READING RESCUE WITH THE FAB FOUR
COMPREHENSION STRATEGIES TO ACCELERATE LEARNING NOW!

With Lori Oczkus author, consultant
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Ideas/Lessons Taken From:
Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension: 3rd Edition foreword John Hattie (Oczkus,2018) ASCD/ILA

Close Reading with Paired Texts by Lori Oczkus & Timothy Rasinski Shell education.

Article ILA Blog (Free 7 min videos for parents, handout too!)

Webinar Objectives:
• Discuss problems with comprehension.
• Share the research for results
• Lesson 1 Informational Text Close Reading
• Lesson 2 Poetry Close Reading
• Foundations for Success
• Discuss Digital Platforms Tools/Ideas/Resources to use NOW!
  Read Alouds/Guided Reading/Book Clubs

What problems do students experience with comprehension?

-Decode but do not comprehend
-Can’t find main ideas/details
-Lack necessary vocabulary
-Experience difficulty finding text evidence or inferring

-Are not interested in the reading material
-Find informational text challenging
-Are unaware of their poor comprehension

What is reciprocal teaching?

Reciprocal teaching or “The Fab Four” is a scaffolded discussion technique that incorporates four strategies—predict, question, clarify, summarize. (Oczkus,2018)

☐ Any grade level ☐ Any Materials! ☐ Frequency 2-5 times/week for results
What does research say about reciprocal teaching?
-Palincsar and Brown, (1984)- middle school results in 15 days!
-Hattie, (2008) .74 one year #9 of 138 practices that yield results
-Rosenshine & Meister, 1994 16 studies .74 in one year

What does reciprocal teaching look like across grade levels?
Reciprocal teaching can be used at any grade level with any reading materials! Here are just a few examples of The Fab Four in action.

✓ Primary Grades- Interactive Read Aloud
Teacher pauses throughout the reading to model then invites students to partner/respond for each of the strategies.

✓ Intermediate Grades-Chapter Book
Students take on roles in teams of predictor, questioner, clarifier, and summarizer as they read and discuss the text. The teacher continues to model as necessary. Students may use sticky notes to mark discussion points in the text.

✓ High School Article
Students read an article and annotate with the Fab Four. They work in teams to discuss the reading using the Fab Four as a guide. Teacher models as necessary. Students may take on roles during the session.

Guidelines for Reciprocal Teaching Results
• Use any text any grade level.
• Use all four strategies predict, clarify, question, summarize in EVERY lesson!
• Model and think aloud using a portion of text.
• Students must share response throughout the lesson in pairs/teams.
• Use scaffolds- strategy prompts, characters, gestures, posters, bookmarks.
• Help students become metacognitive and independent by asking them to explain the strategies and how each one aides in comprehension.

Pointers for Getting Started
✓ Choose a high interest short informational text and or poetry and use ALL FOUR strategies! (article, poem, short stories, read aloud)

✓ Use different mentor texts to demonstrate reciprocal teaching strategies separately over a few days or at the most one week. Use ALL FOUR asap! (See Oczkus, 2018 for k-12 titles for predict, question, clarify, summarize)

@Lori Oczkus, 2020
Close Reading with the Fab Four
How to Quickly Improve Your Child’s Comprehension & Fluency!

Why is it important to teach children to reread? What is “close reading”?
Good readers often reread challenging or interesting texts several times to gain better understanding. This is called “close reading”. When we teach children to read the same text over again for different purposes their comprehension deepens. As adults we reread daily to grasp understanding of texts such as news articles, documents, recipes, or even driving directions. Rereading with children offers added benefits and they begin to read with ease, expression, confidence, and fluency. They also learn to recognize more vocabulary words which contributes to improved comprehension. (Rasinski, 2010)

What are the “Fab Four” comprehension strategies that students should know?
The “Fab Four” are four strategies that good readers employ to comprehend texts and include-predict, question, clarify, and summarize. (Oczkus, 2018) Reciprocal teaching, the research name for this set of tools, yields reading gains within just few months. (Palinscar &Brown, 1986; Hattie, 2008). Be sure to not turn reading into a boring test but rather an enjoyable experience! Take turns sharing your ideas with your student in a discussion. Use these four strategies as tools when talking with your student about any reading materials and you should see improved comprehension. The Fab Four, or reciprocal teaching works with students of all ages.

What is reading fluency? How does it help my student read?
Fluency involves the ability to read and understand the words encountered in texts effortlessly, automatically, and with expression. (Rasinski, 2010). Rereading texts helps students at all grade levels to move from reading word by word to reading with ease, expression and improved comprehension.

What if my student doesn’t want to reread a text?
When using the enclosed Fab Four lesson plans your child will reread the same text multiple times for different purposes. Make it fun by participating and sharing your ideas too! You can also try rereading together in unison, or echo reading, where you read a line and the child repeats it. For fun try silly voices such as a monster voice or mouse voice when you reread. Try recording your child reading.

Where can I find short articles, poems, and stories for my student to read closely?
• Any assigned text from your child’s school can be reread using the Fab Four strategies.


@Lori Oczkus, 2020
Close Reading Lesson with Nonfiction Articles

**Predict**
Discuss and look over title, author, pictures, headings. Skim the text. Share predictions.

“My prediction is that I think we will learn... because _____”

**Read!**
Choose or let the student decide how to read.
- Student reads silently.
- Read in unison, together.
- Echo read. Adult read a line child repeats it.
- Adult reads and the child follows along.
- Child reads again alone or in unison with adult.

**Reread to Clarify**
Student marks or identifies 2-3 challenging or interesting words. Even if the student knows all the words, student chooses/marks one to two to discuss!

“A tricky word or interesting word to clarify is _____ we can figure it out by_______”
- sounding it out
- looking for smaller parts
- reading on
- rereading for clues
- thinking what it means

**Reread to Question**
Take turns asking questions to quiz or discuss.

“My question is ___________”

**Reread to Summarize**
Take turns sharing any of the following.

“This was about...”
“I learned...”
“_____ is important because _____”
“My favorite part was..”
“First... Next... Then.... Finally...
@Oczkus & Rasinski, Shell, 2015

Close Reading Lesson with Poetry/Songs/Stories

**Predict**
Discuss and look over title, author, and art. Skim the poem or story. Share predictions.

“My prediction is that I think this (poem, story) is about _____ because______”

**Read!**
Choose or let the student decide how to read.
- Adult reads and the child follows along.
- Read in unison, together.
- Echo read. Adult read a line child repeats it.
- Child reads again alone.
- Read poetry several times together for enjoyment!

**Reread to Clarify**
Student marks or identifies 2-3 challenging or interesting words. With poetry also discuss phrases. Even if the student knows all the words, student chooses one or two to discuss!

“A tricky word, phrase to clarify is ___ we can figure it out by_______”
- sounding it out
- looking for smaller parts
- reading on
- rereading for clues
- thinking what it means

**Reread to Question**
Take turns asking questions to quiz or discuss.

“My question is ___________”

**Reread to Summarize**
Take turns sharing any of the following.

“This (poem, story) was about...”
“My favorite part was..”
“A funny part (or sad, or scary part) was _____” Practice and read poem/story to 3 Lucky Listeners. (the dog, call grandma, the baby etc!)
Play Ball!

By Debra Housel

Kids love baseball. They want to play. That’s why Little League® began in 1939. It let children have their own baseball teams.

Kids join Little League® teams to learn how to play baseball. They learn how to be good sports, too. They play against other teams.

At first, only boys could play in Little League®. In 1974, girls were allowed. Then, in 1990, the Challenger Division began. It is for kids with disabilities.

Today, there are thousands of Little League® teams. Any child who wants to play baseball can join a Little League® team.
Take Me Out to the Ball Game

By Jack Norworth

Take me out to the ball game,
Take me out with the crowd.
Buy me some peanuts and cracker jack,
I don’t care if I never get back,
Let me root, root, root for the home team,
If they don’t win it’s a shame.
For it’s one, two, three strikes, you’re out,
At the old ball game.
# Fab Four for Distance Learning/Digital Tools

**Shared by Lori Oczkus**

www.lorioczkus.com

- Zoom
- See-Saw
- Google Products (ie Classroom)
- Kahoot
- Moodle
- Screen Castify
- Book Creator

## Groupings / Text

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<tr>
<th>Whole Group</th>
<th>Small Group</th>
<th>Parents</th>
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## Lesson Notes

### Informational Text

- Try close reading of short informational articles. Predict then reread to clarify, question, and summarize.
- Show copy of the text while you model.
- Take turns responding. Teach parents!

**Student Engagement:** Students mark text with different colors digitally or on a hard copy. Students respond to one another to discuss.

### Poetry

- Read the poem a few times through for FUN!
- Repeated readings for each Fab Four strategy
- Encourage rereading throughout the week.

**Student Engagement:** Mark text with colors/symbols. Students discuss share responses.

### Read Alouds

Sources:
- Tattered Cover 19 read aloud resources! https://www.tatteredcover.com/resources-parents-guardians-during-covid-19
- At home parent reads.. pauses to discuss. Listen to taped read alouds pause to discuss Fab Four.

- Review the Fab Four. Model prediction. Students discuss their predictions.
- Pause throughout to rotate through all four strategies.

**Student Engagement:** Every pupil response sticky notes, zoom features, etc. Pupils discuss verbally. Use gestures! Puppets!

### Leveled Texts/Guided Reading

**Epic**  **Pioneer Valley**  **Read Works**

See Lori’s twitter post

- Rotate through the Fab Four. Chart!

**Student Engagement:** Students respond using gestures, sticky notes, etc.

### Novels/Book Clubs

See Lori’s twitter post re Pernille Ripp

- Students may read text ahead of time and mark the four strategies.
- Take on roles: Predictor, questioner, clarifier, summarizer.
Comprehension Resources By Lori Oczkus

Reciprocal Teaching At Work 3rd Edition 2018 ASCD/ILA

Close Reading with Paired Texts k-5 Series co author Tim Rasinski  Shell/ 2015

Talk About Books K-3 Guided Reading Series by Maria Nichols and Lori Oczkus 2017, Mondo.
https://www.mondopub.com/c/@cmcJQ7MOqpwtQ/Pages/product.html?record@S6364

Just the Facts: Close Reading and Comprehension of Informational Text 2014 Shell/ILA

Fabulous Four Comprehension Puppets
https://www.amazon.com/Primary-Concepts-Reading-Comprehension-Puppets/dp/B00JEVJOQC

Lori’s Reciprocal Teaching
FREE Resources!

•WEBINAR
ASCD August 14, 2018 ASCD
Reciprocal Teaching: New Insights and Books for Boosting Reading Comprehension with Lori Oczkus (August 14, 3:00 p.m. eastern daylight time)
http://www.ascd.org/professional-development/webinars.aspx

•PODCAST
ASCD May 5,2018 ASCD
Reciprocal Teaching: Improving Reading Comprehension with Four Powerful Tools

•ARTICLE
Close Reading Workouts 3 Engaging Strategies that Work!
https://lesleyuniversitycrrlc.wordpress.com/2016/09/14/close-reading-workouts-3-engaging-strategies-that-work/

•BOOK STUDY GUIDE
ASCD for Reciprocal Teaching at Work 3rd edition
http://www.ascd.org/ASCD/pdf/books/Oczkus118045.pdf