Will Brown adapted reciprocal teaching roles for the team reads his students do in chemistry. Each student in a group of four has a particular facilitation role, but the whole group participates, regardless of whether the conversation is about predicting, clarifying, questioning, or summarizing.

**PREDICTION FACILITATOR**

Your job is to help the team members predict what they will read about next by using clues in the reading. You also help the team review earlier predictions to see why they were or were not accurate.

You might ask questions like these before your team reads:

- What are your predictions about what this next section will tell us?
- How were you able to guess? What information did you use?

You might ask questions like these after your team reads:

- What were our predictions about this section? Were any of them correct? What information or clues turned out to be the most helpful?
- What do you think we will read about next?

*Good science readers make predictions about what is upcoming in the text by using text information as well as their own knowledge of science, science methods, and science genres. Predicting is a way to surface relevant schema, focus the reading, and check understanding to stay engaged.*

**CLARIFICATION FACILITATOR**

Your job is to help team members point out parts of the reading that were not clear to them. You also ask the team to help find ways to clear up these problems.

You might ask questions like these:

- Which parts were confusing or unclear as you read?
- Can anyone explain that part?
- What strategies did you use to clarify that part?
- What can we do to try to understand this?

*Good science readers look for the parts of a text that are confusing them and use fix-up strategies such as rereading, scanning ahead, thinking back, identifying unknown vocabulary, chunking words or phrases, and using their own knowledge of science topics, science methods, and science genres.*
When introducing reciprocal teaching, some teachers model the various facilitation roles with the whole class many times before setting groups off on their own. Janet Ghio puts the students in her grade 9 academic literacy class into a classroom “fishbowl,” giving alternating groups publicly coached practice in carrying out the reciprocal teaching procedure. In Classroom Close-Up 7.9, Janet’s students have just spent two class periods in these fishbowl sessions and now are working independently in groups for the first time. In a short visit with one group, students demonstrate an early but promising level of independence not only in identifying comprehension problems in the reading but also in helping each other solve them.