

Reciprocal Teaching – a Collaborative Cloze Activity

Complete this Collaborative Cloze activity in pairs or small groups.

Predicting

The learner is _____ what will come next in the _____, based on appropriate prior _____ and on the structure and _____ of the text.

Predicting is _____ setting (learners read to confirm or reject their _____).
_____ encourages learners to actively think _____.

Clarifying

When clarifying, learners are dealing with _____ in the text by being alert to:

- unfamiliar vocabulary
- text which is structured or set out in an _____ way
- new or difficult _____
- when they lose _____ of the meaning.

After recognising the _____, learners can employ a 'fix up strategy' to _____ meaning, for example:

- re-reading
- using the _____ of the passage
- using their knowledge of _____ language, for example, vocabulary, structure,

- using a dictionary or _____ to check meaning. Using other _____ materials such as an atlas, road map.

It may be necessary for the learners _____ the whole passage again, to understand the meaning.

Questioning

When questioning, the learner is _____ the meaning of the text in depth. Questioning gives the learner an _____ to:

- identify the kind of _____ that provides the substance for an appropriate question
- frame questions - before, _____ and after the reading.

When suitable questions _____ asked, the learner can then:

- offer possible _____
- find relevant information _____ questions
- _____ their own comprehension
- help other learners _____ questions they have.

Learners become much more _____ in the reading activity when they are _____ and answering questions themselves, rather than merely responding to the teacher's questions or to pre-set questions. _____ is a means of self-checking.

Summarising

When summarising, the learner is _____ and integrating important information presented in the _____.

In _____ the learner needs to:

- initially identify the _____ important content of the reading section
- integrate and own the information which _____ understanding.