Retrospective Miscue Analysis: An Effective Intervention for Students in Grades 3-12

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Retrospective Miscue Analysis - Overview

What: Retrospective Miscue Analysis (RMA) is an intervention designed for students in grades three to twelve who struggle with accuracy and comprehension when reading. These are students who make mistakes in reading words and who do not correct the error or even notice the error. These are students who may say any word based on the initial letter or letter clusters. RMA is a one-on-one and small group intervention that will help students read more accurately, monitor their reading, gain confidence as readers and improve reading comprehension.

Why: Reading involves active problem solving. Students who have reached grade three and above who are not able to monitor their reading will not be successful. RMA helps children become strategic, to actively search for meaning and gain insight into the reading process.

How: Meet one on one with your student. The frequency and duration of your meetings will depend on your student's needs.

- Interview the student about reading
- Have student choose a text to read
- Read 300 word sample (audio tape the reading, and conduct a miscue analysis)
- Ask for a retell after the reading

At your next meeting:

- Have the student listen to an audiotape while looking at the text.
- Ask him to stop the tape if he hears something that does not match the text (this teaches the concept of monitoring)
- Discuss the miscues noticed.
  - Comment on "high quality miscues" (a miscue that does not change the meaning. Also discuss times when the student self-corrected or used strategies)
- Next time show a few miscues that did not make sense and how to problem solve them.
- As the sessions progress, show him when you see evidence of his checking through words and using strategies.

CRMA: Collaborative Retrospective Miscue Analysis: After students understand the process and are able to discuss miscues, they can meet in small groups and work together to better understand their reading process.

References:

Goodman, Yetta, and Marek, Ann   (1996) Retrospective Miscue Analysis: Revaluing Readers and Reading

Moore, Rita and Giles, Carol. (2005) Reading Conversations: Retrospective Miscue Analysis with Struggling Readers

Miscues: Are unexpected responses a reader makes to a text. Research documents that miscues are not random, capricious or evidence of carelessness but reveal the logical predictions readers make based on their background knowledge, experience, and what they know about language and how language works.

Miscue analysis provides a window into the reader's use of language systems (MSV) and reading strategies (sampling, inferring, predicting, confirming/disconfirming and correcting) and how proficiently the reader integrates these systems and cues to construct meaning in a text.

Meaning: Does it make sense?

                  <u>ponies</u>

Text: I like to see horses at the farm.

Syntax: Does it sound right? Can we say it that way?

           <u>fly</u>

Text: I like to see horses at the farm.

Visual: Does it match? Look right?

                  <u>here's</u>

Text: I like to see horses at the farm.

    <u>was</u>

Text: I saw the farm

Strategies:

       Sampling, inferring, predicting, confirming, disconfirming, correction

Valuing Miscues:

High quality: Do not change the meaning or show evidence of strategic behavior:

       Uncorrected high-quality substitutions, omissions, insertions that retained
the   meaning of the text.

       Self-corrections made when predictions did not make sense.

Low quality: Miscues that change the meaning of the text or do not make sense

       Guessing based on initial letter or letters, not reading through the word,
skipping   a line of text and going on.

       Changing a correct response into an incorrect response. (Over-correcting)

RMA Protocol

Session 1

- **Conduct reading interview**

- **Student reads** while being recorded about 300 words of an instructional text and **completes a retelling.**

Preparation: Teacher analyzes miscues, choosing high quality miscues and productive strategy usage for the next session with the student.

Session 2

- **Student listens** to himself read the sentences with the selected miscues.
- **Evaluate miscues and discuss** how proficient readers use these same strategies to construct meaning; how just like proficient readers, he self-corrected when his predictions didn't make sense and didn't correct when his substitution, insertions and omissions did not make sense. Student begins to "re-value" himself as a reader. And understand that reading is a message making activity.

- Sessions continue, once a week, or more frequently.
      elementary level – 20-30 minutes
      middle and high school can be as long as 40 minutes

      frequency depends on situation, need, level of intervention.

- Student begins to find his/her own errors when listening to the tape and can discuss what he/she was thinking. See forms for more information.

Questions that may guide your conversations:

- Does the miscue make sense?
- Was the miscue corrected? Should it have been?
- Does the miscue look like what was on the page?
- Does the miscue sound like what was on the page?
- Why do you think you made this miscue?
- Did the miscue affect your understanding of the text?

In the beginning, these questions may guide the conversation. In subsequent sessions, readers begin to "take control" of the discussions. They begin asking the questions themselves without much prompting from the teacher.

After considering whether the miscue makes sense, readers and teaches engage in discussions that ultimately focus on issues like self-correction, the reason why readers make miscues, and the effects of miscues on comprehension through not in any particular order.

RMA Interview

(2005 Rita Moore and Carol Gilles, From *Reading Conversations*. Portsmouth, NH: Heinemann)

Student name _____ Date_____

1. When you are reading and you come to something you don't know, what do you do?

    Do you ever do anything else?

2. Who is a good reader you know?

3. What makes him or her a good reader?

4. Do you think that he/she ever comes to something he/she doesn't know when he/she is reading?

5. If the answer is YES: when he/she does come to something he/she doesn't' know, what do you think he/she does about it?

    If the answer is NO: Suppose_____came to something he/she didn't know. What do you think he/she would do?

6. If you knew that someone was having difficulty reading, how would you help that person?

7. What would a/your teacher do to help that person?

8. How did you learn to read? What did your teacher or someone else do to help you learn?

9. What would you like to do better as a reader?

10. Do you think you are a good reader? Why or why not?

RMA Session Organizer 1: Simple

Reader:_____ Date:_____ Session #_____

Name of text:_____ Page #_____

Directions: Write the number of the line of text, the exact text, and the miscue as read. Put a C beside the miscue as read if it was self-corrected. Circle yes or no depending on if the miscue changed the meaning of the sentence.

Line of text	Text	Miscue as read/corrected	Did the miscue change the meaning?
_____	_____	_____	Yes No
_____	_____	_____	Yes No
_____	_____	_____	Yes No
_____	_____	_____	Yes No
_____	_____	_____	Yes No
_____	_____	_____	Yes No
_____	_____	_____	Yes No
_____	_____	_____	Yes No
_____	_____	_____	Yes No
_____	_____	_____	Yes No

Questions to think about:

Does the miscue make sense?

Does it change the meaning of the sentence?

Why do you think the reader miscued?

During the retelling, what connections to other text or life experiences did the reader make in the retelling?

Some topics for RMA conversation:

RMA Session Organizer 2: Advanced

Reader:_____ Date:_____ Session #_____

Name of text:_____ Page #_____

Directions: Write the number of the line of text, the exact text, and the miscue as read. Under "Graphophonic," indicate with *b, m, e*, whether the miscue is similar to the text at the beginning, middle or end. Circle yes or no in the next four columns. Look for patterns of response in your coding.

Line of text	Text	Miscue as read	Graphophonic b m e	Syntactic: Sound like language?	Semantic: Make sense?	Meaning change?	C: Self-corrected?

Questions to think about:

Does the miscue make sense?
Does it change the meaning of the sentence?
Why do you think the reader miscued?
During the retelling, what connections to other text or life experiences did the reader make in the retelling?

Some topics for RMA conversation:

RMA Self-Analysis/Feedback Form for Older Students

Name:_____

Date:_____

Reading selection:_____

Circle one and comment as needed:

A. How was the volume of reading?

    1. too quiet   2. too loud   3.   OK

B. How was the reading rate (speed)?

    1. too slow   2. too fast   3. OK

C. How was the fluency?

    1. choppy   2. OK   3. Natural sounding

D. How was the pronunciation?

    1. weak   2. OK   3. strong

E. Was the retell in logical sequence?

    1. no   2. yes

    Explain anything that was out of order:

F. Was the retelling complete?

    1. no   2. yes

    If no, what was missing?

    Why do you think it was left out?

    What could make this retelling stronger?

    Comments and recommendations:

Retelling Guide for Narrative Text

Reader:_____ Date:_____ Session #_____

Name of text:_____ Page #_____

	Aided	Unaided

_____ Identified key story characters.   _____ _____

_____ Identified setting.   _____ _____

_____ Identified story problem (conflict)   _____ _____

_____ Identified key story episodes.   _____ _____

_____ Identified problem resolution.   _____ _____

Comments:

Retelling: Key Points

- Miscue analysis always includes a retell
- Despite several miscues, students may understand the passage
- Make retelling student centered
    Not a response to preset questions
    Teacher attends to student responses and encourages expansion
    on ideas or asks question to prove further as necessary.

Retelling Guide for Expository Text

Reader:_____ Date:_____ Session #_____

Name of text:_____ Page #_____

	Aided	Unaided

_____ All important facts were recalled. _____ _____

_____ Supporting ideas were recalled. _____ _____

_____ Ideas were recalled in order. _____ _____

_____ Reader recalled important conclusions _____ _____

_____ Reader stated valid inferences. _____ _____

Comments:

Retelling: Key Points

- Miscue analysis always includes a retell
- Despite several miscues, students may understand the passage
- Make retelling student centered
  Not a response to preset questions

Teacher attends to student responses and encourages expansion on ideas or asks question to prove further as necessary.

Choosing Miscues to Discuss

Reader Characteristics	Suggested Miscue Selection
Reads slowly, hesitantly; makes miscues that have high Graphophonic similarity to the text but may disrupt meaning.	Select miscues that are acceptable and have little or no Graphophonic similarity
	Select insertion and omission miscues that are acceptable
Seldom attempts self-correction	Select miscues that demonstrate effective prediction, disconfirmation, and self-correction strategies; contrast with miscues where self-corrections is not attempted.
Usually reads on in spite of errors, little self-monitoring.	
Produces non-word substitutions for words in the reader's oral vocabulary	Select miscues where persistence resulted in semantically and syntactically acceptable miscues, contrast with non-word substitutions.
Consistently corrects miscues that are syntactically and semantically acceptable (over correction)	Select fully acceptable miscues where correction is unnecessary
Is not consistently reading efficiently	Select miscues that highlight efficient strategies
Is unaware of the strength shown in making higher quality miscues in the middles and ends of texts	Select miscues that highlight the increasing quality of miscues as the text progresses.

Ground rules for RMA
- Miscues are not to be called mistakes. Figure out what the reader wsa thinking when the miscue occurred.
- The person who is reading on the tape should be given the first chance to explain his or her miscue or retelling. The other in the group may offer suggestions or ask questions to help figure out the miscue.
- Ask questions about the miscue: Does it make sense? Does it sound like language? What was the reader thinking about when the miscue occurred? Does it change the meaning? Did the reader self-correct?
- Be positive. Look for how that miscue helped the reader hold onto meaning.
- Use these words and phrases when you are having an RMA conversation: placeholders, high quality (smart) miscue, OK miscue, skip it and go on, repeated words, checking for meaning, take a running start, chunking the words, and any other strategies learned from class.