term I use for the broader list of comprehension strategies is the "Super Six," which include making connections, predicting/infering, questioning, monitoring/clarifying, summarizing/synthesizing, and evaluating (Oczkus, 2004, 2009). By combining predicting and inferring, and synthesizing and summarizing, I've narrowed the list to a more manageable number of strategies. Note that visualizing is included in the clarifying step since good readers pause to clarify words by picturing the meanings in their heads.

The Super Six and Fab Four work together in the context of literacy instruction. The broader list of comprehension strategies provides a comprehensive framework for the entire literacy program. Textbook publishers often build programs around the list of six to eight strategies and suggest teaching one per week. The Fab Four is a subset of strategies that provides a framework or protocol for classroom discussions. All four strategies are used in concert with one another at least several times per week as a multiple-strategy technique. For example, in Mrs. Langham's 5th grade classroom, she posts the Super Six comprehension strategies on the wall and teaches one strategy each week with her basal reader and social studies text. The Fab Four is posted beside that list and is arranged in a circle, which demonstrates that these four strategies are a subset of the longer list and can be experienced in any order. Her students also enjoy the analogy that the Fab Four is a vitamin pill to boost reading skills, and the circular shape helps keep the metaphor alive. Mrs. Langham's students follow the Fab Four as a discussion protocol during literature circles with novels twice during the week.

A 1st grade teacher, Mr. Romero, displays the strategies in the same way. However, he uses a character for each of the reciprocal teaching strategies and displays props to represent and prompt each one. His students understand that when it is time to read with the Fab Four, they should employ all four strategies in the same lesson—which usually occurs during a read-aloud or partner reading. In this way, students benefit from ongoing instruction in all of the comprehension strategies as well as the Fab Four.

The Fab Four, though extremely effective, is not an entire literacy program. Students need more than just reciprocal teaching strategies. A 6th grade teacher at one of my schools recently announced, "Since my students are so needy and read well below grade level, I am abandoning everything else and only focusing on the Fab Four!" This teacher understood the research on reciprocal teaching and figured it was the lifeline his students so desperately needed. Even though his conclusion made sense, his students still need a wide variety of literacy experiences. With that in mind, I encouraged him to continue using the district-adopted materials that incorporate multiple reading skills and strategies and to use reciprocal teaching during guided reading and literature circles. This way, his students would benefit from many rich strategies and texts.



# Predicting

Many students have been exposed to this popular strategy. Students often define predicting as a form of guessing, and they seem to enjoy making predictions. However, predicting goes beyond merely guessing and involves previewing the text to anticipate what may happen next. Readers can use text evidence and information from the text along with their prior knowledge to make logical predictions before and during reading (Pearson & Duke, 2002). The actual process of predicting differs when reading fiction or informational text (Figure 1.2). When reading fiction, students may consider the theme and characters' motives and feelings; when reading informational text, they need to pay attention to text features and the author's purpose.

## Predicting with Fiction and Informational Text

Predicting with Fiction	Predicting with Informational Text
<p>Preview cover art, title, author, and illustrations. Flip through the text to preview visuals. Preview to consider text structure, setting, characters, problem, characters' feelings and motives, events, and theme. Consider whether the author's purpose is to entertain, inform, or persuade. Return to predictions both during and after reading to confirm or revise them. Use the sentence frame "I think this is about ____ because ____" or "I think ____ will happen because ____."</p>	<p>Preview cover art, title, author, and illustrations. Flip through text for clues and text features, including</p> <ul style="list-style-type: none"><li>– Headings.</li><li>– Maps.</li><li>– Tables, charts, diagrams, graphs.</li><li>– Photos, drawings, captions.</li><li>– Table of contents, index, glossary.</li></ul> <p>Preview to determine text structure, sequence of events, main idea and details, or cause-effect relationships. Consider whether the author's purpose is to inform, entertain, or persuade. Return to predictions both during and after reading to confirm or revise them. Use the sentence frame "I think I will learn ____ because ____."</p>

Many students experience problems with predicting because they share "bland" or simplistic predictions, such as "I think it is about a frog." After studying the title and cover of a book, students should first try to figure out if the author's purpose is to inform, persuade, or entertain. They can then make a stronger prediction based on that, such as "I think it is about how frogs are becoming endangered because ...". They should also be able to provide information and clues from the text to support their more detailed predictions. Teacher modeling is essential, as is the use of sentence or strategy frames that students use to help guide their own thinking and discussion.

For both fiction and informational texts, it's important to stop periodically during the reading and ask students to gather clues to make predictions for the next portion of the text. Students need to understand that they can—and should—confirm or change their predictions while they read and gather new information from a text. Giving students the opportunity to preview what they read by discussing text features and using graphic organizers (such as a story map or Venn diagram) provides them with visual clues for predicting.

The language that students should use when making predictions includes the following phrases (Mowery, 1995; Oczkus, 2009). The word *because* is included so students will include text evidence and their own inferences as they predict:

I think ... because ...  
I'll bet ... because ...  
I wonder if ... because ...  
I imagine ... because ...  
I suppose ... because ...  
I predict ... because ...  
I think I will learn ... because ...  
I think ... will happen because ...

Predicting is a strategy that helps students set a purpose for reading and monitor their reading comprehension. It allows students to interact with the text, and it makes them more likely to become interested in the reading material while simultaneously improving their understanding (Duffy, 2009; Duke & Pearson, 2002; Duke, Pearson, Strachan, & Billman, 2011; Fielding, Anderson, & Pearson, 1990). In my experience, students seem to enjoy predicting, and they do so with exuberance. The key is to scaffold the discussion so students will make logical and increasingly sophisticated predictions.

## Questioning

Good readers ask questions throughout the reading process (Brigham, Berkeley, Simpkins, & Brigham, 2007; Cooper, 1993; Palincsar & Brown, 1986), but formulating questions is a difficult and complex task. Poor readers often become so lost they can't even begin to ask a question about the text, let alone answer a teacher's question. Questioning is an integral part of reciprocal teaching. Students pause throughout the reading to address questions that come up. There are many types of questions that are important for students to know how to ask and answer—from text-dependent questions, to wondering and hypothesizing about the topic, to asking author questions.

I often bring in a toy microphone to serve as a metaphor for questioning. During reading, we ask "game show questions" that can be answered or inferred using text clues. Many students begin by asking questions about unimportant details. However, as I continue to model question formulation and students share their own questions with the class, the quality and depth of their questions increase. I also model how to ask questions based on inferences and main points in a text. Finally, I model how to ask thinking or discussion-type questions, such as "Why do you think ...?" or "How do you think ...?" These question stems motivate students to discuss the text with one another, and questioning in general motivates students to interview, quiz, and challenge one another to think deeply about a text.

Younger students naturally wonder and ask questions about the world around them. When students are encouraged and taught to ask questions as they read, their comprehension deepens (Armbruster, Lehr, & Osborn, 2001; Keene & Zimmermann, 2007). When students know—prior to reading—that they need to think of a question about the text, they read with an awareness of the text's important ideas. They automatically increase their reading comprehension when they read and generate questions (Lubliner, 2001).

Students also enjoy the opportunity to "be the teacher" and ask questions during reciprocal teaching discussions. For example, during guided reading sessions, try giving each student a sticky note to mark a portion of text that he or she wants to turn into a question. Then have students share their questions with one another and the larger group. Students need modeling to improve the quality and depth of their questions, but with practice, students learn to generate questions about main ideas and details and their textual inferences. I've found that questioning often becomes the favored strategy of many students.

- Who ...?
- What ...?
- Why ...?
- Where ...?
- When ...?
- How ...?
- What/How/Why do you think ...?

Younger students and English language learners sometimes struggle with question formulation, so make a point of giving these students longer question starters or stems. For example, instead of inviting students to ask a question with just the word *why*, provide a longer stem for students to complete, such as "On page 10, why did the ...?" (See Figure 1.3 for how the actual process of questioning differs when reading fiction or informational text.)

### Questioning with Fiction and Informational Text

Questioning with Fiction	Questioning with Informational Text
<p>Ask, "I wonder" questions before reading and while previewing the cover, title, and text. Base these "wonderings" on the art and by skimming the text.</p> <p>Ask "I wonder" questions throughout reading.</p> <p>Formulate thinking questions about the setting, characters, problem, events, resolution, and theme.</p> <p>Ask thinking questions about whether you agree or disagree with the characters' actions or the author's choices in words and story line.</p> <p>Ask text-dependent questions, such as "What examples does the author include?" and "Why did the author use the word _____?"</p> <p>Ask thinking questions about whether you agree or disagree with the author's choice of story line, vocabulary, or organization.</p>	<p>Ask "I wonder" questions before reading and while previewing the cover, title, and text. Base these "wonderings" on the art and by skimming the text.</p> <p>Use text features (e.g., headings, maps, tables, charts, photos) to formulate questions.</p> <p>Ask questions about the text using the text structure, sequence of events, main idea and details, or cause-effect relationships.</p> <p>Ask thinking questions about whether you agree or disagree with the author's choice of words, text features, or ideas.</p> <p>Ask text-dependent questions about choices the author made, such as "What examples does the author include?" and "How does the heading/map/etc. help you understand ...?"</p>

# Clarifying

Clarifying—or monitoring comprehension—involves more than just figuring out difficult words in a text (see Figure 1.4). A broader definition of clarifying includes keeping track of one's comprehension of the text and employing fix-up strategies to maintain meaning during reading. Research clearly indicates that monitoring is an important strategy that distinguishes strong readers (Paris, Wasik, & Turner, 1991). Unfortunately, many young readers don't recognize when meaning has broken down as they read (Routman, 2003). I once observed a creative 2nd grade teacher use a toy car and tool belt to help explain this concept to her students. She placed the toy car under a poem she had printed on a chart. Then, while she read it aloud, she pretended the car got stuck as she stopped at a difficult word or sentence to clarify. She wore a toy tool belt and pulled out various gadgets to help her clarify, including a pointer or "rereader" to go over confusing passages or words, a different pointer to read ahead for clues to figure out unfamiliar words, a word chopper for breaking words into known parts, and a glittery pair of glasses to help students visualize and make pictures in their minds. What a great metaphor for what it means to clarify while reading!

## Clarifying with Fiction and Informational Text

### Identifying the problem or breakdown in meaning:

I didn't get [the word, sentence, part, visual, chapter], so I [used fix-up strategies, reread, read on, broke the word into parts, visualized, skipped it, asked a friend, thought about my connections].

I wasn't sure about ..., but then I ...

I didn't understand the part where ...

This [sentence, paragraph, page, chapter] is not clear. This doesn't make sense, so I ...

I can't figure out ...

This is a tricky word because ...

I am having trouble pronouncing ...

This is a hard or tricky word for a ... grader.

### Clarifying an idea/part/sentence/phrase:

I reread the parts that I don't understand.

I read on to look for context clues.

I checked the pictures, visuals, or text features.

I thought about other words that mean the same thing.

I thought about what I know.

I talked to a friend.

**Clarifying a word:**

I reread.  
I looked for word parts that I know.  
I tried to blend the sounds together.  
I thought of another word that looks like this word.  
I read on to find clues.  
I replaced the word with another word or synonym that makes sense.  
I looked up the word in the index or dictionary.

**Clarifying to visualize or use other senses:**

I reread to get a picture in my head.  
I looked for key words that helped me make pictures in my head.  
I looked for key words or phrases that helped me experience senses while reading.

Clarifying helps students monitor their comprehension as they identify problems, misunderstandings, and the meaning of new and unfamiliar words (Allington, 2001). It's also a complex strategy that involves two basic steps: (1) identifying or admitting that one is stuck on a word or idea, and (2) figuring out how to remedy the situation. Most students can easily identify words with which they need help deciphering, yet many are reluctant and embarrassed to admit that vocabulary or larger portions of text have caused them problems. A go-to strategy is to ask them to find a word (or part of a text) that they figured out but might be difficult for a younger student. Then ask them to describe how they would teach the word or passage to that younger reader. This is one of my favorite tried-and-true "tricks" for getting kids to open up and identify potential difficulties with a text. This works because students feel like they're doing it for someone else!

Although students can be taught to identify difficult words and work through them, it is far more difficult for some students to recognize unclear sentences, passages, or chapters. Perhaps these difficulties occur because, even though students can read every word in a given portion of text, they still do not understand the main idea of the reading. During reciprocal teaching, the teacher and students have an opportunity to share fix-up strategies that will help them construct meaning. I find it extremely helpful to model this approach using the strategy frame "I didn't get the sentence ... so I ...". Modeling with a document camera or interactive whiteboard, I then highlight an entire sentence and model how to reread, read on, and clarify meaning. Next, I ask students to find another sentence that is tricky and mark it using a sticky note. Using the strategy frame prompt encourages students and gives struggling readers and ELLs concrete language on which they can rely. Stephanie Tanner and Laurie Lawrence—two educators in Ohio—came up with a nice way to give their students "a bit of grace" with the frame "I wasn't sure about ... but then I ...".

Educators often wonder where the strategy of visualizing fits into the reciprocal teaching protocol. In my project schools, we weave sensory images into the clarifying step quite naturally. Think about what happens when you're reading and suddenly realize you're merely looking at the words; you're not really reading. You've stopped visualizing. This happens all the time! You quickly reread to get yourself back on track as you make a picture in your head. I ask students to use the clarify stem "I didn't get the part where ... so I reread and visualized" (or smelled, tasted, felt, etc.).

## Summarizing

Summarizing is a challenging strategy, so it's no wonder that students (and teachers) often moan and groan when we say, "Time to summarize!" Teaching students to summarize is a research-based, effective way to improve overall comprehension (Duke & Pearson, 2002). Reciprocal teaching provides students with many opportunities to exercise their summarizing muscles as they formulate frequent verbal summaries throughout the reading of a text. Summarizing is a complex process that requires the orchestration of various skills and strategies, including recalling important events and details, sequencing, paraphrasing, and using synonyms or selecting vocabulary. When summarizing a story, students may use the setting, characters, problem, events, and resolution to guide their summaries. By contrast, informational text requires students to determine important points or categories of information and arrange them in a logical order.

There are many creative ways you can engage students in summarizing. To provide more practice and improve students' abilities to summarize, try stopping more frequently throughout a text to allow students to share verbal summaries or dramatize text. You might ask them to select a favorite part of a chapter and sketch a quick drawing to represent that scene (Oczkus, 2009). Other students in the group can then share their favorite parts, and the group can place those scenes in order and practice putting together a group summary. Alternatively, students can write down five key points from an informational text and make up hand motions for each to be used in a physical, hand motion summary. The main point to remember is that summary practice doesn't have to be boring!

During reciprocal teaching, the teacher and students should take turns summarizing different parts of a text. Students may use the following prompts to guide their summaries:

- The most important ideas in this text are ...
- This part was mostly about ...
- This book was about ...
- First ...
- Next ...
- Then ...
- Finally ...
- The story takes place ...
- The main characters are ...
- A problem occurs when ...
- In the beginning/middle/end ...

Summarizing is extremely important because strong evidence exists that practice in summarizing improves students' reading comprehension of fiction and informational text alike, helping them construct an overall understanding of a text, story, chapter, or article (Rinehart, Stahl, & Erickson, 1986; Taylor, 1982). In reciprocal teaching lessons, students are provided with frequent opportunities to benefit from others' summaries and participate in creating their own, which helps them become more proficient readers. (See Figure 1.5 for how the actual process of summarizing differs when reading fiction or informational text.)

## Summarizing with Fiction and Informational Text

<b>Summarizing with Fiction</b>	<b>Summarizing with Informational Text</b>
<p>Use text structure to summarize the text. Use chapter headings and visuals to help summarize. Tell the events in order and include the characters, problem, events, and resolution. Share the theme of the story or novel. Talk about characters' feelings and motivations and share text evidence.</p>	<p>Use text structure to summarize the main idea and details, sequence, causes and effects, and problem and solution. Use text features (e.g., table of contents, headings, visuals) to summarize.</p>

## Practice Text - The Cricket War by Bob Thurber

That summer an army of crickets started a war with my father. They picked a fight the minute they invaded our cellar. Dad didn't care for bugs much more than Mamma, but he could tolerate a few spiders and assorted creepy crawlers living in the basement. Every farm house had them. A part of rustic living, and something you needed to put up with if you wanted the simple life.

He told Mamma: Now that we're living out here, you can't be jerking your head and swallowing your gum over what's plain natural, Ellen. But she was a city girl through and through and had no ears when it came to defending vermin. She said a cricket was just a noisy cockroach, just a dumb horny bug that wouldn't shut up. She said in the city there were blocks of buildings overrun with cockroaches with no way for people to get rid of them. No sir, no way could she sleep with all that chirping going on; then to prove her point she wouldn't go to bed. She drank coffee and smoked my father's cigarettes and she paced between the couch and the TV. Next morning she threatened to pack up and leave, so Dad drove to the hardware store and hurried back. He squirted poison from a jug with a spray nozzle. He sprayed the basement and all around the foundation of the house. When he was finished he told us that was the end of it.

But what he should have said was: This is the beginning, the beginning of our war, the beginning of our destruction. I often think back to that summer and try to imagine him delivering a speech with words like that, because for the next fourteen days Mamma kept finding dead crickets in the clean laundry. She'd shake out a towel or a sheet and a dead black cricket would roll across the linoleum. Sometimes the cat would corner one, and swat it around like he was playing hockey, then carry it away in his mouth. Dad said swallowing a few dead crickets wouldn't hurt as long as the cat didn't eat too many. Each time Mamma complained he told her it was only natural that we'd be finding a couple of dead ones for a while.

Soon live crickets started showing up in the kitchen and bathroom. Mamma freaked because she thought they were the dead crickets come back to haunt, but Dad said these was definitely a new batch, probably coming up on the pipes. He fetched his jug of poison and sprayed beneath the sink and behind the toilet and all along the baseboard until the whole house smelled of poison, and then he sprayed the cellar again, and then he went outside and sprayed all around the foundation leaving a foot-wide moat of poison. Stop them son of a bitches right in their tracks, he told us.

For a couple of weeks we went back to finding dead crickets in the laundry. Dad told us to keep a sharp lookout. He suggested that we'd all be better off to hide as many as we could

from Mamma. I fed a few dozen to the cat who I didn't like because he scratched and bit for no reason. I hoped the poison might kill him so we could get a puppy. Once in awhile we found a dead cricket in the bathroom or beneath the kitchen sink. We didn't know if these were fresh dead or old dead the cat had played with and then abandoned. Dad cracked a few in half to show us that they were fresh. Then he used the rest of the poison to give the house another dose. A couple of weeks later, when both live and dead crickets kept turning up, he emptied the cellar of junk. He borrowed Uncle Burt's pickup and hauled a load to the dump. Then he burned a lot of bundled newspapers and magazines which he said the crickets had turned into nests.

He stood over that fire with a rake in one hand and a garden hose in the other. He wouldn't leave it even when Mamma sent me out to fetch him for supper. He wouldn't leave the fire, and she wouldn't put supper on the table. Both my brothers were crying. Finally she went out and got him herself. And while we ate, the wind lifted some embers onto the wood pile. The only gasoline was in the lawn mower's fuel tank but that was enough to create an explosion big enough to reach the house. Once the roof caught, there wasn't much anyone could do.

After the fire trucks left I made the mistake of volunteering to stay behind while Mamma took the others to Aunt Gail's. I helped Dad and Uncle Burt and two men I'd never seen before carry things out of the house and stack them by the road. In the morning we'd come back in Burt's truck and haul everything away. We worked into the night and we didn't talk much, hardly a word about anything that mattered, and Dad didn't offer any plan that he might have for us now. Uncle Burt passed a bottle around, but I shook my head when it came to me. I kicked and picked through the mess, dumb struck at how little there was to salvage, while all around the roar of crickets magnified our silence.

**PREDICTING:** Find at least 5 text-related predictions. They should be based on new developments in the reading, and your predictions should help to anticipate what will happen next. Language of predicting: I think... I'll bet... I wonder if... I imagine... I suppose... I predict...

<b>Text:</b>	<b>Prediction:</b>
<p>Ex: "Joe wasn't quite sure why, but he threw his pocket knife into his backpack, just in case" (Stevens 1).</p>	<p>Ex: I predict that later in the story Joe is going to need that pocket knife for some reason, otherwise why would the author include that detail?</p>

**QUESTIONING:** Pose at least 5 questions about the reading that would create conversation. Questions can address the text’s central idea, character motivations, important details, textual inferences as well as, I wonder... type questions. Avoid questions about clarity (For example: What does this word mean?) You want your question to be open to interpretation (Every person could answer differently; there’s not one correct answer). Language of questioning: Who? What? Where? When? Why? How? What if? I wonder...

<b>Text:</b>	<b>Question:</b>
<p>Ex: “Joe wasn’t quite sure why, but he threw his pocket knife into his backpack, just in case” (Stevens 1).</p>	<p>Ex: Why would Joe bring a knife on a 3 hour tour? Why <i>this</i> time? How did he even get a knife in the first place? What is he afraid of? Is he trying to look tough?</p>

**CLARIFYING:** Identify at least 5 areas of the reading where your comprehension of the text and/or word meaning was unclear. You will need to use fix-up strategies to help construct meaning. Did you reread it? Were you able to visualize what you think may be happening? Did you read on to look for clues? Remember that clarifying is not necessary plot-based, but rather questions or statements that show you are having a hard time understanding something. Language of clarifying: I didn't understand the part where... This (sentence, paragraph, page, chapter) is unclear because... I can't figure out... This is a tricky word because... I can't figure out the meaning of...

<b>Text:</b>	<b>Clarifying Question/Statement:</b>
<p>Ex: "Joe sensed a malevolent presence lingering in the woods. Had his intuition been guiding him before he left on the tour? Is that why he had packed his pocket knife?" (Stevens 8).</p>	<p>Ex: Malevolent is a tricky word because it sounds like it may be something bad; what does it mean? I can't figure out what the author means when she says, "Had his intuition been guiding him" (Stevens 8).</p>

**SUMMARIZING:** This type of summarizing goes beyond simply retelling what happens in the reading. Identify what you think are the 7-10 most important events/details from the text. Then, explain why they are important and/or how these events are connected. Don't forget to add all major characters and the setting, which is time and place (if these are known). When summarizing, you need to put what is happening in the reading in your own words. Language of summarizing: The most important ideas in this text are... This part/article/book is about... First... Next... Then... Finally... The story takes place... The main characters are... A problem occurs when...

<b>Summary Point:</b>	<b>Importance/Connections:</b>
Ex: This story is about a young man named Joe who is going on a 3-hour tour in the woods.	Ex: I think that the woods as a setting is important because nothing good ever seems to take place there.

## Resources

[The Fab Four: Reciprocal Teaching Strategies](#) - Online article by Lori D. Oczkus

[Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving](#)

[Reading Comprehension](#) - Book by Lori D. Oczkus

[Visible Learning for Literacy](#) - Book by Douglas Fisher, Nancy Frey, and John Hattie

[The Cricket War](#) - Short story by Bob Thurber