

Reciprocal Teaching Roles

AR-3

Directions: You will assume the responsibility for helping your group to use one of four reading strategies to discuss the assigned reading: summarizing, questioning, predicting, and connecting. As you read, take notes based on your assigned strategy and be prepared to lead a discussion for your role in your group.

Summarizing	Questioning	Predicting	Connecting
<i>Beyond retelling what happens in the reading, identify what you think are the <u>three most important events/details</u> from the reading and <u>explain why they are important</u> and how they are connected.</i>	<i>Pose <u>at least three questions</u> about the reading; these could include questions that <u>address confusing parts</u> of the reading, or <u>thought questions</u> that the reading makes you wonder about.</i>	<i>Identify <u>at least three text-related predictions</u>; these predictions should be based on new developments in the reading and your predictions should help the group to anticipate what will happen next.</i>	<i>Make <u>at least three connections</u> between ideas or events in the reading to your own experience, <u>the world around you</u>, or <u>other texts</u>. Be prepared to explain these connections to your group.</i>

Video Observation Sheet (Developing Academic Language)

Content Area: English Language Development/Academic Language Development	Lesson Length/Time: Condensed to video of about 6 minutes
Grade Level: Middle school	Language Classifications of Students: All ELL students; mostly Early Intermediates
Areas of Observation: Please indicate the kinds of opportunities for academic language occurring in the classroom and make notes on the content of what was observed.	
1. General Content of the Lesson	
2. Language Patterns or Structures	
3. Opportunities for Students to Engage in Academic Language	

Your comments: