

Retrospective Miscue Analysis: Helping Older Students Who Struggle with Reading

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This presentation will focus on a unique interactive approach that is highly effective in helping struggling readers beyond grade 3. Participants will learn important strategies for helping readers in one-to-one situations that value the strengths students bring while helping them to take on new reading strategies. The presentation will involve an introduction to the strategy and an opportunity for participants to identify effective miscues for instruction as well as opportunities to analyze those miscues.

Retrospective Miscue Analysis is based on the research of Yetta Goodman and her colleagues and described in the book *Reading Miscue Inventory* (Goodman, Watson, & Burke, 2005).

“The RMA process helps readers become aware that they are better readers than they think they are. Ken Goodman has termed this process revaluing. Readers who revalue themselves become confident and willing to take risks.” (Y. Goodman, 1996, p. 602)

“The teacher selects miscues initially to demonstrate that the reader is making very good or smart miscues. The initial sessions are planned to help readers realize that they are using strategies that support their meaning construction as they read” (Y. Goodman, 1996, p. 603)

“During the discussions about the miscues, the teacher helps the reader to explore the reasons for the miscues and to see how knowledge of language and reading strategies can help resolve any problems encountered in the text.” (Y. Goodman, 1996, p. 604)

A few helpful resources:

Goodman, Y.M. (1996). Revaluing readers while readers revalue themselves: Retrospective miscue analysis. *The Reading Teacher*, 49(5), pp. 600-609.

Goodman, Y.M., Watson, D., & Burke, C. (2005). Retrospective miscue inventory: From evaluation to instruction, 2nd Edition. Katonah, NY: Richard C. Owen.

Kabuto, B. (2009). Parents and children reading and reflecting together: The possibilities of family retrospective miscue analysis. *The Reading Teacher*, 63(3), pp. 212-221.

Moore, R.A. & Brantingham, K.L. (2003). Nathan: A case study in reader response and retrospective miscue analysis. *The Reading Teacher*, 56(5), pp. 466-474.