Reading Miscues and Fix Up Strategies

A reading miscue is when there is a difference between what is written on the page and what is read.

Examples of Miscues
*(Items in red are what the reader says instead of the written word)*

a. High quality miscues: Meaning has not changed and the reader is most likely comprehending the text. If a student’s miscue does not change the meaning, correction is not really necessary.
   - The friends sat together for a quiet minute.

b. Low quality miscues: Meaning has changed and the reader may not comprehend the text. Correction may be necessary.
   - I found a big, white, oak sink living in the birdhouse.

Fix Up Strategies for Low Quality Miscues
Focusing on meaning changes how you support your student when they come across unknown words.

   a. “Skip it and read on”
   b. “Go back and read that again”
   c. “Did that make sense? What would make sense there?”
   d. “Did that sound right?”
   e. “What information have you learned that will help you make sense of what you’re reading?”
   f. Adjust reading rate and read again.
   g. Replace the unknown word with your prediction word and determine if the sentence makes sense.

Things to Remember
   a. Miscues are NOT mistakes! They provide information about how the reader is interacting with the text.
   b. Everyone miscues while reading - even experienced adults!
   c. While working with your student, focus on making meaning more than accuracy.