Abstract

This qualitative research study investigates the observed and reported experiences of nineteen third grade students when reciprocal teaching methods were used during reading instruction. The study examines the students’ use and application of the reciprocal teaching strategies of predicting, clarifying, summarizing, and asking questions. The study explores students’ work and discussions during reciprocal teaching activities in both whole group and small group settings.

The findings suggest that the implementation of reciprocal teaching methods motivates students to read text, encourages students to be active participants in story discussion, and allows students to become aware of strategies to apply when reading independently. The findings also suggest that the quality of student work and student discussion improves with teacher modeling and guided practice.