

## **Directed Reading-Thinking Activity (DRTA)**

In the Directed Reading-Thinking Activity (DRTA), students are actively involved in reading stories or listening to stories read aloud because they make predictions and read or listen to confirm their predictions (Stauffer, 1975). DRTA is a useful approach for teaching students how to use the predicting strategy. It can be adapted and used for both picture books and chapter books.

### **Step by Step**

*Introduce the story before beginning to read.* Teachers might discuss the topic, show objects and pictures related to the story, draw on prior knowledge, or create new experiences.

*Show students the cover of the book.* The teacher asks them to make a prediction about the story using these questions:

What do you think a story with a title like this might be about?

What do you think might happen in this story?

Does this picture give you any ideas about what might happen in this story?

*Begin the story.* Students read the beginning of the story or listen to the beginning of the story read aloud. Then the teacher asks students to confirm or reject their predictions by responding to questions such as:

What do you think now?

What do you think will happen next?

What would happen if...?

Why do you think that idea is a good one?

*Have students reflect on their predictions.* Students talk about the story, expressing their feelings and making connections to their own lives and experiences with literature. Then students reflect on the predictions they made as they read or listened to the story read aloud, and they provide reasons to support their predictions. Teachers ask these questions to help students think about their predictions:

What predictions did you make?

What in the story made you think of that prediction?

What in the story supports that idea?

### **Applications and Examples**

Teachers can write students' predictions on sentence strips or chart paper for students to reread. It is important to remember that DRTA is useful only when students are reading or listening to an unfamiliar story so that they can be actively involved in the prediction-confirmation cycle. When students are already familiar with the story, there is no need to ask them to make predictions.

### **References**

Tompkins, Gail E. (1998). *50 Literacy Strategies Step by Step*. New Jersey: Pearson Merrill Prentice Hall