Study Guide for *Reading Process: Brief Edition of Reading Process and Practice, Third Edition*

By Constance Weaver

A basic premise of this book is that reading is a *psycholinguistic process*. The term derives from *psyche-*, meaning "mind," and *linguistic*, meaning (in this context) simply "language," or "meaningful units of language." Reading involves the mind of the reader engaging with the language of the text: it is a two-way process, from mind to text and back, in overlapping cycles. Reading is also a *sociolinguistic process*, one in which various social factors and contexts—like who has chosen the text and decided the purpose and set the conditions for reading—affects the psycholinguistic process. Thus reading is said to be a *sociopsycholinguistic process*. This book has been designed for you to discover for yourself, through activities and reflections, many concepts discovered or confirmed through research. You will gain the most from this book if you participate thoughtfully, trying the activities, thinking about the study questions before reading the text, examining and—if appropriate—modifying your beliefs in light of new knowledge and understanding. Chapter 2 talks more about this process of adjusting our concepts as we are confronted with new data that we now find makes sense to us.

This study guide has been organized to prepare you to read the material—to consider your experiences and knowledge and current beliefs, to accept the challenge of some of the activities in the chapter before you read that chapter, and to open yourself to considering whatever new information that chapter may contain. If the suggestions sound a bit didactic—"do this, do that"—it's simply a reflection of the text itself, which was written first of all with undergraduates in mind.

Study guides are often used in teacher book clubs, but they also serve well for in-class explorations at the graduate and undergraduate level. If you do not have the opportunity to dialogue with others while preparing to read a chapter, then dialogue with yourself!

If you are meeting as a book club, exploring the text through a group blog, or engaging in classroom discussion groups, you'll probably want to look at the preparation items for the Introduction and Chapter 1 and together decide upon some or all of the preparation activities to do before your first meeting. The "After Reading" activities in a given chapter can be picked up at the next session, before you decide upon your preparation for the following chapter and your next discussion.

Introduction: Contrasting Perspectives on Reading and What Good Readers Do *and* Chapter 1: Definitions of Reading: They Make a Difference

If you are new to the idea that reading is a psycholinguistic and indeed a sociopsycholinguistic process, the Introduction may be most meaningful—even most comprehensible—if studied after you have read several chapters, perhaps Chapters 1 through 5 or 6. On the other hand, some parts of the Introduction stand alone very well: the discussion of DIBELS, for example, pp. xxi–xxiii.

Before You Read:

- Before you read either the Introduction or Chapter 1, take the time to write your own "definition" of reading. What does the process of reading involve? Write a paragraph or so characterizing how people read. If you find yourself describing different processes as they occur under different circumstances, so much the better—you are getting into the social aspects

of reading as a sociolinguistic process. You may wish to draw especially upon the processes you yourself use, creating a characterization of reading that is rich and insightful. But don't feel limited to that.

- Do and ideally discuss with others the questionnaire in exploration activity 6, pp. 12–13. It's good to write your responses on a separate sheet of paper or make two photocopies of these pages, so you can record your thoughts before reading this book and later compare your responses after reading at least Chapters 1–6.

Near the End of the Chapter:

- Be sure to try Activity 1, pp. 10–11, and reflect upon your experience.
- Activity 2, pp. 5–9, is especially effective if done in a group setting, ideally with someone who can explain more about syntactic, semantic, and graphic cues and who can lead the discussion. Individually or in a group setting, you might engage in other, not previously specified activities from pp. 4–13.

After Reading the Chapter:

- Consider implications for the teaching of reading of what you have read, reflected upon, and discussed in connection with Chapter 1. Write down your thoughts, so you can compare now with later.

- If you are meeting as a book club, exploring the text through a group blog, or engaging in classroom discussion groups, be sure to look at the study guide for Chapter 3 and plan for the next session by setting assignments and goals for yourselves before you finish with this session!

Chapter 2: Schemas and Transactions in the Reading Process

This chapter is designed first to help you deepen your understanding of something you already know: that we bring our ideas, concepts, and beliefs to the reading process, and that these color what we "get"—or don't get—from a text, not to mention what we remember from it; how we relate to it—or not—if the selection is fiction or poetry; and how we understand, view it, and possibly critique it, if the selection is informational or persuasive. Here, *text* means anything we read—a sign, a label on a medicine bottle, an article or opinion piece in the paper, directions for doing something, whatever we read for pleasure, everything we read for professional development—yes, all of this and much, much more. This chapter also introduces the concept of reading as an event, a "transaction" between reader and text . . . and maybe other readers . . . and other texts . . . and the world.

Before Reading:

Most of the following preparation activities are taken directly from the text, but reprinted here to encourage you to do and discuss them before reading the chapter.

- Consider the following sentences. What does *run* mean, in each of these sentences, and *how do you know?*

1. Can you run the store for an hour?
2. Can you run the word processor?
3. Can you run the 500-yard dash?
4. Can you run in the next election?
5. Can you run next year's marathon?
6. I helped Samuel with his milk run.
7. They'll print 5,000 copies in the first run.

8. Sherry has a run in her hose.
9. There was a run on snow shovels yesterday morning.
10. It was a long run.

What cues—or clues—did you use to determine the meaning of *run* in each sentence, and how did you confirm, or correct if needed?

We commonly hear that readers combine the meanings of the individual words to get the meaning of the sentence. Do we determine the meaning of each word in isolation and then somehow put the meanings together? After doing and reflecting on this activity, what do you think about how we read and understand sentences?

- For additional evidence or insight into how word meanings are determined, try the following activity. Consider the preposition *by* in each of the following sentences. In each case, what does it mean, and *how do you know*?

1. That was prescribed *by* Dr. Lucy.
2. Charlie sat down *by* Dr. Lucy.
3. Woodstock went *by* plane.
4. *By* the way, how old do you think Snoopy is?
5. *By* Snoopy's calculations, it ought to work.

Do you have any further reflections on how words contribute to the meaning of a sentence? Jot down your thoughts about the common notion that we simply read the words of a sentence left to right, one word at a time, and combine their individual meanings.

- Here is another activity that can help prepare you for reading Chapter 2, specifically for understanding the concepts of schemas and transactions, as discussed in the chapter. Read the following poem as often as you wish, and write down what you think the poem says.

To Pat
On the day you died
my lover caught a fish
a big-mouthed bass
nineteen inches long
four and a half pounds strong
they measured it.

They measured it,
stretching the tape to match its length,
piercing its mouth to heft its bulk.
They measured, examined, praised it.

"Fish, dear fish," he said,
"you are too beautiful to eat.
I will put you back."

But it was too late.
Like you, the fish could not be revived.
He died in the kitchen sink.

And now I have eaten of his sweet flesh,
the communion denied me
by the church of your people.

It is finished.

If at all possible, share your sense of what the poem says with other people. Are your ideas basically the same, or different? If different, is that because you bring different backgrounds to your reading? Exploring these differences and their causes will help you understand that readers bring different "schemas" to a text. So okay, this is a poem, and we tend to expect that. But isn't it true that we bring different schemas to the reading of other texts, too, and "get" different things from it—even from supposedly simple informational texts? (I certainly get a lot less from directions on how to do something on the computer than my son does; he's a computer expert.)

What are the implications of the above for our students? Also, did you notice that you couldn't get meaning from the poem without trying to interpret it? That "literal comprehension" was literally impossible? If so, what are the implications for the comprehension tasks and assessment measures to which we subject the students in our schools?

- The following "blonke" activity is a good one to do and discuss with others. Read the following passage silently, not worrying about how the words are pronounced. Just see if you can get some sense of what the passage is about, rereading the passage as necessary. If you collaborate with others, you may be surprised at how much meaning you construct from the passage:

> The blonke was maily, like all the others. Unlike the other blonkes, however, it had spiss crinet completely covering its fairney cloots and concealing, just below one of them, a small wam.
>
> This particular blonke was quite drumly—lennow, in fact, and almost samded. When yerden, it did not quetch like the other blonkes, or even blore. The others blored very readily.
>
> It was probably his bellytimber that had made the one blonke so drumly. The bellytimber was quite kexy, had a strong shawk, and was apparently venenated. There was only one thing to do with the venenated bellytimber: givel it in the flosh. This would be much better than to sparple it in the wong, since the blonkes that were not drumly could icchen in the wong, but not in the flosh.

Now reread the paragraph, knowing that a *blonke* is a large, powerful horse, and that *drumly* means something like 'sluggish'.

As you reread the last paragraph, do you get any idea as to what might be wrong with the blonke, what might have made him so sluggish? The words *bellytimber* and *venenated* are key; try making good guesses at what they mean as you reread the paragraph. If you've given it your best and now need more help or confirmation, you can turn to page 33 for two more definitions. With these additions, it is highly likely that you will grasp the gist of the passage and understand, for example, why the blonkes that are not drumly should not be allowed access to the flosh.

What does this unusual reading experience suggest to you about the nature of ordinary reading? Do we give equal attention to each word in constructing meaning from a text? If not, how we decide which are the most important words—and if we don't know all the words, which ones to look up in a dictionary? Do we necessarily need to know or to identify all the words to get the essence of a passage?

- Activities 4 and 5, pp. 39–40, can be especially helpful in further exploring concepts discussed within the chapter. If you are doing this as preparation for discussion, you may want to jot down notes.

After Reading the Chapter:

- You may find it valuable to list the eight to ten most important observations and concepts that you take away from this chapter, including your transactions with it and with other participants in reading and discussing the chapter. Of course you can elaborate on these points if that is useful to you. Looking at the questions for thought and discussion at the beginning of the chapter, p. 14, may help jog your recollection of ideas important to you.
- If you're discussing the chapters with others, don't forget to look and plan ahead how you will prepare for your next discussion.

Chapter 3: Contexts and Strategies in the Reading Process

It is sometimes said that only poorer readers use context to identify words. That's not so. Poorer readers more often *need* context to help, but proficient readers automatically draw upon context as they seek to construct meaning. That results in miscues, but usually ones that fit the context or are corrected, at least in the reader's mind. (Or the reader tries, unsuccessfully, to correct—or decides the word isn't that important anyway, and just goes on.) The automatic use of context makes reading not only more effective but more efficient.

Before You Read:

- One useful activity is to consider the examples on pp. 50–51. Here, we have instances of first graders correctly reading words in context that they missed in isolation. Consider and discuss: Do such readers need more practice with such words in isolation before being given texts that include the words? Do the readers need more experience with connected text before being expected to identify these "simple" words in isolation? Do they need more experience with the concepts or experiences described in the text?
- Consider, on p. 55, the sentences with miscues marked. In each case, what do you think might have caused the miscue? What do you think about miscues like these, which preserve the grammar and meaning but not all of the exact words of the text? What kinds of miscues do *you* make? When you read aloud fluently, do you comprehend better or less well than when you read silently, pausing, thinking, and rereading to clarify the meaning? Currently it is popular to think that children must read words rapidly and accurately in order to comprehend. Write about these various ideas, and then, if possible, share in conversation. What are the implications for teaching children to read?

After Reading the Chapter:

- Write down any further thoughts about topics like those above. Do you think that miscue-less reading is necessarily proficient reading? Or that proficient reading is miscue-less? What about the role of fluency, which is often conceptualized as reading aloud with rapid and accurate identification of words, plus appropriate intonation?
- Plan ahead for dealing with Chapter 4!

Chapter 4: What Miscues Tell Us About Reading and Readers: Reciprocal Insights

Before Reading the Chapter:

- Consider the following definitions:

An *effective* reader is one who succeeds in constructing meaning from texts for which he or she has adequate background knowledge and meaning.

An *efficient* reader is one who doesn't waste time and effort in the quest for meaning.

A *proficient* reader is one who is both effective and efficient.

Do these definitions make sense to you? If not, explore why not. In particular, what are your thoughts on the claim that an efficient reader—and thus a proficient reader as well—*does not waste time and effort in the quest for meaning?* In an actual reading situation, what might that mean? What might an efficient reader do, and/or not do? How does this compare with what *you* do as a reader? Jot down your thoughts and, if possible, compare with others' reflections. Write down your temporarily "final" thoughts on these matters! What are the implications for teaching?

- The term "good reader" seems commonly to be used to refer to someone who is generally effective at constructing meaning from appropriate texts, but who may or may not also be efficient. Thus "proficient readers" are often a step up from "good" readers. How would you characterize your own reading? To what extent does your degree of efficiency depend upon the

text itself? Do you think there are things you could and maybe should do to become a more proficient reader—and if so, what?

- There is a popular conception that only poor readers make miscues on short, simple "sight words." Examine the miscues in the sentences on p. 63 through the top of p. 64. These miscues were all made by students already assessed, by other means, as being "good" readers. Examine the miscues carefully for how they fit with the context. Do they preserve meaning and sentence flow? Why do you think "good" readers make such miscues?

Next, consider the miscues on p. 69 that were made by a first grader. Is he a poor reader because he isn't reading every word exactly as found on the page? Would our schools typically classify him as a poor reader on that basis? Discuss the implications of these activities for teaching and assessing students.

- Try reading the paragraph at the top of p. 73, with the function words missing; read it fluently (!), without stopping to try to figure out the best word for the context: just read! If it's possible to read the passage with a group, try reading it in chorus and see if you can also notice the differences from one person to another. Discuss those differences and what they tell us about normal reading. Was it difficult to read the passage, or fairly easy? Why? Compare your experience in reading this passage with your observations about the miscues good readers make on "function" words ("glue" words) and pronouns. What implications do you see for reading instruction and assessment?
- If you are preparing for Chapter 4 by talking with other readers, have a member of the group guide you through the activity at the top of p. 74—but the rest of your group must not look at it until your leader has asked you questions based on the examples and comments following the activity. Explore the implications of this activity. Then consider together the rest of that section on p. 74, starting with the paragraph that begins with "Obviously."
- If you are already a practicing teacher and have speakers of African American English in your class, write down your recollections of what miscues you think reflect their oral speech. Do these miscues reflect a lack of comprehension, according to what you now know about the reading process? Discuss with others, if possible, and then consider pp. 75–77 together with other members of your study group, if you have one.

Before and While Reading the Chapter:

It will be useful if you can have someone experienced in discussing reading miscues work through some of the activities with you.

Before, During, or After Reading:

- Group discussion of the contrasting approaches to phonics—see the chart on p. 87—can be extremely valuable in helping you think about how phonics is being taught and assessed in your school, and whether there might be more effective methods. Also, it would be helpful to check the following online resource, the phonics part (last major part) of Chapter 14 of the longer edition of *Reading Process and Practice*, Third Edition. Go to www.heinemann.com, search for "Reading Process and Practice," and you will come to the page advertising that longer book. Click on "Preview Chapter 14." You will be able not only to read the chapter, but to download and print it out. If you are a primary grade teacher—or a parent of primary grade children—you may especially appreciate the phonics section and the extended example of how phonics can be taught over a few days' experience with a single text.

After Reading:

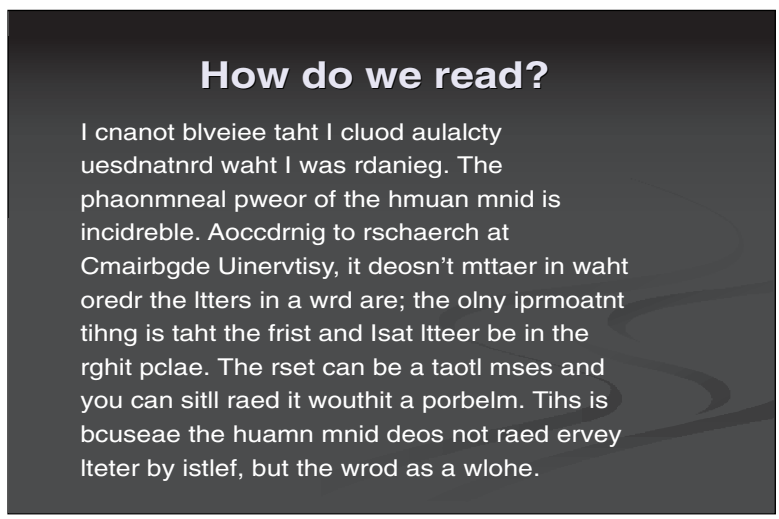
- Activities 1 and 2 are especially helpful, as is Activity 5 (pp. 81–84). All three of these invite you again to consider students' miscues.

- List about eight to ten observations and points from this chapter, along with examples that support them. Or, alternatively, start with the examples and then the conclusions you've drawn from thinking about them. The introductory questions for thought and discussion on p. 61 actually work better to jog your memory and thinking about the chapter afterward, but your own review and reflection are your best guides.
- If you're discussing the chapters as a group, remember to plan for how you'll prepare for Chapter 5.

Chapter 5: Word Perception in the Reading Process

With this chapter, there are many activities that can help you grasp how the perception of words occurs, some of which are included here.

- To see the degree to which following context is typically available to you as you're in the process of identifying a word, you can try an experiment that requires a willing reader. This activity is easiest to do after dark in a room with only one light, but of course adaptations can be made for daytime. Have the other person start to read a page, shut off the light when the person is at the beginning to middle of a line, and ask the reader what the following words are. Try this one or two more times to see if there are variations in how many words have been picked up. Jot down your thoughts as to whether, and if so how, the context following a word is normally used in perceiving and identifying words.
- Please, don't look at the following passage ahead of time, but just start to read it:



How were you able to read most or all of the words, given that the order of the letters was mixed up? Was that due, in part, to aspects of the normal spelling that were preserved? If so, what? What else helped? Did you have trouble anywhere—and if so, what do you think caused it? Did you notice yourself reading ahead, or perhaps looking back? Explore such questions as these, and jot down what you think this activity tells us about the nature of proficient reading in general, and word perception and identification in particular.

- Read the following passage normally, without looking back or rereading.

"The Boat in the Basement"
A woman was building a boat in her
bastement. When the had finished the
the boot, she discovered that it was
too big to go through the door. So he
had to take the boat a part to get
it out. She should of planned ahead.

Now cover the passage without rereading it. What errors did you notice? Jot them down. Then turn to the discussion on p. 89 to see how many errors there were, and the points made in connection with this activity.

- Which are more important in words, consonant letters or vowels? To test this for yourself, read the following passage.

Vowels Absent

-nc- -p-n - t-m- th-r- w-s - h-nds-m- y- -ng w-lf n-m-d L-b-.
L-b- l-v-d w-th h-s m-th-r -nd f-th-r -t th- -dg- -f - d- -p,
d-rk w- -ds. -v-r- d- - L-b- w-nt t- h-nt -t th- n-rth -dg- -f
th- w- -ds, n- -r th- l-ttl- v-ll-g- -f C-l- -s.

Now, for the fun of it, you might also try to read the following "Consonants Absent" passage.

Consonants Absent

-o-e-i-e- a- - -o-o -ou- - -i- - -a- a -i-e-e- o- - -a- -e- o- -i-
-i-e, -o- -i- - i- - -e -ie- - - -ea- - -e -oo- - o- -i- -i- - -e- -ie- i -
- - e - -i- - e-. A- o- -e- -i-e-, -o-o -i- - - -e -u- -y e-ou- - -o -i- -
a - -u- -, -ui-y - -i- - - -a- -a- -i-o-eye- i- - -a-e- - - a- - - - - aye-
-oo -a- - -o- -o-e.

I have found that working together, a group of people can often read the consonants-absent passage too, with help at key points. If you are discussing this activity as a group, you might ask one group member to look at the normally written passage at the end of this guide and lead you through it with help where the words are least predictable and/or where there is more than one good alternative.

Clearly consonants are more important than vowels in word identification, but aren't you amazed that you could read a lot of the consonants-absent passage too, with help? Certainly we do not need to see all of a word to identify it, especially not in the context of a meaningful passage. Consider what implications these activities and observations might have for the teaching of reading. If you check Chapter 14 of the longer *Reading Process and Practice* online, you will find a discussion of teaching vowels as part of rime patterns rather than separately, a strategy that is strongly supported by research.

- Another experiment can help demonstrate that we pronounce unfamiliar words by automatically (in most cases) drawing analogies with the parts of known words. To experience this, read the following passage aloud, without glancing at it ahead of time:

> Corandic is an emurient grof with many fribs; it granks from corite, an olg which cargs like lange. Corite grinkles several other tarances, which garkers excarp by glarcking the corite and starping it in tranker-clarped storbs. The tarances starp a chark, which is exparged with worters, branking a slorp. This slorp is garped through several other corusces, finally frasting a pragety, blickant crankle: coranda. Coranda is a cargurt, grinkling corandic and borigen. The corandic is nacerated from the borigen by means of loracity. Thus garkers finally thrap a glick, bracht, glupous grapant, corandic, which granks in many starps.

Were there any places you had trouble with pronouncing a word? If so, why do you think that is? Jot down your thoughts about the implications for teaching reading. Which do you think helps most, exposing young children to simple texts and words and common patterns within them, or teaching phonics rules?

While Reading the Chapter:

Try the other activities, too!

- Activity 1 in "For Further Exploration" is especially important to consider and to discuss with others if you can.

After Reading:

- Again, it should be helpful to list major points and examples from the chapter—perhaps eight to ten—along with your own reflections on the implications of this chapter. The questions at the beginning of the chapter, p. 88, might offer some valuable nudges. Share with others if possible and add any more concepts or points that seem important.
- And of course, if you're reading and discussing as a group, plan ahead for your next session by looking at the following materials for Chapter 6.

Chapter 6: Understanding What Miscues Can Tell Us About Readers' Strategies

Chapter 6 elaborates on some previous and new points while looking ahead to future chapters, all with the focus on readers' miscues.

Before Reading:

- With Chapter 6, several of the introductory questions for thought and discussion may be especially helpful in setting your intentions for the chapter, especially since some of the previous material has already begun to address these issues. You may wish to choose some of these to think about, write about, and discuss.
- If at all possible, discuss the miscue examples in this chapter with others. In preparing for face-to-face discussion, you might plan ahead which members of your group will lead you in discussing which categories or pages of miscues. This is especially important with the extended passages in "For Further Exploration," pp. 144–154. The discussion leader should be prepared to lead you in reading through the passage (reading it with the miscues as marked), and in discussing your observations. Consider together each reader's miscue patterns in light of the following questions regarding greatest to least proficiency. Do the reader's miscues typically

1. fit with both the preceding and following context, both grammar and meaning?
2. fit with the preceding context and the following grammar, but not the following meaning?
3. fit with the preceding context but not the following?
4. fit with the preceding grammar but not the meaning?

What does the reader's patterns of miscues (taken also with corrections or attempted corrections) suggest about his or her use of predicting and confirming/correcting strategies?

While Reading:

- Attend carefully to the sections on dialect miscues (p. 129) and the ESL-Related and EFL-Related Miscues (pp. 130–131), since so many students come from dialect and language backgrounds different from ours as their teachers. Are these miscues—and immature speech miscues, too—"good" miscues? Putting your own explanation down on paper should make it easier to demonstrate the positive nature of these miscues to others.

After Reading:

- Consider which miscue forms and procedures are most useful for which purposes (see pp. 138, 140, and running records on p. 142). If you were to develop your own form for recording and analyzing miscues, how might it differ from these examples? Be specific as you jot down your thoughts and ideas.
- Return to the questionnaire on pp. 12–13. Complete the questionnaire again and then compare your responses before reading these chapters and after. If relevant, write about how your responses and perspectives have changed.
- Go to the Web page that supplements the longer Third Edition of *Reading Process and Practice*. This is not the page advertising the book and giving you a link to Chapter 14, but an

additional page, which you can access by going to www.heinemann.com and searching for *Reading Process and Practice* as the title. On this page you will find further links to sample miscue analyses. It may be helpful to read these after completing Chapter 6, or at least before reading Chapter 7.

- And, of course, plan for your next discussion.

Chapter 7: Analyzing Miscues and Looking for Patterns

If you haven't already accessed the Web page with sample miscue analyses, you may find it helpful to do so now: www.heinemann.com and search for *Reading Process and Practice*. That page also provides a link to the last version of my Reader Profile assignment.

Even if you are not going to analyze miscues on your own, in a formal way, certain examples and/or explanations may be helpful to you. Studying the detailed analyses of the readers' miscues can enhance your ability to draw quick and accurate conclusions about readers you listen to. If you do not have anyone to lead you through this chapter, or with whom you can discuss it, be sure to read the extended miscue examples aloud to draw your own conclusions about the reader's use of language cues and reading strategies, before reading the analysis in the text.

Chapter 8: Developing a Reader Profile: From Assessment to Instruction

The general suggestions for Chapter 8 are the same as for Chapter 7.

Reproducible copies of ten various blank miscue forms are included at the end of this guide so you can easily print them out for your own use.

- Pages 185–187 offer two sets of questions, based on research and experience, that you can use for interviewing a reader. The short form developed by Carolyn Burke begins on p. 185 and continues on p. 187. The longer form on p. 186 is one I developed over the years, after starting with Carolyn Burke's. Page 190 provides a form for recording the data from the longer form, though it could be used with Burke's form, too. The interview questions and form may be useful to you, in whole or in part, whether or not you use any of the miscue analysis forms in the chapter.
- Similarly, the suggestions on preparing to ask questions about a story (pp. 192–193, 195) and the form for recording data (p. 194) could be useful independently of other assessments. A reader profile summary form is offered on pp. 208–209, and the extremely basic and brief form on p. 210 asks for miscue data pertaining to just one question: "Does the sentence, as the reader left it, make sense within the context of the whole text?"
- There are some preparatory activities for Chapter 9, so please look ahead.

Chapter 9: Revaluing Readers, Retrospective Miscue Analysis, and Other Strategies for Helping Readers *and* Appendix: Matching Instruction to Readers' Varied Needs

Before Reading:

- Now would be a good time to take stock of your current perspective. It should help to write down responses to some or all of the following questions and to any others you pose to yourself:

  What do proficient (effective and efficient) readers do when they read?

  What do much less proficient readers often do?

  What are some of the things we teachers can do to help the less and least proficient readers become more effective and efficient?

  If fluent reading doesn't guarantee comprehension and comprehension doesn't require fluent reading (Chapter 5), what are the implications for reading instruction and assessment?

  Why would some readers need mostly to revalue themselves, and how can we help?

How can we see that less proficient readers don't get the worst reading instruction?

What are some teaching strategies that can help readers overcome their weaknesses as readers?

And how do we match readers' needs with specific reading, writing, and learning experiences?

- In considering what teaching strategies to adopt, you may again want to examine Chapter 14 of the longer edition of *Reading Process and Practice*, this time considering the first part on teaching comprehension strategies. Go to www.heinemann.com, search for "Reading Process and Practice," and you will come to the page advertising that book. Click on "Preview Chapter 14." You will be able not only to read the chapter, but to download and print it out.

After Reading:

- Consider the questions you responded to before reading the chapter, revising and expanding as appropriate to reflect your current thinking, knowledge, and bank of teaching ideas.

THANK YOU FOR ENGAGING WITH THIS TEXT!
MAY YOUR STUDENTS, TOO, PROFIT FROM THE ENCOUNTER.

Postscript: The "Lobo" Passage

Once upon a time there was a handsome young wolf named Lobo. Lobo lived with his mother and father at the edge of a deep, dark woods. Every day Lobo went to hunt at the north edge of the woods, near the little village of Calais.

Sometimes all Lobo could find was a wizened old farmer or his wife, working in the fields near the woods or picking berries in the thicket. At other times, Lobo might be lucky enough to find a plump, juicy child that had disobeyed its parents and strayed too far from home.

READER'S NAME

Grade Age

Coder's name

Date

Text that was read

Code columns 2 through 4 as if the miscue weren't corrected, even if it was.

In coding columns 2 & 3 don't ask whether the miscue made *the same* grammar and nearly the same sense. Just ask if it makes *good* grammar and a *sensible* stretch of words with what came before (column 2) and after (column 3).

1 Did the miscue reflect the speaker's ordinary speech patterns?
I = immature speech
D = dialect
E = ESL or EFL learner
If a miscue is coded I, D, or E, all the rest of the columns are coded Y, except for column 6, which is coded as usual

2 Did the miscue go with the grammar and meaning of what came before?
Y = yes, the miscue fit with both the preceding grammar and preceding meaning
G = the miscue fit with the preceding grammar only
M = the miscue fit with the preceding meaning only
N = the miscue fit with neither

3 Did the miscue go with the grammar and meaning of what followed?
Y = yes, with both
G = with grammar only
M = with meaning only
N = no, with neither

4 Did the miscue leave the *essential* meaning of the *sentence* intact?
Y = yes, this particular miscue, by itself, left the *essential* meaning of the sentence still intact
N = no, this miscue did not leave *essential* meaning of the sentence intact

5 Was the miscue corrected?
Y = yes, corrected
UC = unsuccessful attempt at correction
N = no, not corrected, and this miscue is not an attempt at correction
O = overcorrection; a miscue involving a contraction was corrected unnecessarily

6 Was the miscue graphically similar?
Y= high similarity
P = some (partial) similarity
N = no similarity
Apply to substitution miscues only.

7 Was the sentence, as the reader finally left it, semantically acceptable within the whole original selection that was read?
Bracket the miscues that came from each sentence, and then code the sentences:
Y = yes, acceptable; there wasn't any essential change in the meaning of the selection
P = partial; there was inconsistency, loss, or change of a *minor* idea, incident, character, fact, sequence, or concept in the selection
N = not acceptable; there was inconsistency, loss, or change of a *major* idea, incident, character, fact, sequence, or concept in the selection

	TEXT SAYS	READER SAYS	I D E	Y G M N	Y G M N	Y N	Y UC N O	Y P N	Y P N
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									

Figure 6.2 *Weaver's miscue analysis coding form # 1 (from* Reading Process: Brief Edition of Reading Process and Practice, *3rd ed., Heinemann 2009; © 2009 by Constance Weaver; may be reproduced for use).*

READER'S NAME

Grade Age

Coder's name

Date

Text (selection) that was read

Code columns 2 through 4 as if the miscue weren't corrected, even if it was.

In coding columns 2 & 3 don't ask whether the miscue made *the same* grammar and nearly the same sense. Just ask if it makes *good* grammar and a *sensible* stretch of words with what came before (column 2) and after (column 3).

1 Did the miscue reflect the speaker's ordinary speech patterns?

I = immature speech

D = dialect

E = ESL or EFL learner

If a miscue is coded I, D, or E, all the rest of the columns are coded Y, except for column 6, which is coded as usual

2 Did the miscue go with the grammar and meaning of what came before?

Y = yes, the miscue fit with both the preceding grammar and preceding meaning

G = the miscue fit with the preceding grammar only

M = the miscue fit with the preceding meaning only

N = the miscue fit with neither

3 Did the miscue go with the grammar and meaning of what followed?

Y = yes, with both

G = with grammar only

M = with meaning only

N = no, with neither

4 Did the miscue leave the *essential* meaning of the sentence intact?

Y = yes, this particular miscue, by itself, left the *essential* meaning of the *sentence* still intact

N = no, this miscue did not leave *essential* meaning of the sentence intact

5 Was the miscue corrected?

Y = yes, corrected

UC = unsuccessful attempt at correction

N = no, not corrected, and this miscue is not an attempt at correction

O = overcorrection; a miscue involving a contraction was corrected unnecessarily

6 Was the miscue graphically similar?

Y= high similarity

P = some (partial) similarity

N = no similarity

Apply to substitution miscues only.

7 Was the sentence, as the reader finally left it, semantically acceptable within the whole original selection that was read?

Bracket the miscues that came from each sentence, and then code the sentences:

Y = yes, acceptable; there wasn't any essential change in the meaning of the selection

P = partial; there was inconsistency, loss, or change of a *minor* idea, incident, character, fact, sequence, or concept in the selection

N = not acceptable; there was inconsistency, loss, or change of a *major* idea, incident, character, fact, sequence, or concept in the selection

	TEXT SAYS	READER SAYS	I D E	Y G M N	Y G M N	Y N	Y UC N O	Y P N	Y P N
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
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23									
24									
25									

Figure 7.5 *Miscue analysis coding form #1 (from* Reading Process: Brief Edition of Reading Process and Practice, *3rd ed., Heinemann, 2009; ©2009 by Constance Weaver; may be reproduced for use).*

READER'S NAME Grade Age Coder's name Date Text (selection) that was read			1 Did the miscue reflect the speaker's ordinary speech patterns?	2 Did the miscue go with the grammar and meaning of what came before?	3 Did the miscue go with the grammar and meaning of what followed?	4 Did this miscue, by itself, still leave the *essential* meaning of the *sentence* intact?	5 Was the miscue corrected?	6 Was the miscue graphically similar?	**7** **Was the sentence, as the reader finally left it, semantically acceptable within the whole original selection that was read?**
	TEXT SAYS	READER SAYS	I D E	Y G M N	Y G M N	Y N	Y UC N O	Y P N	Y P N
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
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19									
20									
21									
22									
23									
24									
25									
		TOTALS							
		PERCENTS							

Figure 7.6 *Miscue analysis coding form #2 (from* Reading Process: Brief Edition of Reading Process and Practice, *3rd ed., Heinemann, 2009; ©2009 by Constance Weaver; may be reproduced for use).*

Reader Rater

Date

Text (selection) read

MISCUE	Preceding context		Following context	
	number	*percent*	*number*	*percent*
Y = yes, acceptable				
P = partially acceptable				
N = no, not acceptable				
Total		100%		100%

MISCUES (substitutions)	Graphic (visual) similarity	
	number	*percent*
High graphic similarity		
Some graphic similarity		
No graphic similarity		
Total		100%

MISCUES	Meaning acceptability within sentence as the reader left it (columns 4 & 5)	
	number	*percent*
Y = yes, acceptable		
P = partially or unclear		
N = no, not acceptable		
Total		100%

SENTENCE	Meaning acceptability within text as the reader left it (column 7)	
	number	*percent*
Y = yes, acceptable		
P = partially acceptable		
N = no, not acceptable		
Total		100%

Figure 7.7 *Miscue analysis record form (from* Reading Process: Brief Edition of Reading Process and Practice, *3rd ed., Heinemann, 2009; © 2009 by Constance Weaver; may be reproduced for use).*

READER _____ GRADE/AGE _____ DATE _____

RATER _____

TEXT READ _____

How well did the reader use prior knowledge and context to predict effectively? Circle or underline one option, then provide examples.

Almost never / seldom / about half the time / frequently / almost always

How well did the reader use following context to correct, or try to correct, miscues that didn't fit with the following context and/or miscues that didn't leave the essential meaning of the sentence intact? Circle or underline one option, then provide examples.

Almost never / seldom / about half the time / frequently / almost always

How appropriately did the reader use graphic cues along with preceding and following context, plus prior knowledge? Circle or underline one option, then provide examples.

Almost never / seldom / about half the time / frequently / almost always

Figure 7.8 *Miscue analysis form #3 (adapted from* Reading Process: Brief Edition of Reading Process and Practice, *3rd ed., Heinemann, 2009;*

READER _____ Grade _____ Age _____ Interviewer _____ Date _____
Reader's interest in reading, and particular reading interests (possibly question 1; questions 2 and 3; parts of 9 and 11; questions 14 and 15)
Home background for reading (especially questions 4, 5, 6, and part of 7)
Reader's perception of how he or she learned to read, including how the reader has been taught and is being taught to read in school (questions 6, 7, 8; possibly question 15)
Reader's ideas about reading, such as why people read and what reading is (questions 10, 11, and 12)
Reader's awareness of strategies for reading, and awareness of own reading strategies (question 12; also 5 and 13)
How the reader feels about himself or herself as a reader (especially questions 2, 16, 17, and 18, but possibly question 1 and other earlier questions also, and question 15)

Figure 8.2 *Topics addressed by the reading interview question; from* Reading Process: Brief Edition of Reading Process and Practice, *3rd ed., Heinemann, 2009;*

Reader	Grade	Age
Date		
Text (selection) read		
Score(s), if desired		
Information from text	**Inferences, predictions, and connections beyond the text**	
Important characters and character development		
Events and plot		
Inferences about theme, larger meaning		
Other connections, predictions, comments		
Misconceptions		
Teacher comments		

Figure 8.3 *Retelling and discussion notes (adapted from Y. Goodman, Watson, & Burke, 1987, Wilde, 2000;* and Board, 1976); *from* Reading Process: Brief Edition of Reading Process and Practice, *3rd ed., Heinemann, 2009;*

Additional Forms for Recording Data

When you are confident that you can determine many readersí miscue patterns and strategies by just listening, you might find useful a form like the one in Figure 8.7. The summary form in Figure 8.8 is still briefer, as it requires tabulating and calculating only the percentage of sentences that fit semantically in the context of the story.

READER _____ AGE/GRADE _____ DATE _____

RATER _____

TEXT READ _____

Does the sentence, as the reader left it, make sense within the context of the whole text? (Do a running tally on the Yes and No lines, total them, then compute the comprehending score and the number of miscues per No sentence.)

Yes _____ TOTAL _____

No _____ TOTAL _____

Comprehending score = number of Yes sentences, divided by the total number of sentences
RATIO _____ PERCENT _____
Miscues per No sentence = number of miscues in the No sentences, divided by total number of No sentences (can be computed if the miscues have been recorded):
RATIO _____ PERCENT _____

NOTES FROM READING INTERVIEW

NOTES ON MISCUE PATTERNS AND READING STRATEGIES

Figure 8.7 *Reader profile summary form, long (adapted from Y. Goodman,Watson, & Burke, 1987); from* Reading Process: Brief Edition of Reading Process & Practice, *3rd ed., Heinemann, 2009; ©2009 by Constance Weaver; may be reproduced for use.*

NOTES FROM RETELLING AND DISCUSSION SESSION
SUMMARY OF STRENGTHS AND NEEDS AND/OR OTHER COMMENTS
INSTRUCTIONAL PLAN

Figure 8.7 (*Continued*).

READER _____ AGE/GRADE _____ DATE _____

RATER _____

TEXT READ _____

Does the sentence, as the reader left it, make sense within the context of the whole text? (Do a running tally on the Yes and No lines, total them, then compute the comprehending score and the number of misues per No sentences.)

Yes _____ TOTAL _____

No _____ TOTAL _____

Comprehending score = number of Yes sentences, divided by the total number of sentences
RATIO _____ PERCENT _____
Miscues per No sentence = number of miscues in the No sentences, divided by total number of No sentences
RATIO _____ PERCENT _____

OVERALL SUMMARY OF STRENGTHS AND NEEDS

INSTRUCTIONAL PLAN

Figure 8.8 *Reader profile summary form, short (adapted from Y. Goodman,Watson, & Burke, 1987); from* Reading Process: Brief Edition of Reading Process & Practice, *3rd ed., Heinemann, 2009; © 2009 by Constance Weaver; may be reproduced for use.*