WHAT IS MISCUE ANALYSIS?
IT’S EXAMINING A READER’S READING

MISCUE ANALYSIS
Miscue analysis is an analytical procedure for assessing student’s reading comprehension based on samples of oral reading. It is predicated on the belief that students’ mistakes when reading are not random errors but, actually their attempt to make sense of the text with their experiences and language skills. Therefore close attention to what students are saying can become a rich source of information on what a student is capable of, where he/she may need to go next and what we might teach. When students substitute one word for another, skip a word, or even pause in their reading, teachers decide if and how to intervene. Interventions are based on whether they think the student's miscue is significant to the whole meaning of the reading at hand.

MISCUES AND INTERVENTIONS

| Student substitutes one word for another. | Teacher decides if the substitution is significant or not.  
| EX: house for home or house for horse  
If insignificant, teacher does nothing.  
If significant teacher encourages student to read to end then takes student back to text and teaches the student to use context, figure it out, sound it out, or use onset and rhyme. |

| Student skips a word. | If insignificant, teacher does nothing.  
If significant teacher focuses student’s attention on word features such as initial letter sound, prefix, suffix etc. |

| Student hesitates. | Teacher attempts to determine what caused the hesitation and what strategies the student brings to the act of reading. |

| Student changes meaning of the text. | To what extent is meaning lost or maintained?  
Does the student self-correct for meaning?  
What patterns emerge from observing the student? |