Strategy: Reciprocal Questioning

Reading Dimension(s): Comprehension, Metacognition

Objective/Essential Question: Does the student read to create questions and to prepare to answer questions?

SOL(s): K.8, 1.11, 2.8, 3.5, 4.5, 5.6

Prerequisite Skills:
1. Ability to form general questions.

Materials: reading passage

Procedure:
1. Prepare for reciprocal questioning activity by reading text and chunking it into segments. Teachers chose the length of a segment – from a sentence to a paragraph or two – depending on the complexity of the material being presented and students’ reading level.
2. Introduce the reading assignment and have students read silently a small segment.
3. Have students ask several questions about the text they have read; the teacher closes the book and answers the questions as fully as possible.
4. Reverse roles and have the teacher question the students after they have closed their books. Teachers model asking a range of questions, ranging from factual to interpretative questions. Or students and the teacher can alternate asking and answering questions after reading each segment of text.
5. Repeat steps 2, 3, and 4 to read and discuss more of the text. At an appropriate point, the teacher asks students to predict what information they expect to read and learn in the rest of the text, and then students continue reading the rest of the assignment independently.

Reference(s):