

This strategy is conducted in cooperative groups where students work together with informational texts in order to learn the material better. There are five strategies used in this method, with the teacher first modeling its use.

1. **Reading.** The assigned text is first broken down into short sections for the students to read. Typically the leader of the group reads the section aloud to the group.
2. **Questioning.** The leader and/or other group members now generate questions derived from the text just read for the other group members to answer.
3. **Clarifying Issues.** If any misunderstandings develop, the leader and/or other group members help in clarification.
4. **Summarizing.** When all questions have been answered and any misunderstandings have been clarified and discussed, the leader and/or other group members summarize what they have just read.
5. **Predicting.** The students now make predictions about what the next section may contain.
6. Repeat steps 1-5 until assigned text or chapter has been completed.

**Reference**

Palinscar, A., & Brown, A. (1984). Reciprocal teaching of comprehension—fostering and comprehension—monitoring activities. *Cognition and Instruction*, 1(2), 117–175.