

Table 9.1
Evolution of reciprocal teaching (RT)

Context	One-on-one in laboratory settings	Groups in resource rooms	Naturally occurring groups in classrooms	Work groups fully integrated into science classrooms
Activities	Summarizing, questioning, clarifying, predicting	Gist and analogy	Complex argument structure	Thought experiments
Materials	Unconnected passages	Coherent content	Research-related resources	Student-prepared material
Pattern of use	Individual strategy training	Group discussion	Planned RT for learning content and jigsaw teaching	Opportunistic use of RT
Initiation of activity	Researcher-initiated	Researcher- and teacher-initiated	Teacher initiated with researcher guidance	Initiated by students