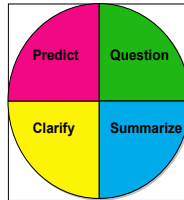


# READING RESCUE WITH THE "FAB FOUR" HIGH YIELD COMPREHENSION STRATEGIES TO ACCELERATE LEARNING NOW!

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

<https://www.lorioczkus.com/books>

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

<https://www.teachercreatedmaterials.com/series/close-reading-with-paired-texts-211/>

## FREE RESOURCES!!

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

<https://www.lorioczkus.com/resources-1>

## Session Objectives:

- Share high yield strategies to accelerate comprehension, engagement, equity/access to texts
- Learn scaffolding tools for live/ hybrid any settings
- Discuss how to go from good to great.. foundations for success!
- Share "Go To" lessons and a MENU



## What problems do students experience with comprehension?

Often students

-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. **Virtual Tip- use gestures for the strategies. Use characters and props.**

### ✓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. **Virtual Tip-Students contribute to a Google Doc or Jamboard.**

### ✓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. **Virtual Tip- Students contribute to a Google Doc or Jamboard**



## 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.

## 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!

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Close Reading with Paired Text by Oczkus/Rasinski k-12 series .

<https://www.teachercreatedmaterials.com/series/close-reading-with-paired-texts-211/>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Predator or Prey?

Science Texts

Adapted from a piece by Jack L. Roberts and Tyler Shook

Predators are animals that hunt, kill, and eat other animals. The hunted animals are called prey. Predators and prey work together to keep an ecosystem in balance. Predators who eat too much prey may run out of food. Predators and prey need each other to survive over time. There are many ways that animals try to be successful as predators or as prey.

Camouflage is how animals blend in with what is around them. They use color or physical features to do this. Their skin, fur, or feathers can blend in so that they can hide. Predators and prey use camouflage. They want to be able to move around without being noticed.

Both predators and prey use their speed. Predators use speed to catch their prey. Prey also use speed to get away from predators.

Some animals have a strong sense of sight, smell, or hearing. This helps them to hunt or to keep from being eaten. They can see, hear, or smell a predator (or prey) that is far away.

All animals must eat to stay alive. Some animals rely on other animals as food. The ways that animals hunt or escape are very important. This is what keeps different species alive!



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#51360—Close Reading with Paired Texts

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## A Bird, came down the Walk

Adapted from a piece by Emily Dickinson

A Bird, came down the Walk—  
He did not know I saw—  
He bit an Angle Worm in halves  
And ate the fellow, raw,

And then, he drank a Dew  
From a convenient Grass—  
And then hopped sidewise to the Wall  
To let a Beetle pass—

He glanced with rapid eyes,  
That hurried all abroad—  
They looked like frightened Beads, I thought,  
He stirred his Velvet Head.—

Like one in danger, Cautious,  
I offered him a Crumb,  
And he unrolled his feathers,  
And rowed him softer Home—

Than Oars divide the Ocean,  
Too silver for a seam,  
Or Butterflies, off Banks of Noon,  
Leap, plashless as they swim.



# Fab Four Menu

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## Predict



*I think .....*

*I bet.....*

*I think I will learn...*

Big Predictions/Little Predictions  
Text Feature Predictions  
Skim and Scan/Grab a Word  
Authors Purpose/Text Organization  
Character Feelings

## Question



*I wonder....*

*Who, what, where, when, why,  
how?*

Wonders/Quiz/Thinking Questions  
Pop the Question  
It's Your Question  
Flip It

## Clarify



*I didn't get the \_\_\_\_\_  
(word, sentence, part, page,  
picture, chapter) where  
\_\_\_\_\_ so I \_\_\_\_\_.*

Pause to Clarify Chart  
Reread it, Eyeball it  
Bring in Another Word

## Summarize



*This was about.....*

*I learned.....*

*First, next, then, finally*

*Somebody, wanted, but, so..*

10 -20 Word Summary  
Favorite Part Summary  
T and V  
**So far...**

