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MY WORD CHALLENGES

Name _____ Date _____

Page	Difficult Word/Phrase	What I Did	How It Worked

RECORDING A STUDENT'S ORAL READING MISCUES

Substitutions

Jim saw *a* the boy.

Omissions

Poor little ~~Baby~~ Bear could not move from the tall tree.

Insertions

He strolled along the path and soon ^*he* was deep in the forest

Reversals

Are they twins?

Repetitions

A. Plain repetition

Jim saw <u>a bear</u>.

B. Correcting a miscue

Baby Bear ©did not <u>know</u> *see* where he was.

C. Abandoning a correct word initially pronounced correctly

He stayed ⓐⓒ *along* alone in the pine tree all night

D. Unsuccessfully attempting to correct an initial miscue (attempts are numbered)

He had slept ⓤⓒ *2. ha-* *1. heavy* hard all night.

Additional Markings

A. Partial Words

The hunters *res –* rescued the boys.

B. Nonword substitutions

People on the *$ frontmer* frontier had shooting contests.

C. Punctuation ignored

. . . from same maple and oak trees. As Bill

D. Intonation

He played a record that was his favorite.

E. Word pronounced by examiner

Men on the *P* frontier often had shooting contests.

F. Dialect

He ⓓ *goed* went home

G. Lip movement
place LM in margin

H. Finger pointing
place FP above word

I. Vocalization
place V in text

Qualitative Summary of Miscues

Jerry L. Johns
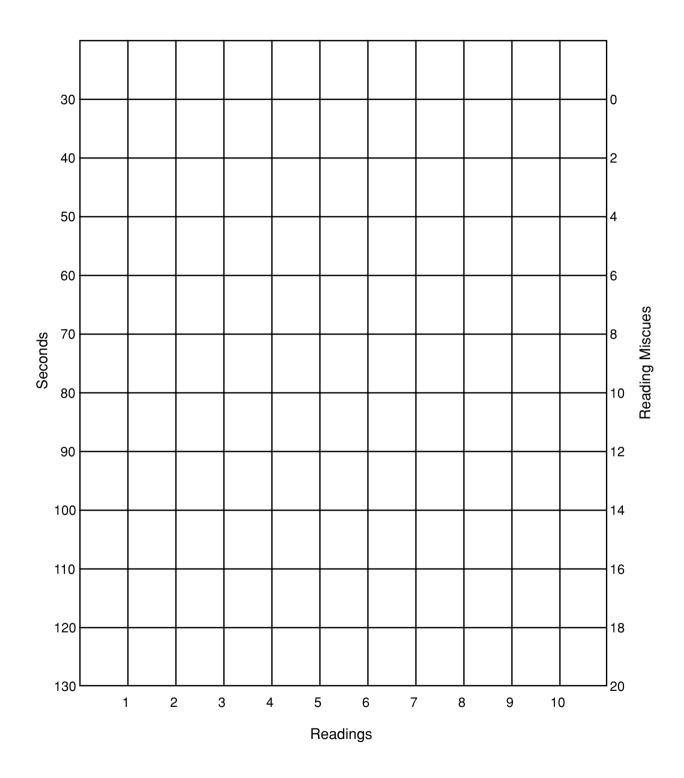
MISCUE	TEXT	GRAPHIC SIMILARITY — Beginning	Middle	End	CONTEXT — Acceptable	Unacceptable	Self-Correction of Unacceptable Miscues
Column Total							
Number of Miscues Analyzed							
Percentage							

PREDICTION STRATEGY

Graphic Similarity
B M E

| 100% |
| 90 |
| 80 |
| 70 |
| 60 |
| 50 |
| 40 |
| 30 |
| 20 |
| 10 |

____% ____% ____%

Miscues Acceptable in Context

| 100% |
| 90 |
| 80 |
| 70 |
| 60 |
| 50 |
| 40 |
| 30 |
| 20 |
| 10 |

____%

CORRECTION STRATEGY

Unacceptable Miscues Self-Corrected

| 100% |
| 90 |
| 80 |
| 70 |
| 60 |
| 50 |
| 40 |
| 30 |
| 20 |
| 10 |

____%

ⓇEADING PROGRESS CHART FOR _____

Seconds											Reading Miscues
30											0
40											2
50											4
60											6
70											8
80											10
90											12
100											14
110											16
120											18
130	1	2	3	4	5	6	7	8	9	10	20

Readings

PROCEDURE FOR DETERMINING WORDS PER MINUTE

		Example
1.	Count or estimate words in selection.	150
2.	Multiply by 60.	9000
3.	This numeral becomes the dividend.	$\overline{)9000}$
4.	Time the student's reading in seconds.	100
5.	This numeral becomes the divisor.	$100\overline{)9000}$
6.	Do the division.	$100\overline{)9000}^{\,90}$
7.	The resulting numeral is the quotient, which is words per minute.	90

$$100\overline{)9000}^{\,90} \text{ words per minute}$$
$$\underline{900}$$

ORAL READING NORMS FOR STUDENTS IN GRADES ONE THROUGH FOUR

Grade (N)	Percentile	Fall		Winter		Spring	
		N	WCPM	N	WCPM	N	WCPM
1 (38,239)	90		32		69		101
	75		14		40		75
	50	2,847	7	16,416	21	18,976	48
	25		2		11		26
	10		1		5		13
2 (45,446)	90		98		122		140
	75		74		98		115
	50	13,738	49	15,454	72	16,254	89
	25		23		46		64
	10		12		20		37
3 (43,717)	90		128		144		160
	75		101		117		136
	50	12,844	73	14,988	90	15,885	107
	25		48		58		78
	10		26		37		45
4 (40,072)	90		143		164		180
	75		119		139		153
	50	13,086	95	12,801	111	14,185	124
	25		70		86		99
	10		44		60		72

Note: The reading rates for grades one through four are based on over 165,000 students. The data sources are described in the *Basic Reading Inventory* (Johns, 2005).

ORAL READING NORMS FOR STUDENTS IN GRADES FIVE THROUGH EIGHT

Grade (N)	Percentile	Fall		Winter		Spring	
		N	WCPM	N	WCPM	N	WCPM
5 (37,238)	90		163		180		194
	75		135		154		167
	50	12,298	108	11,898	125	13,042	138
	25		85		97		108
	10		60		72		79
6 (26,547)	90		176		193		203
	75		153		165		178
	50	8,403	128	8,450	139	9,694	151
	25		98		111		123
	10		66		81		93
7 (12,597)	90		173		185		199
	75		151		159		176
	50	4,205	126	3,255	132	5,137	149
	25		102		108		122
	10		79		84		97
8 (9,728)	90		180		187		196
	75		158		163		175
	50	3,128	131	2,490	139	4,110	153
	25		102		108		125
	10		82		85		96

Note: The reading rates for grades five through eight are based on over 85,000 students. The data sources are described in the *Basic Reading Inventory* (Johns, 2005).

FIVE-POINT FLUENCY SCALE FOR READING

Level	Description
1	Reads almost entirely word by word; some long pauses between words
2	Reads mostly in two-to-three word phrases with some word by word; some evidence of punctuation
3	Reads mostly in phrases; little intonation; ignores some punctuation
4	Reads mostly in phrases; a little choppy at times; attends to punctuation
5	Reads fluently with good expression