

## Interpreting Word Identification Skills

It might take a fair bit of time to analyse your first set of oral miscues but be patient with yourself. The more you engage in analysis, the easier it becomes. You will gain valuable information that will help develop the learner's instructional program.

Oral miscues form a pattern. In other words, a learner usually repeats the same type of miscue. By identifying the learner's pattern, you can determine the type of instruction they need.

The most common miscue patterns are:

- **Print-based**
- **Meaning-based**
- **Integrative**
- **Non-integrative**

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### Print-Based Miscues

#### **Definition**

The replacement word does not make sense in relation to the rest of the sentence but looks like the word it replaced.

Talk

*Example:* "Take the ring," she said

- In this example, the miscue "talk" does not make sense in relation to the sentence.
- The two words look the same as "talk" contains three of the letters in "take".

#### **Print-based Miscue – Analysis**

To determine if a miscue is print based, ask yourself two questions:

- Does the word look like the text word?
- Does it make sense?

If the answer is yes to the first question and no to the second, then this is a print-based miscue.

To look like the text word, the miscue needs to contain one half or more of the letters that were in the text word.

## **Print-based Miscue Pattern – Definition**

A print-based miscue pattern occurs when the majority of a learner’s miscues are print-based.

## **Planning for Instruction**

The learner is paying a lot of attention to letters and sounds. These learners need to pay more attention to meaning and will need to learn to use context clues to predict unfamiliar words. These readers would benefit from instruction in the Cloze procedure.

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## **Meaning-Based Miscues**

### **Definition**

A meaning-based miscue is defined as one that makes sense in the sentence but does not look like the text word. Although it makes sense in the sentence, it might change the author’s intended meaning.

lady

*Example:* Then the man gave the ~~woman~~ a ticket.

- In this example, the miscue “lady” makes sense in relation to the sentence.
- The text word “woman” and the miscue “lady” do not look the same.
- The only letter they have in common is the letter “a.”

### **Meaning-based Miscue – Analysis**

To determine if a miscue is meaning-based, ask yourself two questions:

- Does the word look like the text word?
- Does it make sense?

If the answer is no to the first question and yes to the second, then the miscue is meaning-based.

To make sense, the miscue needs to make sense within the sentence. You need to read all the learner’s miscues in a sentence to determine if a single miscue makes sense.

### **Meaning-based Miscue Pattern – Definition**

A meaning-based pattern occurs when the majority of the learner’s miscues are meaning-based.

Quite often, a meaning-based pattern contains quite a lot of omissions and additions simply because the reader is not paying attention to the print.

### **Planning for Instruction**

When most miscues are meaning-based, it means that the learner relies too heavily on meaning context and their background knowledge to predict unfamiliar words. This sometimes results in a situation where

the learner’s meaning is quite different from that intended by the author. These learners need to pay more attention to print (letters, sounds, word parts) to figure out unfamiliar words, while continuing to think about the meaning. They would benefit from work on word families, word sorts, and word blitzing.

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## Integrative Miscues

### Definition

An integrative miscue occurs when the miscue makes sense in the sentence and is visually like the text word.

*Example:* They can learn about the <sup>case</sup>causes of HIV.

- The miscue “case” makes sense in relation to the sentence.
- The text word “causes” and the miscue “case” look the same.
- The miscue “case” contains 4 letters that are in the text word “causes.”

### Integrative Miscue – Analysis

To determine if a miscue is integrative, ask yourself two questions:

- Does it look like the text word?
- Does it make sense?

If the answer is yes to both questions, then it is an integrative miscue.

### Integrative Miscue Pattern – Definition

A pattern of integrative miscues occurs when many of the miscues are integrative and/or there is a balance of meaning-based and print-based miscues. Some miscues in an integrative pattern will be self-corrected. Corrected miscues indicate that the reader is monitoring their comprehension.

### Planning for Instruction

When the pattern of miscues is integrative, it means that the learner uses a combination of print, context clues, and background knowledge to predict unfamiliar words. Once the word is predicted, the learner confirms their prediction by seeing if it makes sense in the rest of the sentence or passage. If the word does not make sense, the student might make a second attempt at predicting the word. This type of reader possesses a variety of strategies for decoding unfamiliar words. This is the pattern of a good reader.

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## Non-Integrative Miscues

### Definition

A non-integrative miscue occurs when the miscue is not meaningful and does not look like the text word. Also, a word that you pronounced for the student is classified as a non-integrative miscue.

man  
Example: Wild rice is a ~~tall~~ grass-like plant.

- The miscue “man” does not make sense, nor does it look like the text word “tall.”

### Non-integrative Miscue – Analysis

To determine if a miscue is non-integrative, ask yourself two questions:

- Does it look like the text word?
- Does it make sense?

If the answer is no to both questions, then it is a non-integrative miscue.

Any words you pronounce for the learner are classified as non-integrative miscues.

### Planning for instruction

A non-integrative miscue pattern occurs when most of the miscues do not make sense and do not look like the text word. A person with this type of pattern often waits for you to pronounce unfamiliar words. As well, they have a rate of reading that is very slow and halting. This type of pattern occurs primarily among learners who are very beginning readers.

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## Interpreting Comprehension Skills

- Many readers have well-developed word recognition skills, but they still have trouble comprehending reading material.
- You need to understand how the learner interacts with text to develop an effective learning program.
- you need to learn how to analyse the learner’s responses to comprehension questions and their retelling of the story.

### Questions to guide interpretation

These two questions allow you to understand their comprehension by seeing whether the learner integrates information from the text with their background knowledge.

### **What percentage of inference questions are answered correctly?**

If the learner can answer 70% of the inference questions correctly on instructional level material, they are able to adequately integrate text-based and knowledge-based information to draw inferences from what they have read.

### **What percentage of factual questions are answered correctly?**

If the learner can answer 70% of the factual questions correctly (on instructional level material), they are able to adequately process text information in this material.

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## **The learner's retelling**

The learner's retelling can help to understand their comprehension by allowing you to get a view of the quantity, quality and organisation of information gleaned during reading.

Here are three questions to ask yourself as you analyse the retelling:

### **What was the learner's interest and familiarity with the passage?**

If the learner did not have any background knowledge, or experience about, or interest in the topic, they may have difficulty comprehending the passage. Their retelling may also contain a limited amount of inferential information or even wrong information.

### **Do the retellings of informational passages retain their basic structure?**

The retelling should be organised around the main structure and supporting details. If it does, then it suggests that the learner has internalised the structure of the passage. If it doesn't, then the learner may require some instruction in the structure of informational passages.

### **Do the retellings of narrative passages retain the basic structure of the narratives?**

The retelling should contain information related to all four categories of story structure: setting/background, goal, events, and resolution. The retelling should also follow the appropriate sequence of the story. If the four categories are not reflected in the retelling, the learner may require some instruction in story structure.

### **During the learner's retelling:**

1. Divide the retelling into idea units using slashes. An idea unit is usually a simple sentence: a compound or complex sentence is 2 idea units.

2. Compare each idea unit to the passage that was read by the learner.
3. Code each idea unit. There are five categories: **explicit**, **synthesis**, **inference**, **elaboration**, and **erroneous**.

## Explicit

The idea contains specific references from one or more sentences within the passage. Some of the information may have been changed.

### Examples:

- the learner may say “they” when the text word was “people” or

**Text:** The house was burning.

**Idea Unit:** *The house was on fire.*

**Text:** I saw an old man get on the bus.

**Idea Unit:** *An old man got on the bus.*

## Synthesis

A synthesis is like the generalisation of a main idea statement from one or more sentences in the passage.

### Example:

**Text:** Steve looked under the truck. He saw what was wrong. A rock was attached to the drive shaft. Steve knew it was a grad trick. His friends were laughing behind a nearby bush. **IDEA UNIT:** *Some of his buddies played a practical joke on him.*

## Inference

Occurs when the learner is “reading between the lines” or filling gaps in the text. an inference always has a connection to the information in the text.

### Example:

**Text:** Ramadan is one month long. It is a special time for Muslims. They pray and fast each day.

**Idea Unit:** Ramadan is very sacred.

## Elaboration

This is triggered by information in the text. It differs from an inference in that it has no connection to the text. An elaboration is based on personal experience, so no two learners would make the same elaboration.

### Example:

**Text:** Also, make a mental list of the standard prices of your usual purchases. By doing this, you will know a bargain when you see one. Finally, only use coupons for the items on your list. You aren't saving money if you use the coupons on foods you don't need in the first place.

**Idea Unit:** and you can buy cheaper stuff at different stores than other stores.

## Erroneous

This category includes specific errors in such areas as dates, proper nouns, substitutions etc. The errors might be due to memory or lack of attention to the text. Sometimes the learner makes conceptual errors. For example, the text says, "They were detained in internment camps" and the learner says, "They were prisoners of war."

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## Text-based Comprehension Pattern

### Definition

Learners with a text-based comprehension pattern are usually able to answer the factual comprehension questions. The answers to these questions are in the text. However, these learners often have difficulty answering inference questions, where they must use background knowledge to "read between the lines."

Most of the information in the retelling is explicit information and does not usually contain inferences or elaborations.

### Text-based Comprehension Pattern – Analysis

To determine if a comprehension pattern is text-based, ask yourself these questions:

- Is the learner able to correctly answer factual questions?
- Does the learner have difficulty answering inference questions?
- Does the retelling contain a great deal of explicit information?
- Does the retelling contain few inferences and elaborations?

- If the answer to these questions is yes, the learner probably has a text-based comprehension pattern.

### Planning for Instruction

Learners with a text-based comprehension pattern need to rely more on their background knowledge when they read. Before these learners begin to read something, they should read the title and try to predict what the passage might be about. They should continually relate what they are reading to what they know.

## Knowledge-based Comprehension Pattern

### **Definition**

Learners with a knowledge-based comprehension pattern use their background knowledge, rather than information from the text, to answer comprehension questions. They often have difficulty answering factual questions, sometimes using their background knowledge to answer the questions.

Most of the information in their retelling is inferences or elaborations. Although it is appropriate to use background knowledge, an over-reliance on prior knowledge can lead to problems because the reader's understanding of the passage may differ from the author's meaning.

### **Knowledge-based Comprehension Pattern – Analysis**

To determine if a comprehension pattern is knowledge-based, ask yourself these questions:

- Is the learner able to correctly answer inference questions?
  - Does the learner have difficulty answering factual questions?
  - Does the retelling contain a great deal of inference and elaborations, rather than explicit information?
- If the answer to these questions is yes, the learner probably has a knowledge-based comprehension pattern.

### **Planning for Instruction**

When reading narrative passages, learners need to pay more attention to the characters (who), the setting (where, when), the plot (what, why). When reading informational passages, they need to pay more attention to the main ideas and details.

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## **Integrative Comprehension Pattern**

### **Definition**

Learners with an integrative comprehension pattern use their knowledge and text information to answer comprehension questions. this type of reader can answer factual and inference questions.

The information in the retelling comes from their background knowledge and from the text. therefore, the retelling contains explicit information, inferences, and elaborations. as well, the retelling contains synthesis statements that combine information from the text.

### **Integrative Comprehension Pattern –Analysis**

To determine if a comprehension pattern is integrative, ask yourself these questions:

- Is the learner able to correctly answer both factual and inference questions?

- Does the retelling contain a combination of explicit information, inferences, elaborations, and synthesis statements?
- if the answer to these questions is yes, the learner probably has an integrative comprehension pattern.

### **Planning for Instruction**

Learners with an integrative comprehension pattern use a combination of background knowledge and text information to understand the author's message. This type of reader is actively involved with the text. For instance, they use their background knowledge to make predictions inferences. They also understand the importance of paying attention.