

“Dan the Tan Man”

Decodable Text – with black and white pictures

Text Word	Miscue	Note if Self corrected (SC) and when or how	Graphic/aural similarity: To what degree does the miscue look like and/or sound like the intended word?	Semantically corrected? 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	in	She self corrected herself right away. She read it and then looked at it, paused and then said the correct word.	These two words sound and look very similar.	This word has similar meaning in this sentence. The man could have been on or in the pan and it still makes sense.	Grammatically correct word	This word slightly changed the meaning of the sentence but not dramatically.
tad	tan	No. I had her stop and look at each letter and she still said tan. I then showed her it ended with d and there was not n in the word. She could sound each letter out, she would slowly blend them together but could not make it a word that made sense to her. Once she heard me blend the words together she finally said tad. She recognized the first two words and then substituted the	The word she said at first looks like the actual word, but the only similarity is at the beginning of the word.	These two words are very different in meaning.	Grammatically correct word	This word completely changes the meaning of the actual sentence.

		last word.				
mad	man	No (Similar to what happen with the word tad)	The word she said at first looks like the actual word, but the only similarity is at the beginning of the word.	These two words are very different in meaning.	Grammatically correct word	This word completely changes the meaning of the actual sentence.
from	fast	She did realize that the word she said did not make sense after she read the rest of the sentence(see syntax), but was not able to read the correct word.	From is not similar to the word fast. Both start with the same letter but do not sound alike.	Both these words start with the same letter, but the word is not close sounding to the correct word.	When she was reading, she stopped after she finished the sentence and said, "That sounds funny." Grammatically correct word	The word changes the meaning of the sentence. It sounds like Dan can run fast, but the sentence really is saying that he can run from the pan. This did not seem to impact her retell.
get	got	No. She said the word then looked at me for assurance. Therefore, it seems like she knew she was unfamiliar with this word.	Both these letters sound alike, begin and end with the same letters. They are different tenses, but same word.	These words are very similar. It is the same word just in a different tense.	Grammatically correct word. (Different tense)	The word does not change the meaning of the sentence too much. It still implies that the Nan is not able to capture Dan.
cannot	can (then looked at me for the rest of word)	No.	She read the first part of the word and did not know the rest of the word.	Can and cannot are opposite meanings.	Grammatically correct word (cannot is the opposite meaning.)	The word does change the meaning of the sentence because it means the opposite of the correct word.
		No.	This word is very	These words are not	Grammatically correct	

tad	tan		similar to the correct word. The only thing that is different is the ending.	similar in meaning.		
ad		(She paused and looked at me, but we ran out of time and stopped here and the second time she read she read this word correctly. We went over the –ad word family world slide before beginning the book again.)				

Dan	tan	Yes. She said tan and then continued to read and saw that the word tan was already in the sentence. Went back and then said the correct word.	These words rhyme and are both part of the –an word family.	These words are not similar in meaning at all.	She read the word as tan and then as she continued the sentence, it appeared to sound funny to her because she read the word tan again in the sentence.	This word changes the meaning of the sentence because the reader does not know who Nan cannot capture.
cannot	can	(Same thing happened that happened with this word before)				
Dan	tan	Yes. She stopped corrected herself and then said, “The gingerbread man’s name is Dan.”	These words rhyme and are both part of the –an word family.	These words are not similar in meaning.	Grammatically correct word and apart of same word family. She read it and then right away corrected herself.	This word does change the meaning of the sentence because the reader would not know the sentence was about

						Dan.
mad	man	No.	These words have the same beginning, but not the same ending.	These words are not similar in meaning.	Grammatically correct word.	This word does change the meaning of the sentence. It is supposed to show emotion.

sad	sand	No.	These words have the same beginning and ending, but she added a letter.	These words are not similar in meaning.	Grammatically correct word.	This word does change the meaning of the sentence.
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Story Retell

Retell	Summarizes story; succinct highlights	Supporting detail included or available when prompted with open-ended question	Errors indicative or difficulties or unawareness	Supplies own information to fill in (indicates awareness of story)	Impact of reading errors on...
After she read it.	She talked about how the gingerbread man hopped out of the pan, got lost and that he was almost eaten by the fox (at first she asked if it was a wolf or fox). Then the girl hit the fox and the girl got him and brought him home and loved him so much.		<p>When retelling she said she could not remember if it was a wolf or fox and that she thought it was a fox.</p> <p>She did not mention the third character in the book, the man.</p>	<p>Uses words, such as gingerbread man. Did not use the names Dan or Nan. She used gingerbread man and girl.</p> <p>She also said that the girl hit the fox and then the girl got him, brought him home, and loved him so much. (Here she is referring to Dan). The picture looks like Nan is hitting the fox, but in the story it says, "Nan can get the fox." She took her own knowledge and understands this part of the story as the girl (Nan) hit the fox.</p> <p>She also took the ending of the story and said that the girl (Nan) loved him forever. In the story all that was</p>	<p>Did not understand what a tad mad meant and read tan man instead. This impacted her reading because she did not understand the emotions of the main character.</p> <p>She also did not know the word "ad". This impacted her comprehension because she missed the part of the story where the man saw Nan's ad of Dan and then saw Dan.</p> <p>Pictures impact her retell a lot. For example, the part of the story where it says, "Nan can get the fox." However, when she was retelling the story</p>

				said was that Nan was not sad and Dan was not sad. She interpreted this as the girl loved him so much. She also could have used the picture of Nan and Dan hugging as the girl loved him.	she said the girl hit the fox.
During reading	She realizes that the gingerbread's name is Dan.				