

Analysis Chart READER

MISCUE ANALYSIS

*Student read chapter 1 from the book Frindle, by Andy Clements

Text Word	Miscue	Note if Self-correct (SC) & when or how	Graphic/ aural Similarity - To what degree does the miscue <i>look</i> like and/ or <i>sound</i> like the intended word?	Semantically correct? How close is the word read to the intended meaning of the text word? (gave synonym, changed plural, etc.)	Syntactically/ Grammatically Correct - How does the student use sentence structure to cue self (substitute same part of speech?)?	How does the miscue change intended meaning of sentence/ story? How does miscue impact retell?
On	Of		The words begin with the same letter, and both only contain two letters. They are somewhat similar in sound.	The word "on" in text, is a preposition that was substituted for the word "of", also a preposition.		N/A
Knew	Knows		The words have similar letters and sound.	The student changed the tense of the word as he read it in the sentence.		Sentence and paragraph written in past tense. Miscue changes the sentence to present tense.

Isn't	Is not		The words have similar letters and sounds.	The word that was read was read as two separate words. In text, the word is written as a contraction.		N/A
It's	It is		The words have similar letters and sounds.	The word that was read in text was read as two separate words. In text, the word is written as a contraction.		N/A
He	She		The words have similar letters, and similar sounds (with the exception of the first letter)	The student replaced the pronoun "he" with the pronoun "she" as he was reading the text		N/A

Shirtless	Thirtless	SC	The words have similar letters and sounds.	The student approached the word in text, and when he read the word aloud changed the first letter "s" to the first letter "t". He self corrected this error immediately.	Using the context the student realized that the word was not appropriate in context and self corrected his reading.	N/A
Liven	Leaving		The words have similar letters and beginning sounds.	The student added the ing ending to the word as he read it in text		N/A
When	And		The words do not have similar letters or sounds.	As the student read, he substituted the word in text for the word "and"		N/A
High-Pitched	Higher-Pitched	SC	The words have the same spelling, the in-text word does not have an ending on the first part of the word (high)	The student added the ending, "er" to the first part of the word "high-pitched"		N/A

One	A		The words do not have the same sounds or spelling.	The student replaced the in text word, "one" with the word "a",		N/A
-----	---	--	--	---	--	-----

**Analysis Chart
READER**

STORY RETELL

*Student read chapter 1 from the book Frindle, by Andy Clements, and followed up with a retell.

Retell	Summarizes story Succinct highlights	Supporting detail Included or available when prompted with open-ended question	Errors indicative of difficulties or unawareness of	Supplies own information to fill in (indicates awareness of story)	Impact of reading errors on...
Key events, identified	Summarizes significant events in the chapter.	Provides very few details about main events in chapters. If prompted with a question he will provide more details to support specific events from the chapter.			His reading errors do not interfere with his understanding of the chapter.
Order/ sequence	Instead of telling each event in chronological order, he only highlights and events				

Supporting detail	Provides a brief general overview. When prompted with questions he will provide more details, such as a prediction or solution to the problem.				
Highlights problem to solution	He will state the problem, and predict a possible solution.				
Names characters, tells role in story		Names main characters in the reading. Provides minimal details about character. When prompted he will elaborate on character traits, and/or significant events that happen to the character.			

Examines relationships among characters		During retell he will mention the characters that appeared in the chapter. He does elaborate on the relationships between characters unless prompted/			
Indicates how the setting impacts the mood, events, and outcomes of the story					

**Analysis Chart
READER**

MISCUE ANALYSIS

*Student read chapters 5 and 7 from the Magic Tree House book, Revolutionary War on Wednesday.

Text Word	Miscue	Note if Self-correct (SC) & when or how	Graphic/ aural Similarity - To what degree does the miscue <i>look</i> like and/ or <i>sound</i> like the intended word?	Semantically correct? How close is the word read to the intended meaning of the text word? (gave synonym, changed plural, etc.)	Syntactically/ Grammatically Correct - How does the student use sentence structure to cue self (substitute same part of speech?)?	How does the miscue change intended meaning of sentence/ story? How does miscue impact retell?
Where'd?	Where did?		Both text word and miscue look similar, sound alike and have the same meaning.	Changed contraction to two words.		N/A
Started	Said		First and last letter are the same, however the two words do not sound alike.	The word read was not related to the word that was in the text.		N/A
Bearded	Beard		Both words look and sound alike. The word given in text has an "ed" ending	The word that was read omitted the "ed" ending		N/A

When	And		The words do not look or sound alike.	The word that was read was read aloud and was the substitute for the word in text.		N/A
Wonder	Wondered		Both words look and sound alike. The word given in text does not have an “ed” ending	The word that was read, was read with an “ed” ending added to the original word.		N/A
Asked	Said	SC	The words do not have similar spellings, nor do they sound alike.	The word that was read as “said” was said after the student read a sentence in quotation marks. The student self corrected himself and reread the sentence using the correct word.		N/A
They’d	They		Both words sound alike and are spelled alike with the exception of “’d” on the contraction of “they’d”	The word that was read was read with an omitted ending. He did not read the “’d”		N/A

Figure	Finger		Both words have similar sounds and similar spellings.	The word that was read , was read as “finger”		N/A
Sloshed	Lushed		Both words have similar sounds and letters in common.	The word that was read, was read as “lushed” The first letter “s” was omitted, and therefore changed the word.		N/A

**Analysis Chart
READER**

*Student was given a paragraph to read aloud. He was then given a list of events and needed to number the events in the correct sequence (1-4). He then answered two questions pertaining to the sequence of events.

Retell	Summarizes story Succinct highlights	Supporting detail Included or available when prompted with open-ended question	Errors indicative of difficulties or unawareness of	Supplies own information to fill in (indicates awareness of story)	Impact of reading on...
Key events, identified	Student identified key events using the events that were provided to him prior to placing them in the correct sequence.		He identified and wrote the first and last events correctly. However, this did not match his choices for first and last event when he was numbering the events.		
Order/ sequence			He had difficulties assigning numbers to the events. The first and third event were numbered correctly, and the second and last were flipped.		

Highlights problem to solution					
Names characters, tells role in story	Stated the characters in the paragraph after reading.				
Examines relationships among characters	Stated that the two characters in the paragraph were brother and sister. And that their father was taking them fishing.				

**Analysis Chart
READER**

*Student was given a paragraph to read aloud. He was then given sentence strips that each contained a separate event. He was asked to use the strips to link the events together starting from the first event and ending with the last.

Retell	Summarizes story Succinct highlights	Supporting detail Included or available when prompted with open-ended question	Errors indicative of difficulties or unawareness of	Supplies own information to fill in (indicates awareness of story)	Impact of reading on...
Key events, identified	Student identified key events using the events that were provided to him prior to placing them in the correct sequence. Correctly identified key words (first, finally)		He identified and wrote the first and last events correctly. However, this did not match his choices for first and last event when he was numbering the events.		
Order/ sequence			He had difficulties assigning numbers to the events. The first and third event were numbered correctly, and the second and last were flipped.		

Highlights problem to solution					
Names characters, tells role in story	Stated the characters in the paragraph after reading.				
Examines relationships among characters	Stated that the two characters in the paragraph were brother and sister. And that their father was taking them fishing.				

**Analysis Chart
READER**

*Student read the picture book, The President and Mom's Apple Pie, and was asked to complete a character map.

Retell	Summarizes story Succinct highlights	Supporting detail Included or available when prompted with open-ended question	Errors indicative of difficulties or unawareness of	Supplies own information to fill in (indicates awareness of story)	Impact of reading errors on...
Key events, identified	Summarized the story upon finishing the book. Reference to pictures was helpful as he described each of the events that took place.	Provides more specific details when prompted with an open ended question.			
Order/ sequence	Using the book, and pictures he states the order of events and retells the main parts of the story in chronological order.				
Supporting detail		Provides more specific details when prompted with an open ended question.			

Highlights problem to solution	Explains the problem: The President could not tell where the smell was coming from.. And the solution, he tracked it down by going to different places and trying different foods.		Appears to have difficulties elaborating his thoughts about the character on paper. Provide minimal details within each area of the character map.		
Names characters, tells role in story	Named the main character (The President) Using a character map he filled in information about the character's feelings, description, behavior, and personality traits. Each area was filled with only sentence and the student provided little information within those sentences.			He stated that he knew President Taft was a real president.	

Analysis Chart
READER

*Student read a page about African Elephants aloud and provided a brief retell. He was then asked to answer several comprehension questions orally, and then complete a worksheet that asked him to provide written answers to some additional comprehension questions.

Retell	Summarizes story Succinct highlights	Supporting detail Included or available when prompted with open-ended question	Errors indicative of difficulties or unawareness of	Supplies own information to fill in (indicates awareness of story)	Impact of reading errors on...
Key events, identified	He identified that the passage was about African Elephants. He referred back to the page and chose two sentences from the text that gave explanatory information about African Elephants.	Provided the detail needed to answer the comprehension questions on paper. He used the page about African Elephants as a reference.	Had some difficulty with answering comprehension questions that were asked orally.		

Order/ sequence			He had difficulties realizing that the comprehension questions were being asked in chronological order. He skimmed the entire page to determine where he would look for information to reference and answer the questions.		
Connections (sense of if-then)				When asked to answer a question regarding African Elephants being endangered, he explained that he knew that endangered meant they could become extinct.	
Supporting detail		Provided the details from the passage needed to answer the comprehension questions.			

Analysis Chart READER

The student was given two paragraphs, one to read aloud and one to read silently. After each paragraph, he gave a brief retell and there was one question for him to answer in which he needed to use context clues from the passage to answer.

*First paragraph was read aloud by the student.

Retell	Summarizes story Succinct highlights	Supporting detail Included or available when prompted with open-ended question	Errors indicative of difficulties or unawareness of	Supplies own information to fill in (indicates awareness of story)	Impact of reading errors on...
Key events, identified	He began by reading the paragraph out loud and then summarized by saying it was about "a boy named Mark that went fishing and caught something bad"		When preparing to answer the question he read the question out loud and all possible answers before answering. He then selected an answer, which was the incorrect answer.		

Supporting detail			Although he had the passage in front of him, he did not refer back to it in order to use context clues to answer the question.		
-------------------	--	--	--	--	--

*Second paragraph was read aloud by the student.

Retell	Summarizes story Succinct highlights	Supporting detail Included or available when prompted with open-ended question	Errors indicative of difficulties or unwarenes s of	Supplies own information to fill in (indicates awareness of story)	Impact of reading errors on...
Key events, identified	He began by reading the paragraph silently and then summarized by saying it was about “Her grandma’s teddy bears”		When preparing to answer the question he read the question out loud and all possible answers before answering. He selected the correct answer.		
Supporting detail			Although he had the passage in front of him, he did not refer back to it in order to use context clues to answer the question.		