

## DR-TA: Directed Reading-Thinking Activity\*

This strategy has been used in the following ABLÉ lesson(s):

The Right to Vote - Reading Strategy

[http://mercury.educ.kent.edu/database/eureka/detail\\_lesson\\_general.cfm?LessonsID=76](http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=76)

### Overview:

Predicting, reading, proving; divergent thinking to convergent thinking.

### Materials:

Fiction lending itself to prediction works well initially. After students are accustomed to DR-TAs, selections from content textbooks or other nonfiction can also be used. The teacher should decide beforehand where students will stop to discuss and predict.

### Procedure:

1. Students read selection title (and perhaps a bit of the selection) and make predictions about content.
2. Students read to first predetermined stop. They confirm, refine, or reject their initial hypotheses and justify their ideas with reference to the text. Students then make new hypotheses.
3. Students read the next section and follow procedures in step two. This cycle continues until text is read.
4. Follow-up activities may be completed after the text is read.

### Notes:

The teacher should facilitate (but not direct) thinking by asking questions such as, What do you think? Why do you think so? Can you prove it?

The teacher may summarize points that students make during the discussion, but should take care not to let his or her values or interpretations dominate.

The teacher's role is to foster thoughtful student participation.

The teacher should not pre-teach vocabulary, set the purpose for reading, or ask the questions found in the teacher's manual.