

# PEP

## Purposeful, Explicit Practices

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- Adapted from Marie Clay's work with Running Records
- Allows the teacher insight into what students are thinking and doing as they read text
- Involves a standard set of symbols recorded on a text as the student reads
- Analysis and interpretation identifies strengths, weaknesses and patterns in the student's reading

## Oral Reading Records

Intonation:

Student reads with:

- no intonation; monotone
- little intonation; rather monotone
- some intonation; some attention to punctuation; monotone at times

- adjusts intonation to convey meaning at times; attends to punctuation most of the time
- adjusts intonation to convey meaning; attends to punctuation
- begins to explore subtle intonation that reflects mood, pace, and tension

**At difficulty**

Student problem solves using:

- picture
- letter/sound
- letter-sound clusters
- syllables
- rereading

- multiple attempts
- pauses
- no observable behaviors

Appealed for help: \_\_\_\_\_ times  
 Was told/given: \_\_\_\_\_ words

**Analysis of miscues and self-corrections**

Miscues interfered with meaning:

- no
- a few times
- sometimes
- often

Student:

- detects no miscues
- self-corrects a few significant miscues
- self-corrects some significant miscues
- self-corrects most significant miscues
- self-corrects most significant miscues quickly
- self-corrects all significant miscues quickly

Comments:

	A	1	2	3	4	6	8	10	12	14	16	18	20	24	28	30	34	38	40
K																			
I		2	2	1	1														
2		1	2	2	2	2	1	1				1							1
3		1	2	2	2	2	2	1	1							2			

# Shared Ownership



# Class Profile

- Identify areas for whole class Instruction
- Identify areas for group instruction
- ✓ Indicates a student has scored below the Independent level on the continuum

## Using the Information

**DRA2, K-3, Focus for Instruction: Class Profile for Transitional Readers**

Levels 14-24

Grade Level 2nd Date Fall 2005

Names	Independent Text Level	Reading Engagement		Oral Reading Fluency			Comprehension					
		Book Selection	Sustained Reading	Expression and Phrasing	Rate	Accuracy: Word Analysis	Previewing/Prediction	Rereading	Using Identification Text Features	Reflection	Making Connections	Interpretation
1. Chris	14			✓	✓		✓	✓			✓	
2. Fred	24			✓		✓		✓		✓		✓
3. Sarah	16			✓		✓			✓	✓	✓	✓
4. Amy	18	✓		✓	✓			✓			✓	
5. John	19			✓		✓	✓	✓				
6. Yakim	20			✓								
7. Cho	24									✓		✓
8. Mark	18	✓				✓		✓		✓		✓
9. Brandon	18		✓				✓			✓	✓	✓
10. Maggie	19	✓		✓		✓		✓				✓
11. Joseph	24						✓			✓		✓
12. Kim	16F		✓		✓			✓		✓	✓	
13. Adam	16NF		✓			✓		✓	✓		✓	
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												
25.												

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Record students' names and check the areas selected as a focus for instruction. For students reading at Level 16, use *F* to indicate fiction and *NF* to indicate nonfiction next to the text level (e.g., 16F or 16NF).

# Class Reporting Form

- DRA levels for Independent Reading Tubs or Guided Reading groups
- DRA levels to identify below grade level, in need additional support
- Groupings for specific instruction

## Using the Information

**DRA2, K-3, Class Reporting Form**

Teacher T&S School Barrington Grade 2nd Date 2005

Names	Independent Text Level (F/NF)	Reading Engagement	Oral Reading Fluency	Printed Language Concepts/Comprehension
Chris	14F	5	11	19
Fred	24F	7	13	22
Sarah	16NF	7	12	19
Amy	18F	6	12	19
John	18F	7	14	21
Yakim	20F	7	11	20
Cho	28NF*	8	13	16
Nadia	30F*	7	15	17
Oshel	10F	6	11	20
Mark	18F	6	12	23
Brandon	18F	6	13	20
Maggie	14F	6	12	17

DRA2, K-3 © Pearson Education, Inc./Celebration Press/Mason Learning Group. All rights reserved.

Highlight the names of the students who are reading below the grade-level benchmark.

313

# DRA2 FOCUS FOR INSTRUCTION FOR EARLY READERS

## READING ENGAGEMENT

### *Book Selection*

- Provide guided opportunities to select familiar stories for rereading
- Model and support how to select “just right” new texts for independent reading
- Model and discuss why readers have favorite books and authors

### *Sustained Reading*

- Model and support the use of sustained reading time
- Create structures and routines to support buddy reading
- Create structures and routines to support reading at home

## ORAL READING FLUENCY

### *Phrasing*

- Encourage student to read in phrases during shared reading
- Show how words are grouped into phrases in big books and poetry charts
- Support rereading familiar texts to build fluency

### *Monitoring/Self-Corrections*

- Support one-to-one matching as a means to self-monitor
- Model and teach how to use known words as a means to self-monitor
- Model and support confirming and discounting word choice using meaning, language, and visual information
- Demonstrate and teach how to read for meaning, self-correcting when a word doesn't make sense or sound right
- Model and teach how to monitor visual information, self-correcting when a word doesn't look right

### *Problem-Solving Unknown Words*

- Model and support using beginning letter(s)/sound(s), sentence and/or story structure, as well as meaning (illustrations and background knowledge) to problem-solve unknown words
- Teach how to take words apart (onset and rime) to problem-solve unknown words

## COMPREHENSION

### *Previewing*

- Support creating a story from the illustrations
- Model and support previewing a book before reading, during read-aloud and shared reading experiences

### *Retelling*

- Model the retelling of familiar stories
- Teach the elements in a good retelling
- Demonstrate how to create and use story maps to aid retelling
- Support retelling a story in sequence
- Encourage student to use characters' names when retelling a story
- Support using key language/vocabulary from the text in a retelling

### *Reflection*

- Support and reinforce student's response to books during read-aloud, and shared and guided reading experiences
- Help student identify favorite part of books
- Provide opportunities to select a favorite book, toy, TV show, etc., and tell why it is a favorite
- Demonstrate how to give reason(s) for one's opinion

### *Making Connections*

- Model and teach how to make text-to-self connections
- Model and support how to make text-to-text connections

## OTHER

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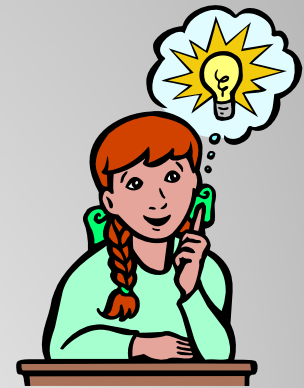
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- Activating Prior Knowledge/ Schema
- Making Connections – text to text, text to self, text to world
- Visualizing
- Inferring
- Asking Questions
- Summarizing/Synthesizing



## Comprehension Strategies

## Making Connections to Support Understanding

from Marg Craig

Here are some ideas to help you model text-to-self, text-to-text and text-to-world connections for your students during daily Read Aloud. Watch for your students to develop other interesting ways of telling how their connections helped them understand the text. Construct an anchor chart in the classroom for them to refer to when doing Reading Responses after Read Aloud or Independent Reading.



### Character

- Understand the character's emotions eg. I knew how the character felt because that's happened to me and I was mad, too.
- Understand the character's actions eg. I knew why he did that because I did the same thing when I was in that situation.
- Question the character's reaction – When that happened to me, I was very sad. I wonder why she was so angry when the same thing happened to her.
- Answer a question about the character - Earlier in the text, it had said that she was sad. I had wondered why but now I know.
- Relates to world - I remembered seeing other people in that situation on t.v. They were doing/saying the same thing.
- The main character in this text reminded me of ..... in another book/movie/video/story I wrote ..... ((Tell how/when)



### Plot

- When I read the part about... it reminded me of..... Now I expect that ..... will happen next because that's what happened to me.
- I had wondered why she would do that when I read it earlier in the text. Now I understand why she did it.
- Now that I understand what happened, I can predict that ..... will happen next.
- When I read about..... I thought that ..... would happen because I read another book like that. But ..... happened instead.
- I thought it was strange that ..... happened after ..... because I knew that.....

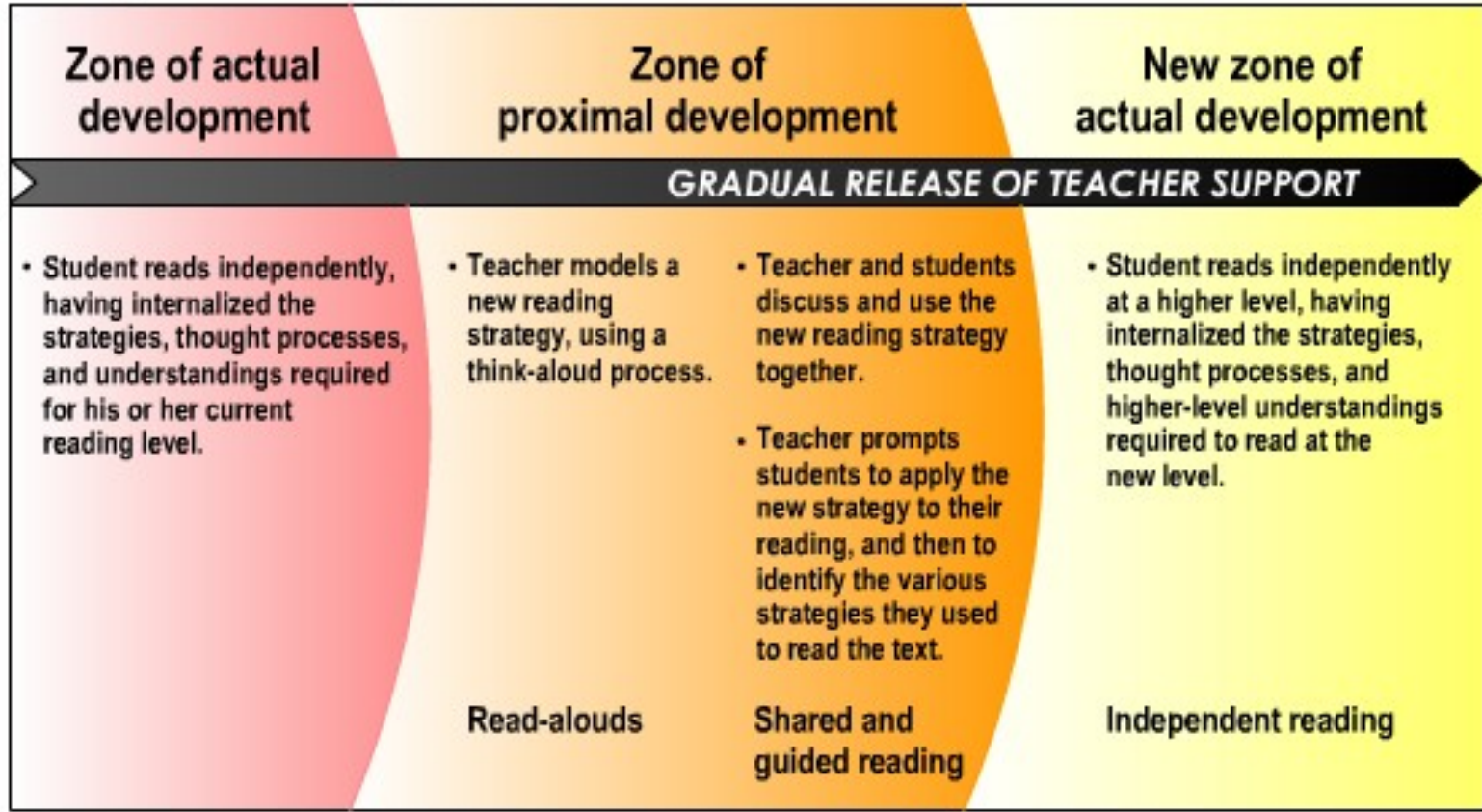
### Genre

- I realized this was a mystery story so I was looking for clues. When I read about....., I knew they were clues and thought .....
- I have read other biographies so I knew that I would learn more about .....
- In other books by this author, there was always ..... so I expected to read about.....
- When I saw the movie....., it ended with ..... This was the same/different in the book. ( Tell how)
- When I read the beginning ....., I knew this would be a ..... because.....



# Getting more.....

## Learning to Read Within Vygotsky's Zone of Proximal Development



# Appropriate instruction

# Contents

On Stage	4
Early Days	6
The Far North	8
Leaving Home	11
The Music Business	13
Susan's Songs	16
A Role Model	19
Arctic Rose	21
Glossary	23
Index	24

## Summarize in a Timeline

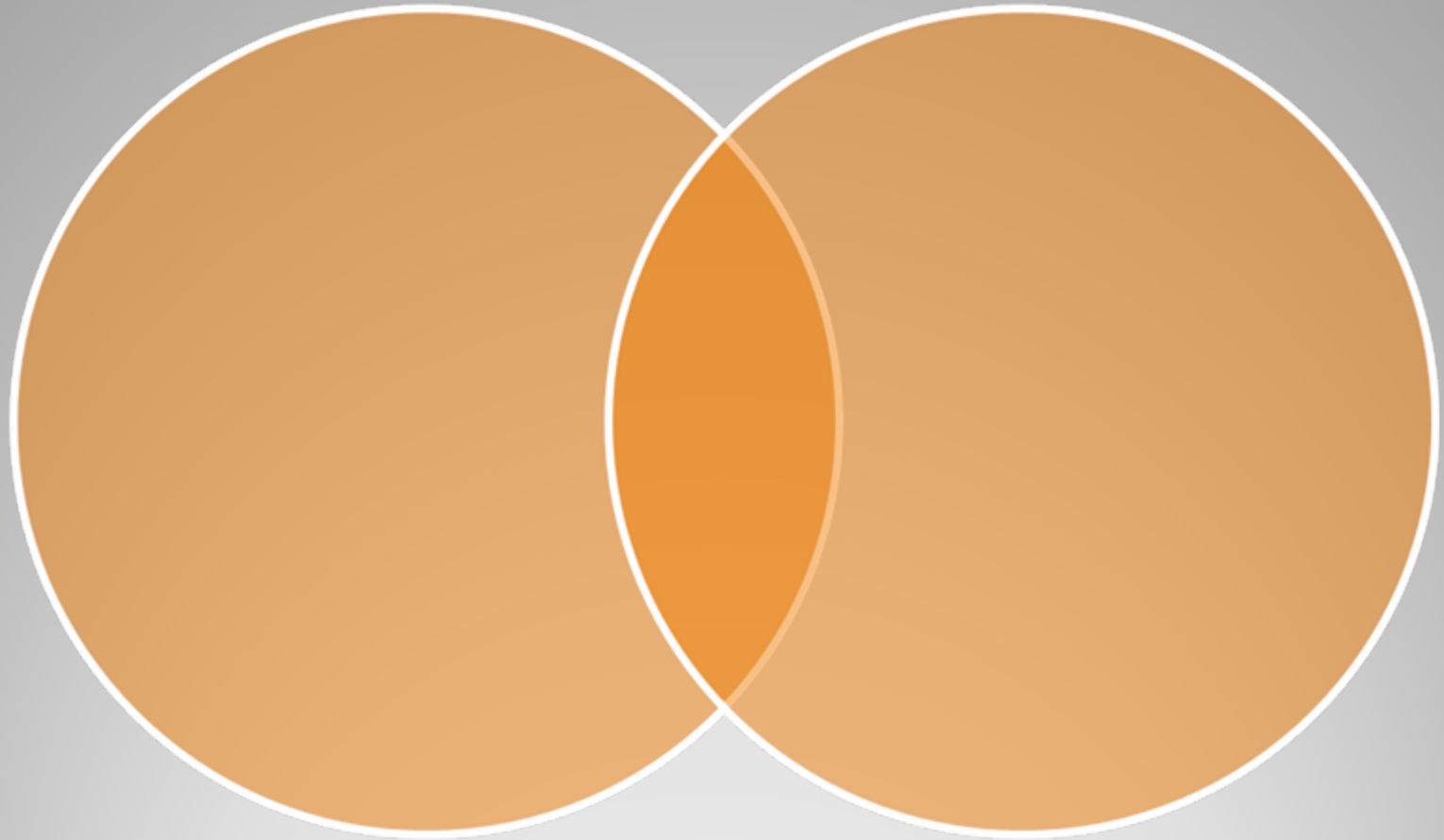


Name \_\_\_\_\_ Date \_\_\_\_\_

Choose four important events in Susan Aglukark's life. In the circles, record each event in the order in which it happened, using pictures and/or words. Write the year for each event right under the line to create a timeline.

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Self-assessment/teacher feedback	Limited	Partial	Satisfactory	Proficient
Chooses key events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Records accurate and relevant information and dates for each part of the timeline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Represents the information clearly and succinctly in words and sketches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Make a Venn Diagram**

Same

An empty white rounded rectangular box with an orange border, intended for notes under the 'Same' category.

A second empty white rounded rectangular box with an orange border, intended for notes under the 'Same' category.

Different

An empty white rounded rectangular box with an orange border, intended for notes under the 'Different' category.

A second empty white rounded rectangular box with an orange border, intended for notes under the 'Different' category.

**Compare and Contrast**

## Identifying Text Features and Using Them to Comprehend

Text Feature	How It Helped Me as a Reader

## Features of Informational Text

Table of Contents - listing of contents of book designed to draw the reader's attention to what lies ahead and what will be covered

Glossary – listing of specialized words with their definitions and sometimes pronunciations that may not be clear in the text

Pronunciation Guides – phonetic spelling of words to assist readers with challenging word, usually at end of text or inserted directly into the text

Bibliography – listing of books and sources that the author used to research or other books that relate to the topic to give readers the potential for accessing additional information

Introduction/Preface – elaborates on the book or provides assistance to the reader in understanding the content

Author/Illustrator notes – provide to give information about them, their research process, challenges in writing/illustrating the text, etc. Allows the reader to make connections to the person and the material

Appendix – additional information at the end of the books that expands on the content. Reader can add to what is learned from the text

Sidebars – on the perimeters of the page, outside the main text body. Provides additional information, clarifies, or gives examples and interesting tidbits to elaborate on the text

Bullets, asterisks and stars – highlights facts or lists pertinent information more clearly for the reader

Insets – boxed information allowing the author to include additional text and illustrative material. Could include maps, diagrams, charts, graphs, etc.

Headings – Brief statements, questions or phrases to alert readers that this is important

Illustrations and Photographs – support, clarify or expand upon the content for the reader

Captions – phrases, sentences or paragraphs to accompany illustrations or photographs, summarize portions of the text, expand on the topic or go beyond the text, enhance the reader's interest or motivation

Labels – generally limited to a single word or short phrase, accompanying illustrations, diagrams or photographs, sometimes with arrows or lines drawn to the item being identified. Visually supports the reader with less text

Diagrams - drawings of objects to help clarify, define and support the text

Time Lines – visually depict information in chronological order and usually expand or elaborate on text. Reader can access information quickly

Maps – representations of geographic features. Helps the reader understand the text. Often accompanied by keys and map scales

Charts – offer readers information in condensed form within the text or adjacent to it; sometimes

elaborates on the text.

Graphs – represent ways to compare variable information, using a series of lines, bars, curves or shaded areas. Readers can access information in a more visual form

Other.....





## TEACHING for Problem - Solving Actions

Demonstrate or model for the reader an explicit way to think about the text and/or tell the reader explicitly what to do.

## PROMPTING for Problem - Solving Actions

Call for the student to think or act in a particular way through your use of actions or language.

## REINFORCING Effective Problem - Solving Actions

Confirm the reader's independent use of problem-solving actions.

**Being specific**