

# Scoring with Reciprocal Teaching

Title: \_\_\_\_\_



**Completed:**  
 Whole Group  
 Small Group  
 Partner  
 Independent  
 (circle)

## Predict

Use your head to think about the title and the pictures. What do you think the passage will be about?



Preview the text features (circle the ones you find) and use it to help make your prediction.

Text Features:

- Title
- Subtitle/ Headings
- Illustration/Drawing
- Photograph/ Picture
- Caption
- Map
- Chart
- Graph
- Diagram
- Bold Words
- Footnote

I predict this story /article /poem (circle) is going to be about...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Revised prediction... \_\_\_\_\_

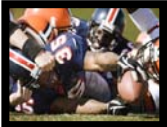
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Clarify

Are you confused? Is there a word or phrase you don't understand?






Are you pronouncing the word correctly? **Sound it out** again by chunking.

Use **words parts** to help you figure out the meaning.

Reread the whole sentence and use the **context clues** to help you figure out the meaning.

Watch out for **multiple meaning** words. Analyze those context clues **AGAIN!**

Find the sentence in the passage and **reread the whole paragraph.**

Words/ Phrases I'm Confused About	Meaning	Hint/ Clues that MAY Help Me
		<p><b>Context Clues:</b> </p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Synonym or Restatement</li> <li>• Antonym or Contrast</li> <li>• Comparison</li> <li>• Example</li> <li>• List or Series</li> <li>• Cause &amp; Effect</li> <li>• Description or Inference</li> </ul> <p><b>Word Parts:</b> </p> <ul style="list-style-type: none"> <li>• Prefix</li> <li>• Suffix</li> <li>• Base Words</li> <li>• Root Words</li> </ul> <p><b>Multiple Meanings</b> </p>

## Visualize

What are the play-by-play moves going on in your head?



What exactly do you see? (Quick sketch or bullet some words & phrases as notes.)

# Question



## Benchmarks:

### 1: Vocabulary

- Context
- Basewords
- Affixes
- Roots (Gr. 5)
- Antonyms
- Synonyms
- Multiple Meanings
- Analyzing Words in Text

### 2: Reading Application

- Author's Purpose
- Author's Perspective
- Main Idea
- Relevant Details
- Conclusions/ Inferences

- Chronological Order
- Cause/Effect
- Text Structure
- Theme/Topic

### 3. Literary Analysis

- Plot Development
- Character Development
- Character Point of View
- Setting
- Problem/Solution
- Descriptive Language
- Figurative Language
- Text Features

### 4. Informational Text/ Research Process

- Text Features
- Locate, Interpret, Organize Information
- Validity & Reliability

# Summarize

Look for clue words/ phrases to find the text structure.

## Text Structure: (circle)

- Descriptive
- Problem/Solution
- Chronological Order
- Compare/Contrast
- Cause/Effect
- Argument/Support

## Topic:

## Theme:

### Author's Intent: (circle ONE)

Intent of Passage/Poem	Intent of Article/Essay
to share	to teach
to entertain	to show
to tell	to give facts
to teach (fable/moral)	to inform
to show	to explain
to compare	to describe
to suggest	to compare
	to contrast
	to suggest
	to provide
	to indicate
	to demonstrate
	to develop
	to persuade/convince
	to prove
	to give an account (biography)

### Main Idea: What is it MOSTLY about?

### Author's Purpose: (Intent + Main Idea)

### Author's Perspective

What is the author's feelings/ thinking about the topic? \_\_\_\_\_  
What is the proof/ evidence?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What else would the author read about the topic?

### Text Features: How do these

- \_\_\_\_\_ help me?
- Title
  - Subtitle/ Headings
  - Illustration/Drawing
  - Photograph/Picture
  - Caption
  - Map
  - Chart
  - Graph
  - Diagram
  - Bold Words
  - Footnote

Question 1/ Benchmark: \_\_\_\_\_

Answer 1:

Question 2/ Benchmark: \_\_\_\_\_

Answer 2:

Question 3/ Benchmark: \_\_\_\_\_

Answer 3:

Description: A \_\_\_\_\_ is a kind of \_\_\_\_\_ that . . . .

Problem/Solution: \_\_\_\_\_ wanted . . . but . . . so . . . .

Sequence: \_\_\_\_\_ begins with . . . continues with . . . and ends with . . .

Compare/Contrast: X and Y are similar in that they both . . . but X . . . while Y . . . .

Cause/Effect: \_\_\_\_\_ happens because . . . **OR** \_\_\_\_\_ causes . . . .

Argument/Support: (Evidence/information) from the article supports the conclusion that \_\_\_\_\_. **OR**

The greatest benefit of \_\_\_\_\_ is . . .

**Write a summary:**

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