

# Reciprocal Reading

with Into Connectors | Connectors



## What is Reciprocal reading?

Reciprocal reading is scaffolded talk about a text in a small group setting that develops comprehension strategies. It may be completed with the teacher, but often independent of the teacher.

## What does it teach?

Reciprocal reading has been shown to increase both reading and listening comprehension and has demonstrated that students transfer the learning into other contexts. It teaches predicting, clarifying, questioning, and summarising skills, with additional comprehension strategies – giving opinions, making connections, and visualising.

## How does it work?

Reciprocal reading encourages students to read, talk and think their way through the text.

Each student is assigned a specific role within the group before reading (within Into Connectors and Connectors, these are indicated using small icons). When a student's coloured icon appears on a page that student leads the discussion using the prompts on that page.

## Is it effective?

“The original reciprocal teaching model was developed by Palincsar and Brown (1984) \*. They found that when reciprocal teaching was used with a group of students for just fifteen to twenty days, the students' reading on a comprehension assessment increased from 30 percent to 80 percent.

The students were also able to function more independently in the classroom, were able to summarise verbally, write contextually accurate summaries, predict questions and detect incongruities in texts. Not only did the students show these improvements in English and literature, they also improved their test scores in science and social studies on an average from 20 percent to 50 to 60 percent.”

—Connectors Teacher Resource Book, p54

Palincsar, A.S. and Brown, A.L. (Spring, 1984). Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities. Cognition and Instruction. Vol. 1, No. 2. pp. 117-175.

“Reciprocal reading stimulates children and raises reading standards fast ... Formal classroom trials of Connectors show students' reading ages leaping forward by 9.1 months in just 12 weeks. Case studies show particular benefits for disadvantaged learners.”

—Global Education website  
<https://www.globaled.co.nz/connectors>



## Into Connectors

Series 1 (7+ years)  
Series 2 (8+ years)

48 nonfiction titles  
18 fiction titles

### Comprehension strategies:

- Predicting
- Clarifying
- Questioning
- Summarising

## Connectors

Series 1 (9+ years)  
Series 2 (10+ years)

48 nonfiction titles  
18 fiction titles

### Comprehension strategies:

- Predicting
- Clarifying
- Questioning
- Summarising
- Making connections
- Visualising
- Forming opinions
- Making inferences

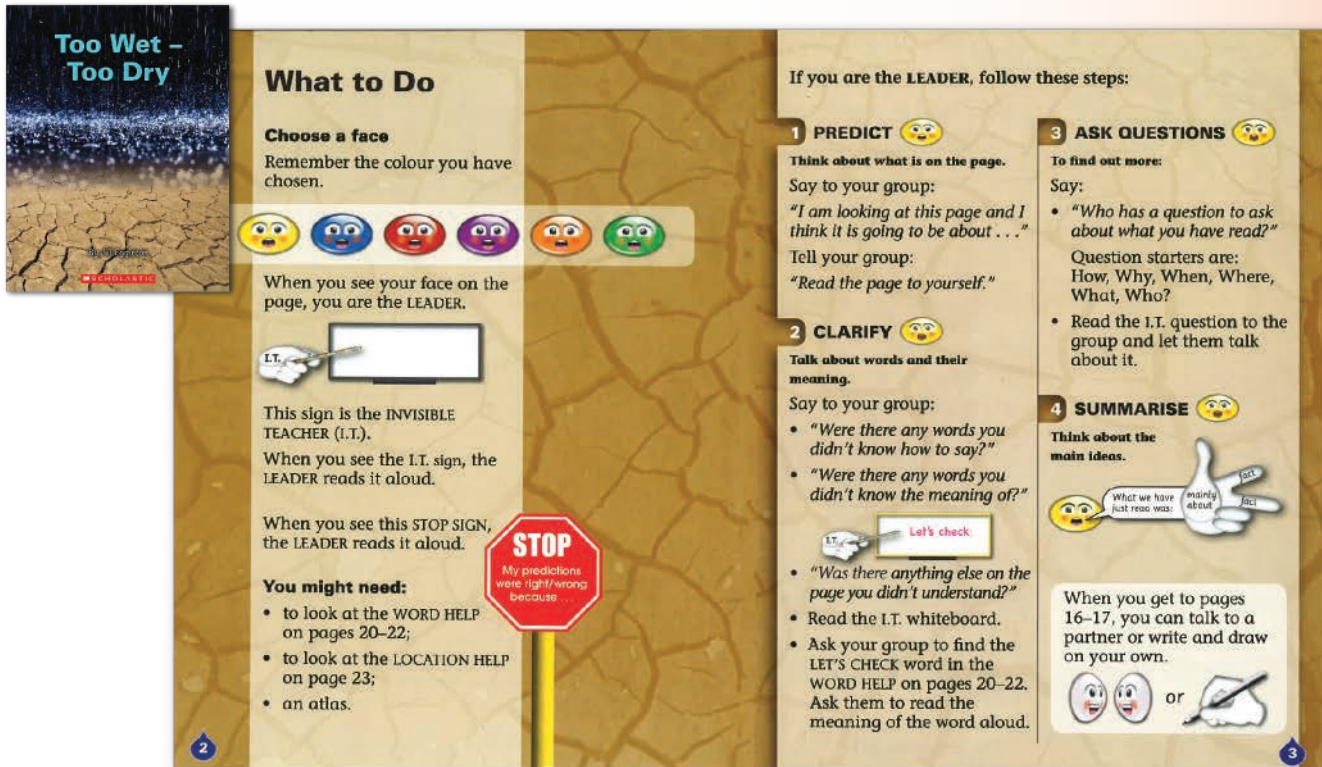
## WHY is the reciprocal reading strategy used in Connectors and Into Connectors so effective?

It's effective because:

- every student in the group has an opportunity to lead the discussion.
- discussions are tightly scaffolded with several prompts on each page, to keep students on track.
- each book explores a topical issue that gets students thinking and sharing ideas.
- graphic organisers at the end of each book assist students to locate, record, and organise information they have discussed in preparation for writing.

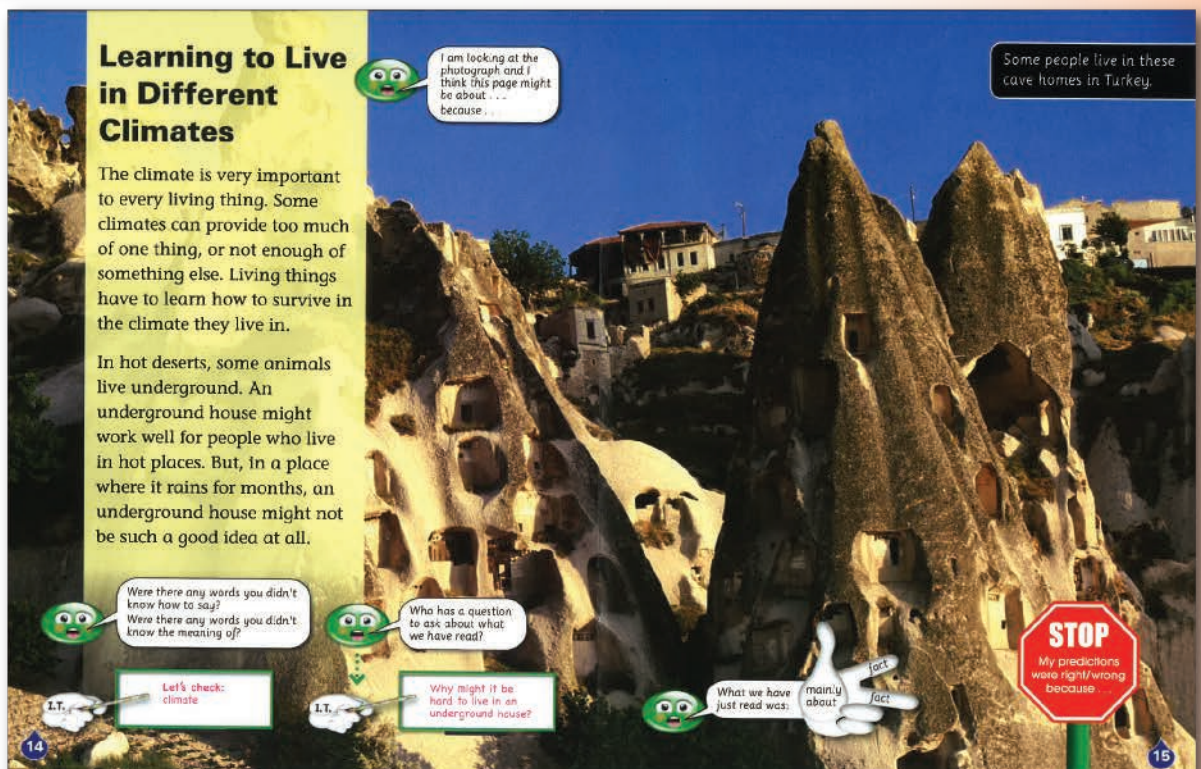
## How are Into Connectors NONFICTION books and lessons structured?

Each *Into Connectors* book has a spread at the front to explain how the book should be used.



Every *Into Connectors* title has 6 discussion pages (so each student has the opportunity to lead the group once).

Stop signs throughout the text alert students to additional discussion points, or ask them to reflect on predictions made earlier.





At the end of each **Into Connectors nonfiction** story there is a targeted dictionary, advice on how to complete further research on the topic, a location map as well as a relevant graphic organiser activity.

### Word Help

#### Dictionary

<b>carve</b>	to cut
<b>climate</b>	the kind of weather that a place usually gets at different times of the year
<b>diseases</b>	illnesses, sicknesses
<b>drifts</b>	moves gently along by water or air
<b>drought</b>	a long time of very dry weather without rain
<b>environment</b>	everything around that surrounds a living thing, such as a person, animal or plant
<b>explore</b>	to look carefully around a place to learn about it
<b>moisture</b>	dampness
<b>monsoon</b>	a very heavy wind and rainfall

<b>mummies</b>	the bodies of people or animals from long ago that have not rotted
<b>provide</b>	to give something that is needed
<b>season</b>	one of the four parts of the year known as winter, spring, summer and autumn
<b>topsoil</b>	the soil on the top or the ground that is good for growing plants
<b>troughs</b>	long, narrow open containers

### Word Help

#### Thesaurus

<b>buried</b>	hidden
<b>clings</b>	grips, sticks
<b>drips</b>	dribbles, trickles
<b>hardly</b>	barely, scarcely
<b>living</b>	existing

### Location Help

#### The driest place, the wettest place

Atacama Desert → CHILE

East Khasi Hills → INDIA

### Do You Need to Get an Answer?

You could go to . . .

- Library** →
- Expert** →
- Internet** →

### Do You Want to Find Out More?

You could look in books or on the Internet using these keywords to help you:

- Atacama Desert
- cave homes
- East Khasi Hills
- monsoon season

### SOMETHING TO THINK ABOUT

Too Wet - Too Dry

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Too Wet - Too Dry shows us the wettest and driest places on Earth. Describe what you think is good and not so good about these places.

Living in a wet place . . .	Living in a dry place . . .
is good because . . .	is good because . . .
is not so good because . . .	is not so good because . . .

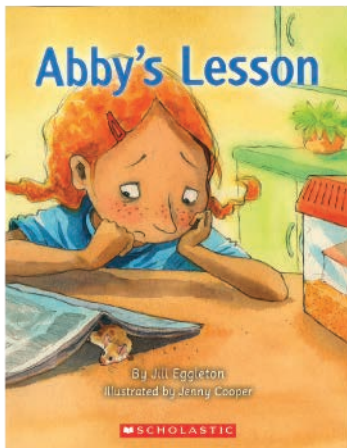
### Something to Think About

Living in a wet place

Living in a dry place

A copymaster version of the graphic organiser is provided in the relevant Teacher's Guide.





## How are Into Connectors FICTION books and lessons structured?

Like the nonfiction titles, each fiction book has a spread at the front to explain how the book should be used. Every book has 6 discussion pages (so each student has the opportunity to lead the group once).

Stop signs throughout the text alert students to additional discussion points, or ask them to reflect on predictions made earlier.

### What to Do

**Choose a face**  
Remember the colour you have chosen.

When you see your face on the page, you are the LEADER.

**I.T.**

This sign is the INVISIBLE TEACHER (I.T.).  
When you see the I.T. sign, the LEADER reads it aloud.

When you see this STOP SIGN, the LEADER reads it aloud.

**You might need:**

- to look at the WORD HELP on pages 22–23.

If you are the LEADER, follow these steps:

**1 PREDICT**

Think about what is on the page.  
Say to your group:  
"I am looking at this page and I think it is going to be about ..."  
Tell your group:  
"Read the page to yourself."

**2 CLARIFY**

Talk about words and their meaning.  
Say to your group:

- "Were there any words you didn't know how to say?"
- "Were there any words you didn't know the meaning of?"

**Let's check:**

- "Was there anything else on the page you didn't understand?"
- Read the I.T. whiteboard.
- Ask your group to find the LET'S CHECK word in the WORD HELP on pages 22–23. Ask them to read the meaning of the word aloud.

**3 ASK QUESTIONS**

To find out more:  
Say:  
• "Who has a question to ask about what you have read?"  
Question starters are:  
How, Why, When, Where, What, Who?  
• Read the I.T. question to the group and let them talk about it.

**4 SUMMARISE**

Think about who and what the story was mainly about.

**On this page ...**

When you get to page 24, you can talk to a partner or write and draw on your own.

On the plane, Abby waited until her Dad and the woman next to her were snoozing. Then she opened up the sock to peek at Tobias. But Tobias leapt out. He landed upside down on the woman's knee. The woman screamed. The scream was so loud Abby thought it would shatter the window.

Abby quickly scooped up Tobias. She shoved him into the sock and back into her bag.

**I am looking at the illustration and I think this page might be about ... because ...**

**Were there any words you didn't know how to say? Were there any words you didn't know the meaning of?**

**Let's check: scooped**

**Who has a question to ask about what we have read?**

**Why do you think that Abby wanted to peek at Tobias?**

**On this page ...**

**STOP**

**My predictions were right/wrong because ...**


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Visual Summaries at the end of each *Into Connectors FICTION* story assist students to retell the story.


## Retell the Story


 The main characters were . . . This story happened at . . .







 The first thing that happened was . . .

 The next thing that happened was . . .

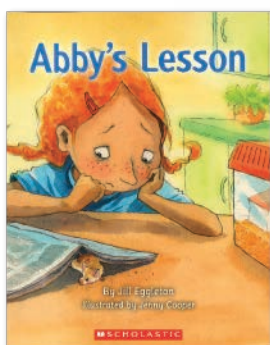
 A problem was . . .

 This problem was solved by . . .

 The story ended when . . .

20
21



## Word Help

### Dictionary

<b>attendant</b>	a worker who helps others in a public place
<b>crime</b>	an activity like stealing, that is against the law
<b>glared</b>	stared with an angry look
<b>fear</b>	a feeling that something bad might happen
<b>form</b>	a piece of paper with blank spaces to fill out
<b>peek</b>	to take a quick look at something
<b>quarantine</b>	a place where people or animals stay by themselves to stop any diseases from being spread
<b>picked up</b>	picked up in the palm of the hand

<b>shatter</b>	to break into tiny pieces
<b>smuggle</b>	to bring something in a secret way
<b>smuggler</b>	a person who smuggles
<b>snuffling</b>	makes sniffing noises
<b>snuggled</b>	curled up in a warm, comfortable place
<b>stuffy</b>	without fresh air
<b>x-ray</b>	a special photograph that shows the inside of something

### Thesaurus

<b>reason</b>	cause
<b>shake</b>	tremble, shudder
<b>snoozing</b>	dozing, napping

23

## Something to Think About

Main Characters

Minor Characters

Action

Consequence

Action

Consequence

Action

Consequence

24

## SOMETHING TO THINK ABOUT

Abby's Lesson

Name: \_\_\_\_\_

Date: \_\_\_\_\_

After reading Abby's Lesson, think about the main characters, minor characters, actions and consequences.

Main Characters		Minor Characters	

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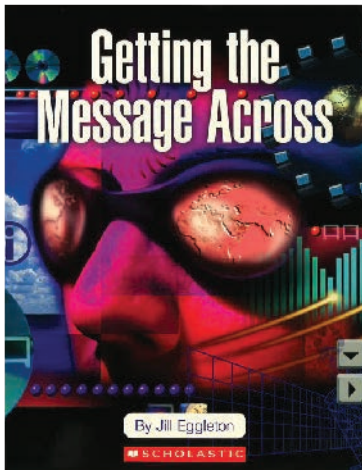
SOMETHING TO THINK ABOUT

At the end of each *Into Connectors FICTION* there is a targeted dictionary and thesaurus, along with a graphic organiser.

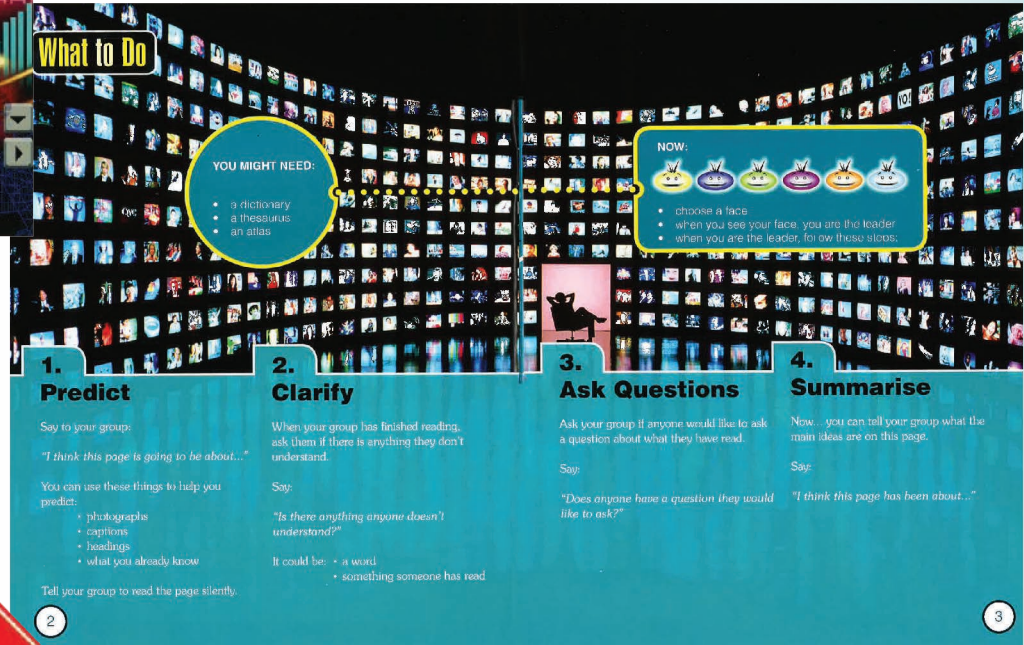
These graphic organisers are also provided as black and white copymasters in the accompanying Teacher's Guide.



# How are Connectors NONFICTION books and lessons structured?



- Connectors books have 12 story/discussion pages (so each student has two opportunities to lead the discussion). For this reason each book may take more than one reading session to complete.
- A spread at the front of each book explains how discussion should be led.



**STOP**

What connections can you make with different colours stirring up different emotions?

Stop signs throughout **Connectors nonfiction** stories challenge students the think deeply with respect to: language skills, higher order thinking skills and ethical reasoning.

## Making Connections

As we come into contact with different places and people, and experience a range of books, movies, television shows and music, we make connections or form ideas or feelings. We can connect these ideas and feelings with images in pictures or photographs, certain words or phrases or passages of music. These are called connotations and the people who create advertisements rely on them to help deliver their message.

Advertisers often use animal connotations. For instance, if speed is one of the main ideas to communicate, they might use an image of a cheetah. Most people have read about or seen a cheetah running, and easily associate it with speed. This means that they are more likely to remember the ad's message because of the connection they make with the speedy cheetah.

Advertisers also use objects in advertisements to create connotations. A balloon, for example, would probably remind us of a time, place or atmosphere that we connected with a balloon. In the same way, a song will often stir up memories that connect people with a certain time, place, activity and emotion.

Colour plays a key role in advertising. If an advertiser wants to give a happy message, the colour of choice might be yellow. Green and blue are cooler colours that can suggest healing and cleanliness. Red can have many different connotations, ranging from anger to urgency, love and hunger. The connections that people make with colours can differ from culture to culture, but they are almost always useful in persuading people to buy products.

I predict this is going to be about...

## A need for speed?



**STOP**

What connections can you make with different colours stirring up different emotions?

Look no further. We have the **fastest** connection, **fastest** upload and **fastest** download speeds of any Internet provider — **fastcat.com** **we're fast**



Does anyone need to have anything clarified?

Does anyone have a question to ask?

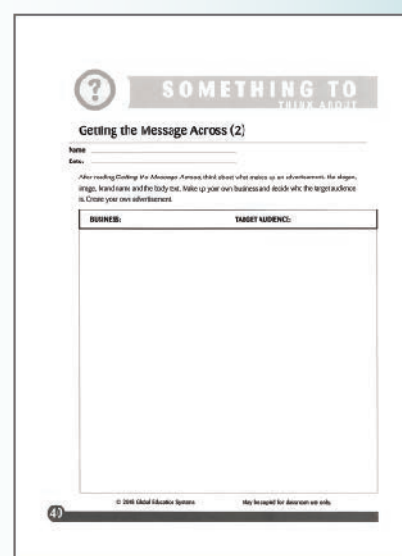
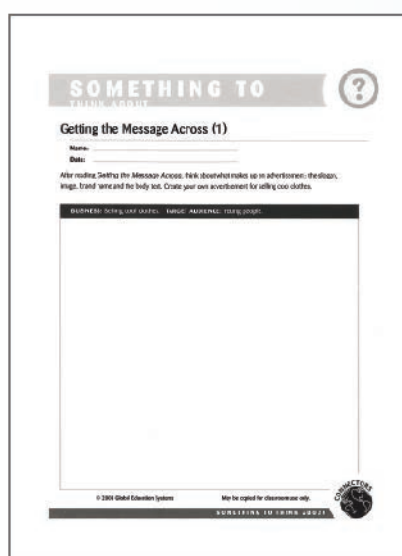
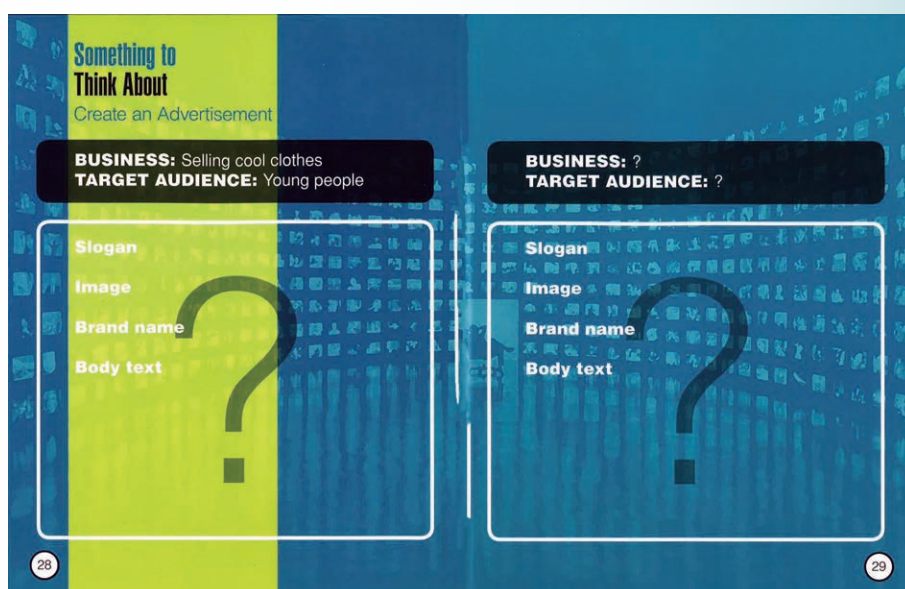
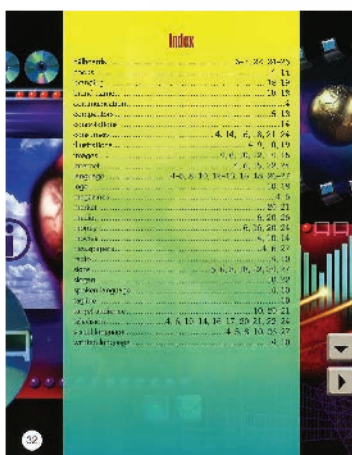
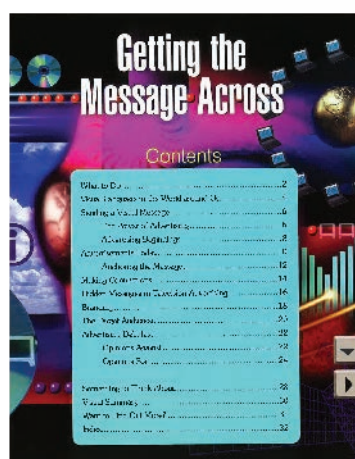
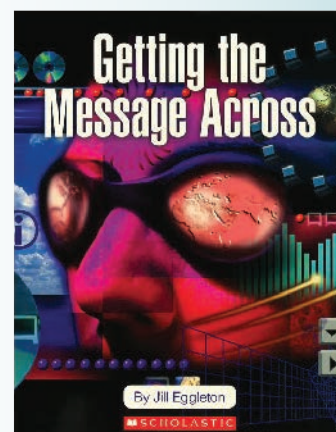
My summary of what we have read is...

14

15



At the end of each **Connectors nonfiction** story there is a visual summary, guidance on completing further related research, a relevant graphic organiser and an index.

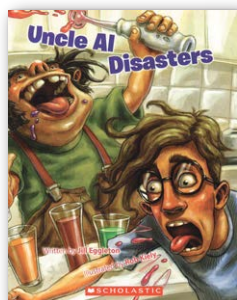


Graphic organisers from the student books are also provided as black and white copymasters in the accompanying Teacher's Guide.



# How are Connectors FICTION books and lessons structured?

- **Connectors** books have 12 story/discussion pages (so each student has two opportunities to lead the discussion). For this reason each book may take more than one reading session to complete.
- A spread at the front of each book explains how discussion should be lead.



## What to do

**YOU MIGHT NEED:**

- a dictionary

**NOW:**

- choose a topic
- when you see your class, you are the leader
- when you are the leader, follow these steps.

**1. Predict**

Say to your group:

"I think this page is going to be about ..."

You can use the illustrations to help you predict.

Tell your group to read the page silently.

**2. Clarify**

When your group has finished reading, ask them if there is anything they don't understand.

Say:

"Is there anything anyone doesn't understand?"

It could be:

- a word
- something someone has read.

**3. Ask questions**

Ask your group if anyone would like to ask a question about what they have read.

Say:

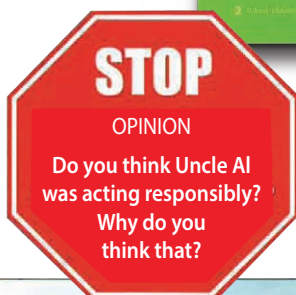
"Does anyone have a question they would like to ask?"

**4. Summarise**

Now, you can tell your group what the main ideas are on this page.

Say:

"I think this page has been about ..."



Stop signs throughout **Connectors fiction** stories challenge students the think deeply with respect to: language skills, higher order thinking skills and ethical reasoning.

If I thought Uncle Al had finished embarrassing me, I was wrong. I was coming out of the school gates after school when there was Uncle Al, jumping up and down like a puppet. Above his head he was holding my scooter – the one I hadn't ridden since I was six.

"You don't have to catch the bus tonight!" he shouted. "You can ride your scooter home." I wished I could melt away like an ice cube in the sun. Should I pretend not to see him and hop on the bus? No such luck. Lucy Larkins had spotted him. "Sam!" she shouted. "There's that funny man who stays at your house. He's your uncle, isn't he?" I pushed my way over to Uncle Al.

"I'm not riding that scooter," I hissed.

"No worries," said Uncle Al. "I'll ride it then." And he was off, weaving down the road like a drunken man.

The school bus went past and I could see laughing faces. "Uncle Al, slow down!" I shouted.

But my shouting distracted him. He went crashing into a tree. The scooter was mangled and Uncle Al was rubbing his head.

"Are you OK?" I asked. But I think I sounded fake.

"Nothing that a chilli smoothie won't fix," laughed Uncle Al.

Does anyone need a clue anything clarified?

Does anyone have a question to ask?

My summary of what we have read is ...



Prompts at the end of each **Connectors fiction** story assist students to move beyond the text, or explore the reading-writing link.

An illustration featuring two characters. On the left, a man with wild, dark, spiky hair and a wide, toothy grin wears a green t-shirt and brown overalls. On the right, a man with brown hair, glasses, and a white t-shirt looks at him with a slightly concerned or questioning expression. Above them is a thought bubble showing a man in a blue and white striped shirt sitting on a brown couch, looking relaxed. Two text boxes are present: a small purple one on the left and a larger purple one in the bottom left corner, both containing instructions on using dialogue. The background is a simple, light-colored wall with a window on the right.

At the end of each **Connectors fiction** story there is a ‘Something to think about’ activity and a relevant graphic organiser.

[illegible]