Abstract

This teacher research study investigated the observed and reported experiences of eighteen first grade students in an eastern Pennsylvania elementary school when reciprocal teaching was used to facilitate retelling skills after hearing read alouds. Students were observed using the four comprehension strategies of reciprocal teaching: Summarizing, questioning, predicting, and clarifying. Data collection methods included participant observation, retelling rubrics, and surveys. Findings indicated that when discussing read alouds without necessary scaffolding, students were not able to increase retelling skills. Through the use of additional scaffolding prior to the discussion of text, students demonstrated increased comprehension and enjoyment of reading and retelling.