Directed Reading – Thinking Activity

(DR-TA) Strategy Lesson Plan

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MSMC
Goal:

The student will learn a reading comprehension strategy for narrative and expository text.

Performance Objective:

Given a narrative or expository text read to or by the student and the direction, “Use the DR-TA Strategy,” the student will follow the steps on the poster for four consecutive trials without prompts, using a different text each time.

Learning Standards:

New York State Common Core:

College and Career Readiness Anchor Standards for Reading Grades K-5

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

Grade 4 Students:

1. Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

National Council of Teachers of English (NCTE) Standard:

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Prerequisites:

1. Given the term “prediction” or “evidence,” and the direction “What does prediction/evidence mean?” the student will write/say the correct definition.

2. Given a narrative or expository text and the direction, “Tell me if this is narrative or expository,” the student will say/write the correct type of passage.

3. Given a graphic organizer and the direction, “What are these used for?” the student will say to organize and record information.
Introduction:

“Today you are going to learn a new reading strategy called the Directed Reading-Thinking Activity. We are learning this reading strategy because it will help us make good predictions and remember what we read better. By using this strategy you, your teachers, your friends and your family members will be amazed at your incredible reading skills!”

Review for Day 1:

“What does prediction/evidence mean?” (The teacher calls on a few students.) After hearing a few responses the teacher writes on the board “a prediction is a guess about what will happen and evidence is that which tends to prove or disprove something.” The teacher and the class will read this from the board chorally.

Development- Explanation:

(Throughout the explanation the teacher will be using the poster which will be visible for students during the explanation.)

“Now that we are all thinking about reading and making predictions we are going to learn about the Directed Reading – Thinking Activity strategy (teacher points to the poster). We can call it DR-TA for short, which is just the abbreviation of its name, which is pretty long to remember. There are a total of nine steps to our strategy and we are going to very carefully go through each step to ensure we are all clear on what we need to do. If you are unsure about any of the steps we go over, please be sure to let me know. It is very important that each step is followed correctly. Remember following a reading strategy is like following a recipe to bake a cake. You must follow each step of the recipe so your cake ingredients mix well and is ready to bake so you can enjoy eating it when it’s all done. That’s just like using the Directed Reading – Thinking Activity strategy; you have to follow all of the steps so that you can remember the information and enjoy it when you are all done reading. The DR-TA strategy will help us make good predictions about what we are going to read and it will help us remember what we read better. If you look at our poster (teacher points to top of poster) we will go through each step very carefully to be sure we are all clear on what to do”.

(While pointing to number one on the poster) “Before Reading, before we read there are some things we need to do. Step one, Say the purpose for reading. Why are we reading this? Is this going to give me information? Is this going to be read for fun? What am I going to learn? Is it how to build something? Is about facts in science? Say I am reading to learn about___. This way we can find the purpose for our reading before we start and it will help us understand what we are going to be reading about and help us focus on the topic. Step number two (teacher points to step number two on the poster) Look at the passage. Really take a good look at what you are going to read. Look at the pictures to give you clues or hints about what it’s going to be about. Look at the captions under the pictures or on the side of the text to give you some information about what is being discussed. Look at the headings. Headings always give us clues about what is in the passage it is almost like the main idea in bold print, there to help you clarify
what you are reading about. Step number three (teacher points to step number three on the poster)

Say to yourself: This is what I already know about this topic: ___. I know that the sky is blue or I know that the sun is the largest planet in our solar system. What do you know about the topic you are reading about? Say to yourself I think this could be about ___. I think this could be about weather, or I think this could be about the sun being the largest planet. What do you think this passage could be about? Step number four (teacher points to step number four on the poster) Write at least 1 good prediction. Say what you already know, remember step 3? (Teacher points to step three on the poster). Make a good prediction: based on what you looked at in Step 2 AND what you already know (teacher points to step number two). See why every step is important? If you don’t follow each step you would end up making a poor prediction: based on guessing, not thinking about what you looked at in step 2, or not what you already know. Our goal is to make good predictions with evidence to support them. Using prior knowledge or experience along with the clues we find in the passages we read helps us stay focused on looking for support or evidence and helping us keep or alter our predictions. Let’s look at some good and poor predictions (Teacher points to poster number 2). Looking at this picture, a good prediction would be “I think this is going to be about a neighbor that looks mean but turns out to be really nice.” This is a good prediction because it uses the title of the book and the picture to make the prediction. Let’s do another good prediction (Teacher points back to the second poster). “He looks like the worst neighbor in the world! Maybe he’s mean in the beginning of the story and then turns out to be really nice.” Now this is also a good prediction because again, it is using the heading and the picture itself to make the prediction. Does that make sense? Ok, great let’s do one more good prediction. (Teacher points to poster number two) “He looks like the man in the movie “Up.” Maybe it’s a story about what happened after the movie.” This is a good prediction because it is using the heading, the picture and prior knowledge about what is known about the picture. Ok, now let’s take a look at some bad predictions. (Teacher still using poster number two.) “This is a story about a mean man.” This is a poor prediction because the heading is not used which says “The best neighbor in the world”. How about another poor prediction? (Teacher points to poster number two). “We will read about a man with no teeth and a big nose.” While this may look like it could be the case, in the picture it is not in the title nor does it imply this anywhere that this is about a man who has a big nose and no teeth. Does that make sense? Ok let’s do one more poor prediction about this picture. “This will be a bad story because it’s about a bad person.” This is a poor prediction because again by looking at the title and the picture nowhere does it imply that this man is a bad person. It would not be fair to assume that considering the title says he is the best neighbor in the world.

Now remember this is all BEFORE we read. Before we go any further, let’s review. Let’s read steps one through four together. (Teacher and students read steps one through four on poster chorally). Now that we are familiar with what we do before we read let’s continue with our steps. During Reading, step number five (teacher points to step number five on the poster) read to the stopping point. This is important because we don’t want to read too much and then forget everything we just read. For this strategy to be effective we want to read only one part of the passage at a time to be able to break down the information easier for us. Now what do we do during reading? Let’s read step number five together (teacher points to step number five on the poster and reads it chorally with the class).
Now that we have complete the steps for before reading and during reading, let’s continue to after reading (teacher points to after reading on the poster). After reading comes step number six. Circle whether you found evidence to support or not support your prediction. You will put a circle around the letter Y for yes or you will put a circle around the letter N for no. We will find evidence when we read the passage. The information will either agree with our prediction or go against our prediction. This is where we prove or disprove our original prediction. Step number seven (teacher points to step number seven on poster) write the page number where you found the evidence. This is very important. Sometimes we can read very lengthy passages that are on more than one page. If we want to go back and read the evidence again or show our teacher we must be able to find the information quickly. This step makes it easy to do that. Step number eight (teacher then points to step number eight on the poster) write the evidence. This is extremely important, this will show the evidence that we found that either proves or disproves our prediction. The page number is great, but having the page number and the evidence written makes it much easier to reference or show your teacher. Step number nine the last step in our strategy (teacher points to step number nine on the poster) repeat steps 1-8 until the passage is finished. This is so we have the information we need from the whole passage to better understand and remember what we just read.

Now that we have an understanding of all nine steps to our strategy Directed Reading-Thinking Activity. Before we go any further and I show you what it looks like. First, let’s read the entire poster together (teacher and students read all of the steps on the poster chorally).

Development- Examples and Materials for Modeling and Guided Practice:

The poster used in this lesson plan has been adapted from Dr. Dee Berlinghoff, MSMC.

15 DR-TA Prediction handouts

Poster for Directed Reading – Thinking Activity

Five consecutive passages from Hurricanes & Tornadoes by Neil Morris (pages 16-25)

Reference:


Modeling:

The Directed Reading – Thinking Activity poster will be hanging in the classroom where it will be visible for all students to see.

“Ok I am ready to go! The first thing I need to do is look at the poster. Ok, before I read my passage, the first thing I need to do is step number one: Say the purpose for reading. The purpose for reading, what is
the purpose for reading? Am I learning how to do a task? No, not if it’s dealing with tornados what would I be doing with them? Oh yea wait I know, I am reading to learn about tornadoes. Ok now that I know what the purpose for reading this is what next? Let me look at the poster again. Step number two: Look at the passage. Ok I looked at it. So what? Wait there’s got to be more to this step. Look at all of the pictures, wow very interesting. Look at these amazing pictures! Next I need to look at the captions. Oh, I saw this movie (Twister)! I remember a little bit about it. I really enjoyed it because it made me want to chase tornados it seemed very exciting to me. Ok focus. Now, what else do I have to do before reading? Oh wait I remember look at the headings. Well these headings do not sound very comforting let’s see, we have Twister, Disaster, Terrible, Violent, Tornado. Now that I have that done, on to step number three: this is what I already know about this topic: ok I already know that tornadoes are really scary storms that can cause a lot of damage and injuries to the people and structures around them. I think this could be about tornadoes and the paths they take because there is a picture showing a tornado and there is a picture of a map with a caption that says “Tornado Alley.” Ok where am I on the steps? Step number six, circle whether you found evidence...wait a minute, I didn’t read it yet. Oh that’s why, wrong step! I am on step number four I better pay closer attention to where I am in my steps because I could mess this whole thing up! Ok next step is number four, write one good prediction. Ok I can do this. I know that a prediction is... what is a prediction? Oh yea, it’s when you guess about what will happen. Ok you can do this. My prediction is that this passage is about tornados which are also called twisters, they are violent storms with terrible winds that cause major disasters. I am predicting this because I already knew that tornadoes are also called twisters and I used the headings, pictures and captions to form the rest of my prediction. I think that’s better. That was actually not that bad. Let me see what’s next; let me look at the poster. YAY! Time for step number five: read to the stopping point.”

“No that I am done reading I am going to skip some steps so I can finish faster I am just going to go straight to writing the evidence step number eight. Write the evidence, evidence? Did I find evidence? What page? Ugh. This is horrible! I better go back and follow the steps in order because this just got really confusing. Ok now that I have read the passage it is time for me to complete step number six, this is going to be ok, I can do this! Ok step number six: circle whether you found evidence to support or not support your prediction. I will circle y because I did find evidence to support my prediction. Ok what next (teacher looks up to ceiling to give impression that she is thinking). I know, look at the poster it says step number seven: write the page number where you found the evidence. Why do I need to do that? I don’t care what page it’s on. It is one of the steps though, it must be important I better do it. I will write page number seventeen because that is where I found the evidence to support my prediction. The next step is number eight: write the evidence. Evidence ok you can do this. What is evidence? This is so silly I just need to write what I read that proved or disproved my prediction, which I found evidence that proved my prediction to be correct. I will write “1997...twenty-four people died and 1,400 were left homeless by winds of up to 260 miles per hour...” because this is evidence that tornados produce terrible winds (up to 260 miles) and twenty four people died with over a thousand people left homeless
if that’s not a major disaster I don’t know what is! Ok moving on almost there, finally step nine is repeat steps 1-8 until the passage is finished. Yay! I am finished with the whole strategy because my passage was short enough to go through the steps one time! That really was not so bad. I got worked up for no reason. I almost feel like an expert on what I just read. I really do remember most of it. This is really exciting.
Directed Reading—Thinking Activity

Before Reading

1. Say the purpose for reading.
   • “I am reading to learn about ____.”

2. Look at the passage.
   • Look at the pictures.
   • Look at the captions.
   • Look at the headings.

3. Say to yourself:
   • This is what I already know about this topic: ______________
   • I think this could be about _______

4. Write at least 1 good prediction.
• Say what you already know.
• Good prediction: based on what you looked at in Step 2 AND what you already know.
• Poor prediction: based on guessing, not thinking about what you looked at in Step 2, or not what you already know.

During Reading
5. Read to the stopping point.

After Reading
6. Circle whether you found evidence to support or not support your prediction.
7. Write the page number where you found the evidence.

8. Write the evidence.

9. Repeat Steps 1-8 until the passage is finished.
The Best Neighbor in the World

Good Predictions

1. I think this is going to be about a neighbor that looks mean but turns out to be really nice.

2. He looks like the worst neighbor in the world! Maybe he’s mean in the beginning of the story and then turns out to be really nice.

3. He looks like the man in the movie “Up.” Maybe it’s a story about what happened after the movie.

Poor Predictions

4. This is a story about a mean man.

5. We will read about a man with no teeth and a big nose.

6. This will be a bad story because it’s about a bad person.
**Guided Practice:**

**Prompts:**

**Hint:** I will point to the specific step on the poster and read the step verbatim.

**Corrective Feedback:** I will repeat the hint and then do the step. For example, “Step one is Say the purpose for reading. I am reading to learn about hurricanes and tornadoes.” I will then say, “Your turn.”

**Motivating Activity:**
Students will use the self-monitoring sheet (on page 15) to record their progress with the DR-TA strategy.

**Independent Practice:**
Students will complete an expository/narrative worksheet on page 16).

**Accommodations:**

- **For the student who has reading difficulties:**
  I will use the reader e.g., text-to-speech readers (TAM 7) or voice output reading machines (TAM 7) when appropriate.

- **For the student who has writing difficulties:**
  I will use the talking word processors (TAM 9) or the writing templates (TAM 9) when appropriate.

- **For the student who has behavior problems:**
  I will use specific praise, reminders, and reprimands as needed for the behavior in relation to the classroom rules.

- **For the students who are English language learners:**
  I will use picture symbol supported texts (TAM 5) or visual prompts (TAM 21) when appropriate.

- **For the students who are nonverbal or have communication needs:**
  I will use communication boards (TAM 19) or voice output devices (TAM 19) when appropriate.

- **For the students who are highly able:**
  The students will be able to access the website [http://gamequarium.com/readquarium/comprehension.html](http://gamequarium.com/readquarium/comprehension.html)

**Evaluation:** Data will be collected during guided practice trials.
Data Sheet:
Student: ______________________  Date: ___________________
Name of Observer: _____________________
Reading Assignment: ____________________________________________

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<td>2. Look at the passage</td>
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<td>3. Say to yourself: This is what I already know... I think this could be about...</td>
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<td>4. Write at least 1 good prediction</td>
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<td>5. Read to the stopping point.</td>
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<td>6. Circle whether you found evidence to support or not support your prediction</td>
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<td>7. Write the page number where you found the evidence</td>
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<td>8. Write the evidence</td>
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<td>9. Repeat Steps 1-8 until the passage is finished</td>
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Key:
😊: Independent Response
H: Hint
CF: Corrective Feedback

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<th>Sessions</th>
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Self Monitoring Chart

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NAME ______________________  Date__________________

Directions: Please read the following paragraphs below. Write an ‘E’ on the line provided if you think the paragraph is expository or write ‘N’ if you believe it is a narrative text.

1.__________ How to bake a cake: First, take cake mix out of box. Then, pour mixture into bowl. Add two eggs. Then add one quarter cup of oil. Mix for one to two minutes until well blended. Pour into greased baking pan. Then place in oven at 350 degrees for twenty eight minutes. Finally, let the cake cool for at least 20 minutes before eating.

2.__________ Five of the men were trapped in the ocean. All five were soaked to the bone and desperate for fresh water. The sun would be going down soon and their wet, exposed bodies were about to get very cold. “We’ll be picked up soon,” the captain said. “The Coast Guard had to have heard our distress signal by now.”

3.__________ Go to www.actstudent.org to begin. Then, decide which date you would like to test based on the options given. Next, choose a testing center near you. Finally, enter your contact information in the fields given and pay for your registration. Now you are registered! Do not forget to print your admission ticket and bring an ID with you on the day you test!

4.__________ The morning started out terribly! I woke up late with gum in my hair. I had forgotten to spit it out after studying. It didn’t help that I had gone to bed at 2 AM; my senses weren’t too sharp. At the testing site, a boy spilled soda down the front of my coat and the testing room was absolutely freezing. It all turned out ok in the end.

5.__________ It was a beautiful sunset on the horizon. I had a wonderful day. I hope they feel the same. The family reunion was a success. We all worked so hard to make sure it was a great day. Sally met all of her cousins, and Johnny well, let’s just say he will sleep good tonight. Until next time my friend.

6.__________ Going to college can be expensive. First, college tuition and room and board can cost anywhere from $2,000 to more than $10,000 per semester. Other expenses make going to college even more expensive. For example, books typically cost between $100 and $500 each term. Second, materials are also very expensive. Paper, notebooks, writing utensils, and other supplies required often cost more at the college bookstore than at any local discount department store. For instance, a package of notepaper costing $2 at a discount store might cost $5 at a college bookstore. Finally, there are all kinds of special fees added onto the bill at registration time. A college student might have to pay a $50 insurance fee, a $20 activity fee, a $15 fee to the student government association and anywhere from $500 to $100 for parking. There is another fee if a student decides to add or drop classes after registration. The fees required to attend college never seem to end.
References for worksheet

For numbers 2, 3, and 4 I used:


For number 6 I used: