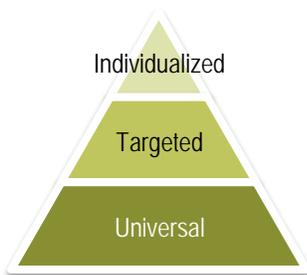


Directed Reading Thinking Activity



Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to prove or disprove their predictions. DRTA encourages students to be actively engaged with the text/story, enhancing comprehension and leveraging prior and background knowledge.



A teacher's understanding of their students' learning needs helps determine when to provide universal, targeted, or individualized instructional strategies. For some students, universal instructional strategies may be enough to meet their learning needs. For others, more targeted instructional strategies are the starting point for implementing the curriculum. The strategy described is a guideline that teachers can use depending on the learning context.

Why use this strategy in an inclusive learning environment

- Supports students to reflect on a text/story and change or modify their predictions as new information is provided.
- Helps to determine the purpose for engaging with text and provides students with a structure to organize their ideas and build critical thinking.
- When used as a progress monitoring strategy, helps teachers monitor comprehension and helps students self-reflect as they engage with text.
- Provides a structure for organizing content in both fiction and expository text.

How this strategy could be used in an inclusive learning environment

1. Select a text/story based on students' interests and abilities and pre-select points to pause and engage with the text/story to process the information.
2. Model the process of making predictions, reading, reviewing, and confirming or revising predictions using a think-aloud prior to using the strategy with small groups or with individual students.

DRTA involves:

- a) **Directing** – Activate students' background and prior knowledge of a passage by skimming through to reflect on the title, chapter headings, illustrations, and other information. Encourage students to make predictions about the content or elements of the text/story using open-ended questions.



- b) **Reading** – For each section or predetermined break in the text/story, students record their predictions while listening or reading independently or with support.
- c) **Thinking** – After each section, students evaluate and/or refine their predictions. Model how to use supporting statements from the text/story to prove or disapprove predictions.

Example

Directed Reading Thinking Activity Chart	
<p style="text-align: center;">Preview & Predict – Look for Clues</p> <p>What you do think the text/story might be about?</p> <div style="text-align: center;">  </div>	<p>Check:</p> <ul style="list-style-type: none"> • Title • Inside flap • Back cover • Chapter titles • Pictures/illustrations • Descriptor words • Personal experience • Graphs • Maps • Diagrams • Headings/subheadings • Technical terms • References • When it was written
<p style="text-align: center;">Reading – Stop & Predict</p> <p>What might happen next? Why do you think that?</p> <div style="text-align: center;">  </div>	<p>Pause points:</p> <ul style="list-style-type: none"> • Introduction of: <ul style="list-style-type: none"> ○ Character ○ Setting ○ Initial major event • Character's response • Attempt to solve problem • Outcome of attempt • A secret is revealed • Character's reaction • Climax of story • Introduction of main idea • Before a new section • End of a paragraph • The end of a concept • After supporting example
<p style="text-align: center;">Thinking – Review & Refine Predictions</p> <p>What tells you if you were right or not?</p> <div style="text-align: center;">  </div>	<p>Confirm, modify or reject using:</p> <ul style="list-style-type: none"> • Examples in text • Evidence in text • How a character solved a problem • The end of a complication • The resolution • The conclusion or summary • Similarities or differences between prediction and text

Tips for individualized supports

- Use familiar concepts so that students can be supported through the process of refining predictions and checking comprehension.
- Complete the DRTA process orally or have students vote on the statements through visuals or physical movement (e.g., selecting images, using voting paddles or hand signals to agree or disagree).
- Have students share their work with a peer or within a small group setting as a transition to sharing with a larger group.



- Students can use a variety of assistive/educational technologies to:
 - organize responses using pictures and/or diagrams;
 - reduce letter-by-letter typing using predictive text software;
 - adjust text size and font colour; and
 - read student writing aloud.
- Sentence frames can be used to help students summarize:
 - *The main points are _____.*
 - *This is important because _____.*
 - *The paragraph tells me _____ about the main idea.*

