

How Directed Reading Thinking Activity (DRTA) promotes understanding of reading texts

Presenters:

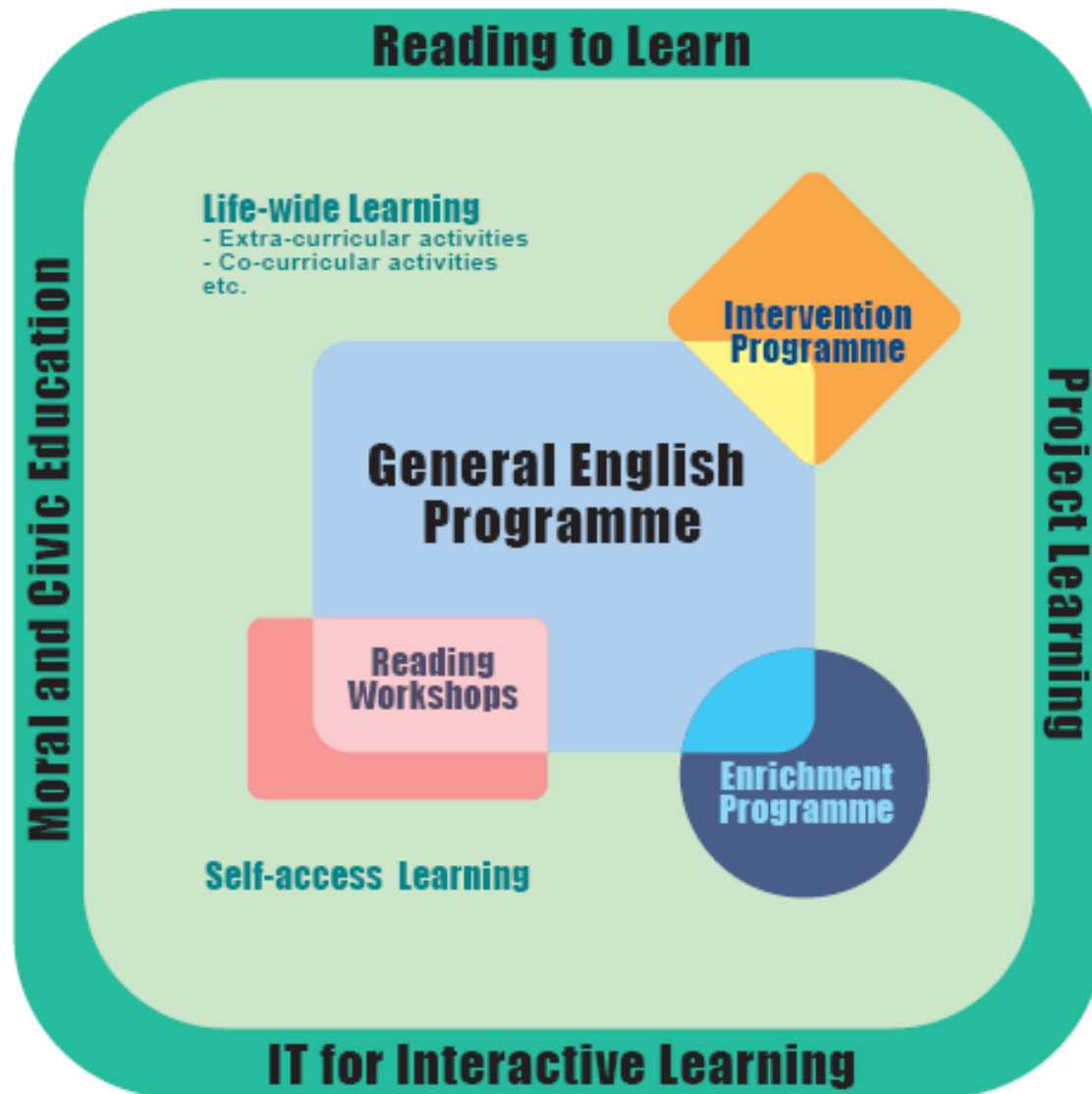
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Ms Kwok wing ki, Judy, Senior School Development Officer
School-based Curriculum Development (Primary) Section,
EDB

Overview of today's presentation

- What is DRTA?
- How to implement it in the GE lessons?
- What do our students' predictions tell us?
- How effective is DRTA in promoting reading?
- What are the differences between DRTA and KWL?

Relationship between GE Programme and Reading Workshops



Theme?

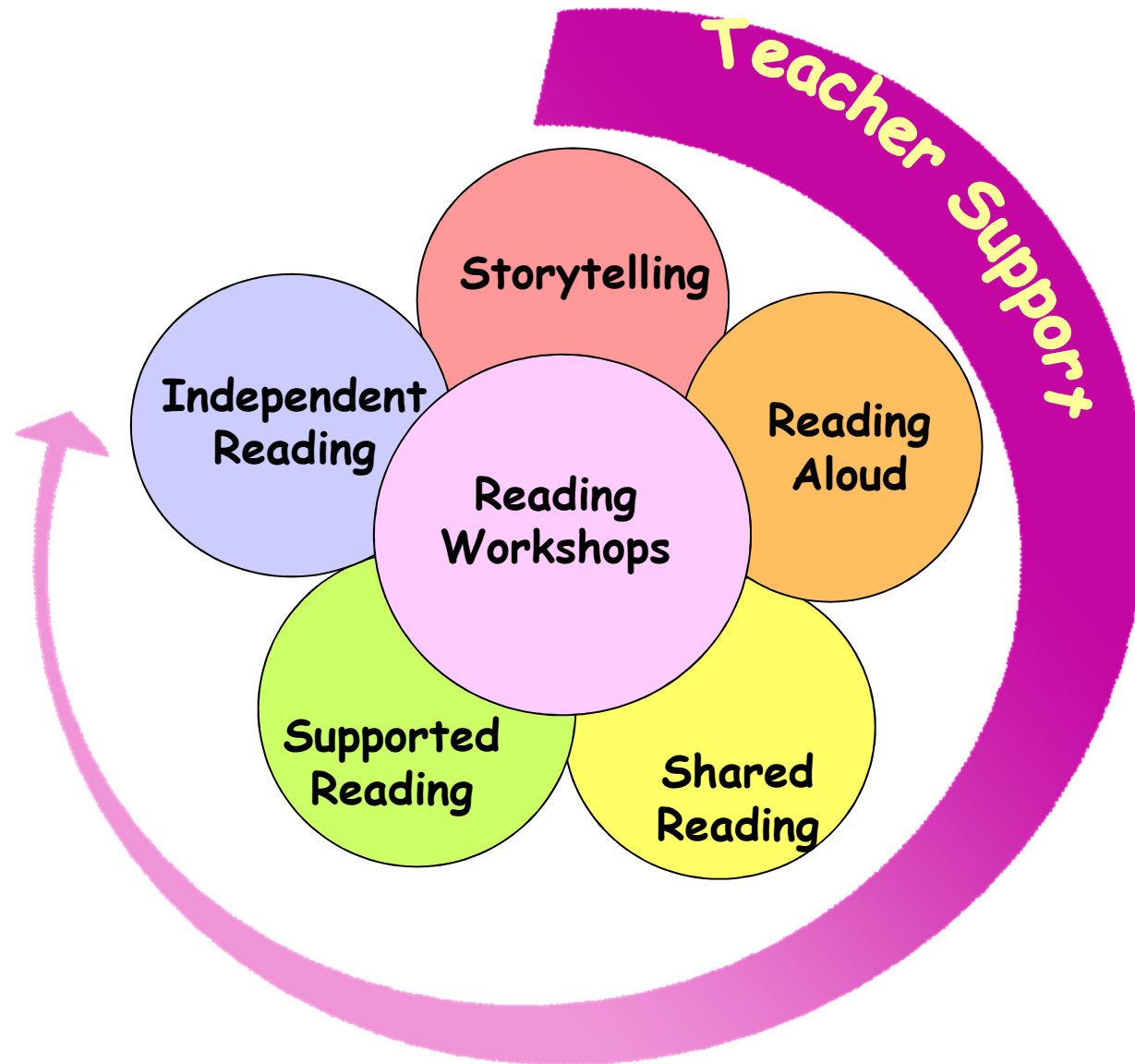
Key structure?

Vocabulary?

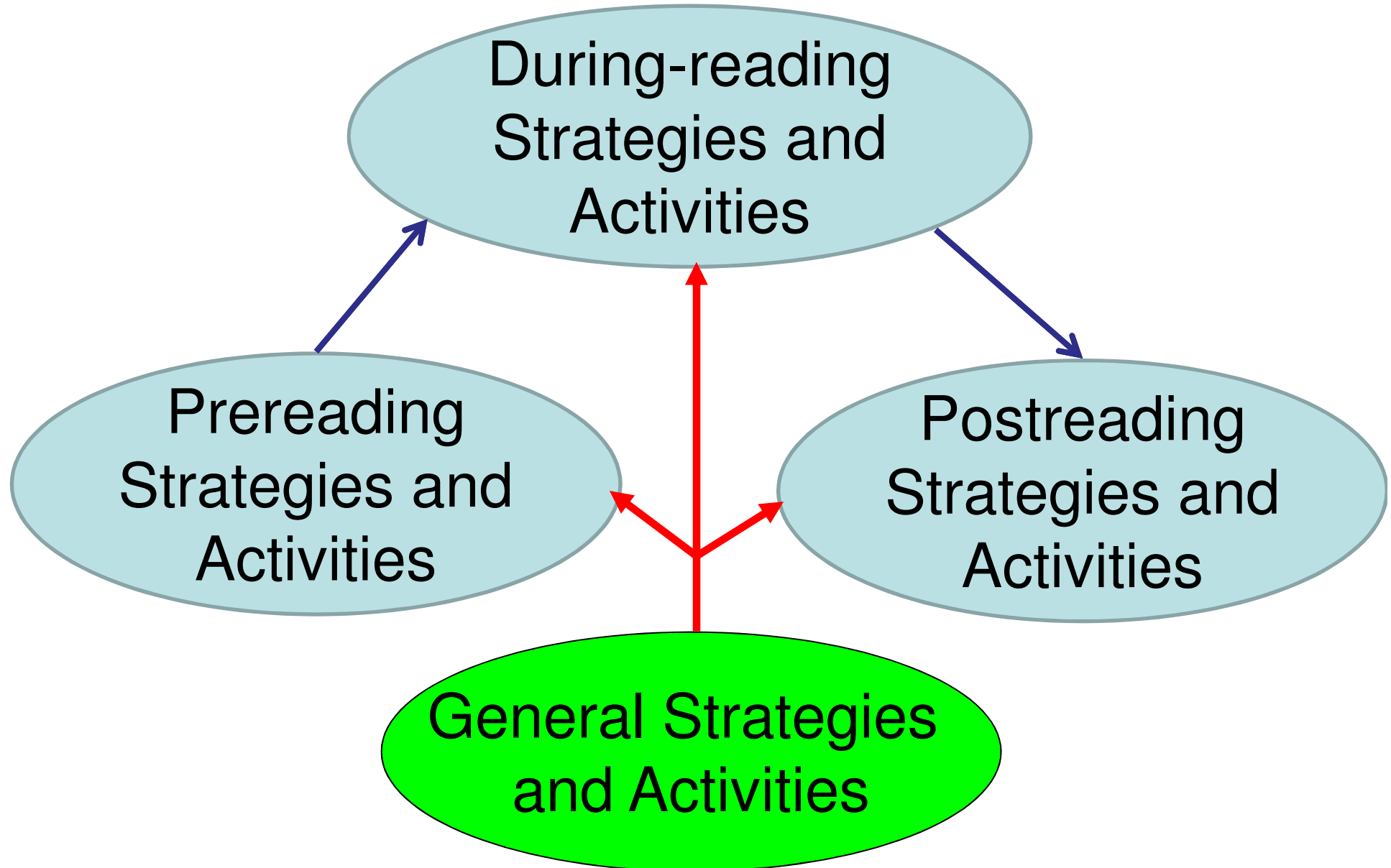
Reading skill?

Teaching
Strategies?

Teaching Strategies for Reading



Different Stages of Reading



What is Directed Reading Thinking Activity (DRTA)

- A kind of general reading strategy and activity
- Engage readers in an active thinking process whilst reading
- Students direct the reading process not teachers

What is reading?

- Interactive theories
- Top-down and bottom-up process
- Top-down : Readers generate hypotheses or predictions about the reading material & test these hypotheses
- Bottom-up: recognition of printed words

What does a good reader do?

- Use prior knowledge to make sense of new information
- Ask questions about the text before, during and after reading
- Monitor comprehension

“Developing expertise in reading comprehension”

Pearson, P.D. Roehler, L. Dole, J., & Duffy, C. (1992)

Why Directed Reading Thinking Activity (DRTA)

- A highly versatile strategy, allows adaptations
- Can be used for teaching real books (in the Reading Workshops) and passages in the textbook

How to conduct DRTA?

Three procedures:

- Predicting;
- Reading and;
- Proving

Step 1: Prediction

Teacher encourages students to predict by presenting them with graphics, title/subheading and/or introductory paragraph;

Step 2: Reading

After students have made their predictions, they are asked to read to a predetermined place in the text;

Step 3: Proving

Then students have to check the accuracy of their own predictions. They need to use information in the text to prove or disprove their predictions.

Implementing DRTA at TWGHs Tang Shiu Kin Primary School

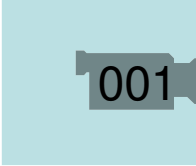

- A school in On Ting Estate, Tuen Mun
- Features of the English Curriculum: P.1-3 CECES; P4-6 School-based curriculum development (textbook adaptation & integrating TSA into daily teaching and learning)
- P.6 Students are streamed
- A P.6 classroom




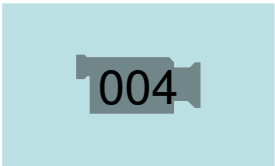
Part 1: Problems in our world

Taken from Longman Express 6A
Unit 5 “Problems in our world”

Teaching Procedures

- (1) Set the context (Problems in Yunan, a girl's diary about her 3-day visit)
- (2) Present the 1st diary introductory paragraph & prompts 
- (3) Instruct Ss to work in groups of 4, think about what happened next (predictions)
- (4) Each Gp share predictions in class
- (5) T write down all predictions on poster paper 

Teaching Procedures

- (6) T & S read aloud the first diary (on PPT slide) 
- (7) Go back to the predictions on poster paper, ask Ss to use information in the diary to prove or disprove each prediction 
- (8) Repeat the process with the 2nd & 3rd diary

How to scaffold students' predictions

- Graphics
- Title
- Subheading
- Introductory paragraph

Title and Context

Title : Problems in our world

Context:

We are going to read **the diary** of a little girl.

The girl went on a school trip to Yunan. She stayed with a family there for 3 days. These are extracts from her diary.

Introductory Paragraphs & Prompts

First Diary:

Saturday 10th July Sunny

This is the first day of our school trip to Yunan. I am staying with a nice family in a small village for the first night...

The rest of the first diary???

“Home in Yunan: One bed for Three”

Introductory Paragraphs & Prompts

Second Diary:

Sunday 11th July Sunny

Last night I did not sleep well because it was too hot. I woke up at five because of the roosters. I could not get to sleep again because it was too noisy. First..."

The rest of the second diary???

Sunday morning in Yunan: I miss Hong Kong!

Introductory Paragraphs & Prompts

Third Diary:

Monday 12th July Sunny

I visited the local school today. It was an interesting experience. The school is very different from mine in HK...”

The rest of the third diary???

School life in Yunan: Learning with the kids there

Extra Strategies to scaffold students' learning

Content

- Divide the reading text into manageable parts (1st Diary, 2nd Diary & 3rd Diary)

Process

- Work in groups of 4 (mixed ability grouping)
- Ample discussion time
- Teacher walk around

Extra Strategies to scaffold students' learning

Process

- Support students' reading process by whole class read aloud

Product

- Ss write down ideas in groups and report verbally
- T hold the pen to write on poster paper

Activity Time: Think-Pair-Share

- Based on the first diary and the second diary, write down your predictions for the 3rd diary.

Analysis of Students' Predictions

- Text-based Predictions (i.e. those ideas that students generated based on information from the text)
- Experience-based Predictions (i.e. those ideas that students got from their prior knowledge and experiences)

Examples of Text-based Predictions

Saturday 10th July Sunny

This is the first day of our school trip to Yunan. I am staying with a nice family in a small **village** for the first night...

The rest of the first diary???

“Home in Yunan: One bed for Three”

“The bed is very **small** because the family has no money to buy a **big** bed.”

“I sleep with their **son and daughter**. It is very **crowded** but I feel very warm. “

“We sleep in a small **hut**. I felt so **crowded**“

Examples of Experience-based Predictions

Monday 12th July

Sunny

I visited the local school today. It was an interesting experience. The school is very different from mine in HK...”

The rest of the third diary???

School life in Yunan: Learning with the kids there

“The school is very old and there are not enough desks, chairs and blackboard but the students there are very happy.”

“The children do not have school uniform.”

“They do not have enough teachers to teach them.”

Feedback on Students' Predictions

Sunday 11th July Sunny

Last night I did not sleep well because it was too hot. I woke up at five because of the roosters. I could not get to sleep again because it was too noisy. First..."

The rest of the second diary???

Sunday morning in Yunan: I miss Hong Kong!

"I miss HK because it is too hot here."

"I want to go back to HK because my bed in HK is very comfortable."

"I want to kill them (the roosters) for breakfast."

Part 2: Shrek

Longman Elect 6A

Unit 5 “Shrek”

How to scaffold students' predictions

- Graphics (pictures)
- Title
- Key words

Write your own story
with the following key words

Lord Farquaad,

Shrek,

Fiona,

Donkey,

forest,

a castle,

rescue,

a secret

Teaching Procedures

- (1) Set the context (pictures of Shrek)
- (2) Introduce and explain the key words: Lord Farquaad, Shrek, Fiona, Donkey, forest, a castle, rescue, a secret
- (3) Instruct Ss to work in groups of 4, think about what happened next (predictions)
- (4) T & S read aloud the text (on PPT slide)
- (5) Each group use information in the text to prove or disprove their predictions
- (6) Invite some groups to report in class, share the similarity and difference between their story and the text



Students' Work (Group 3)

Long time ago, **Shrek** live in **forest**. He is a smelly green ogre. Once, he see a princess in front of **castle**. The princess name is **Fiona**. Shrek love the princess but princess have a **secret**. Princess **secret** is in the evening she will changed into monster, but Shrek was don't care she is a monster. In the end, Shrek and princess go to the castle and marry. Then they have a lot of baby. They were very happy.

Students (dis)prove their predictions

How much are your stories like the one in the book?

| Difference | Similarity |
|---|---|
| Shrek see princess in front of castle but in the story he see princess in the castle. | Shrek is a smelly green ogre and my Shrek is a smelly green ogre too. |

What can we tell from students' predictions

- 1-2 groups were not predicting, they were very familiar with the film 'Shrek' and retold the story in their own words
(predictions → retelling)
- Other groups were original

What can we tell from students' predictions

- Students were sensitive to the relationship between genre (stories and information text) and their predictions (creative and imaginative Vs logical and rational)

What can we tell from students' predictions

- Previous knowledge (a module in P.5):
Genre of traditional tales, begin with 'Long time ago, Once upon a time' and use past tense.
- New knowledge (Shrek): film review, use present tense, end with reviewer's comments

How far can DRTA promote understanding of the text?

- Students participated actively in the discussion (Making predictions)
- Students were interested in reading, they were highly motivated.
- The reading purpose was student-directed. Students used information in the text to prove or disprove their predictions.
- Scaffold students to read longer texts

Read and blacken the answers.

1. How long did the little girl stay in Yunnan?

- A. 1 day B. 2 days C. 3 days D. 1 week

96%

2. Who shared the bed with the little girl?

- A. the little girl's brother and sister B. the little girl's children
 C. the little girl's classmates D. the children of the local family

78%

3. Which of the following is NOT correct?

- A. There is only one bed in the house. B. There is only one bedroom in the house.
 C. The house is small and dark. D. The little girl did not sleep well.

61%

4. In the second diary, what does the word 'we' refer to?

- A. The little girl B. The little girl and the local family
 C. The little girl and her classmates D. The little girl and the teacher

85%

5. Why did the little girl take a shower early in the morning?

- A. She has a shower every morning in Hong Kong
 B. She felt very hungry.
 C. She felt very hot and sticky.
 D. She wanted to take a shower with the local children.

78%

6. Which of the following is correct?

- A. The school in Yunnan does not have enough books, chairs and tables.
 B. There is a seat for every student.
 C. Some students did not bring their books. They shared books.
 D. The little girl saw fewer students than teachers in the school in Yunnan.

83%

7. What season was it when the little girl visited Yunnan?

- A. Spring B. Summer C. Autumn D. Winter

85%



Students' performance in TSA-type Questions

Saturday

10th July

Sunny

This is the first day of our school trip to Yunnan. I am staying with a nice family in a small village for the first night. They live in a very small house. It is very dark inside so it is very difficult to see what I am writing. There are no air-conditioners or fans. Every one sleeps in the same bedroom. They do not have enough beds. I share a bed with two other children so it is very crowded.

2. Who shared the bed with the little girl?

- A. the little girl's brother and sister B. the little girl's children
 C. the little girl's classmates D. the children of the local family

78%

Connection between ideas

Students' performance in TSA-type Questions

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10th July

Sunny

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3. Which of the following is NOT correct?

- A. There is only one bed in the house. ✓
- B. There is only one bedroom in the house.
- C. The house is small and dark.
- D. The little girl did not sleep well.

61%

Locate information & Connection between ideas

Students' performance in TSA-type Questions

Sunday **11th July** **Sunny**

Last night I did not sleep well because it was too hot. I woke up at five because of the roosters. I could not get to sleep again because it was too noisy. First we went to the well to get some water. We filled some buckets with water but they were too heavy for me! When we got to the house, I poured the water over myself. I missed my hot shower at home. For breakfast we only had congee. There is very little food. I am hungry most of the time.


5. Why did the little girl take a shower early in the morning?

- A. She has a shower every morning in Hong Kong
- B. She felt very hungry.
- C. She felt very hot and sticky.
- D. She wanted to take a shower with the local children.

78%

Inferring

Gentle Reminder

- DRTA : a general teaching strategy to promote active reading
- Global understanding 
thorough understanding
- Need to be supplemented by guiding questions

DRTA (Directed Reading and Thinking Activity) and KWL Strategy

Taken from the sharing in 2008
**titled: Reading information texts
with joy and tears**

<http://www.edb.gov.hk/index.aspx?nodeID=7603&langno=1>

Special thanks to teachers at TWGHs Leo Tung-hai Lee Primary School

KWL

(know, what to know, learned)

A general reading strategy that is used to guide students through reading (pre-reading, while-reading, post-reading activity)

A KWL Chart

| K – Tell me everything you <u>know</u> about ... (pre-reading activity) | W – Tell me what you <u>want to know</u> about... (pre or while reading activity) | L - Tell me what you <u>learnt</u> (post reading activity) |
|--|--|---|
| | | |

Teaching Procedures

- (1) Use the blurb and contents page to set the context
- (2) Whole class discussion about what the topic “Not enough food” is about
- (3) Student work in groups of 4, think about **what they know about** this topic
- (4) Students work in groups to think about **what they want to know about** this topic? (predictions)
- (5) Share ideas in class



| | DRTA | KWL |
|------------------------------------|--|---|
| Purpose | Promote active reading | |
| Activate prior knowledge | | What do you know about this topic? (K- part) |
| Predictions | Use prompts or introductory paragraphs to scaffold predictions Making sentences | What do you want to know (W- part) Use guiding questions to scaffold predictions |
| Connected predictions with reading | Prove or disprove predictions | (L- part) Prove or disprove predictions |

Tips to Share

- Safe, supportive and friendly atmosphere to encourage active reading
- Value both text-based and experience-based predictions
- Teachers' feedback can extend students' thinking

Tips to Share

- Integrative approach: speaking (group discussion), writing and reading
- Use at least 2 lessons (not to include post-reading follow-up), need to do textbook adaptation to create 'space' for active reading

Thank you!

Sharing and discussion welcome

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