



GSSD Guide to Miscue Analysis (Meaning, Structure, Visual)

"To inform teaching, analyze the child's errors and self-corrections on her instructional-level text to find out what kinds of information she is using and what kind of information is being neglected."

Fountas and Pinnell Benchmark Assessment System: Assessment Guide (page 43)

Why Analyze Meaning, Structure, and Visual Errors and Self-Corrects?

- to inform teaching during small group instruction
- to find out specific information about individual readers and his/her behaviors
- to be able to discuss with colleagues the evidence of the process the student is using when reading

How to Analyze Reading Records?

- analyze each error (circle all that apply) and self-correction (circle one) for evidence of meaning, structure and visual information

Source of information attended to by student:	Determine by asking yourself:
Meaning (Semantic) - if the student was influenced by prior or background knowledge of the topic, pictures or message of the text	Does the substitution reflect what the author intended? Are substitutions meaningful? Does it make sense?
Structure (Syntactic) - if the student was influenced by knowledge of the way language is organized in phrases, sentences paragraphs and grammatical patterns	Does the substitution reflect acceptable English language usage? Is the child maintaining the structure of the text? Does it sound right?
Visual (Graphophonic) - if the student was influenced by knowledge of letters and words, print conventions and directionality	Does the substitution look like the word in the text? Is the child using visual information predominantly? Does it look right?

(adapted from Clay, M.M. 2001)

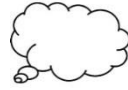
Points to Remember:

- skip omissions or insertions
- read up to and including the error
- don't over analyze one particular error; look for patterns
- with a self-correction, be sure to analyze the initial error first
- with a self-correction, choose the most likely source of information (MSV) that led the student to self-correct

After the Analysis:

- after analyzing reading record, notice what patterns are emerging. What sources of information are being used by the student and what sources of information are being neglected?
- theorize about what skills and strategies need to be taught, prompted and/or reinforced
- Select 1-2 teaching points to help guide small group or individual instruction

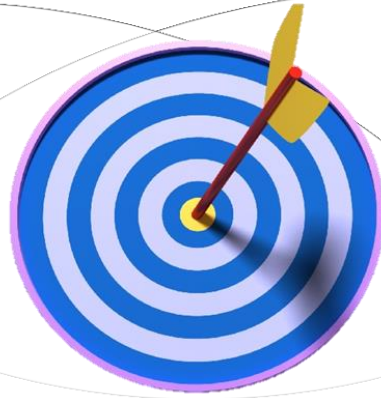
Three Cueing Systems



Meaning (semantic)
Does it make sense?



Structure (syntactic)
Does it sound right?



Visual
(graphophonic)
Does it look right?