

Reading Process & Practice, 3rd Edition

Constance Weaver

Reader Profile Project

For those who might find them useful, what follows are some questions on reading strategies and then my current assignment handout for the Reader Profile Project. Most of the directions in my previous assignment handout ended up being included in Chapter 8 of the third edition of *Reading Process & Practice*. Please excuse the tone of some of the directions; it comes from years of experience in realizing that I need to spell out, cross-reference, and remind students of everything as they undertake this complex but rewarding project.

QUESTIONS ON READING STRATEGIES

Quite honestly, these questions should have been elaborated upon in Chapter 8, but I didn't realize that until I assigned the project to correlate with Chapter 8 in the book. The questions relate to p. 200 in *Reading Process & Practice*.

1. How well did your reader use preceding context and prior knowledge to PREDICT, to think ahead?
Evidence of effective use:
 - a. The miscues went with the preceding grammar and meaning most of the time (see column 2 on coding sheet).
 - b. Miscues show evidence of using prior knowledge.
2. How well did the reader seem to be MONITORING COMPREHENSION?
Evidence of effective use would include:
 - a. Pausing and looking/thinking back when a miscue doesn't make sense.
 - b. Repeating, apparently for the purpose of confirming or questioning something just read.
 - c. CORRECTING, or trying to correct, something that isn't making sense in context.
3. How well did the reader seem to be USING FIX-IT STRATEGIES?
Evidence of effective use would include:
 - a. CORRECTING or attempting to correct miscues when meaning seems to have been lost; trying for a word that fits the context grammatically and meaningfully.
 - b. Restructuring following text to fit with a miscue already made; making miscues on following words that go with the meaning and grammar of a miscue already made.
4. How well did the reader seem to be ORCHESTRATING language cues in the text, along with prior knowledge?
Evidence of effective use would include:
 - a. The reader made appropriate use of graphic cues (such as chunks within words): neither too little nor too much. For example:

- b. The reader used prior knowledge and context, plus initial letter cues, to predict; AND
- c. The reader usually tried to correct miscues when the following context didn't confirm them as grammatical and meaningful in context.

As you formulate your responses to questions 3 and 4, keep in mind that reading does not need to be word-perfect to be effective. Furthermore, efficient reading (question 5) may require a reader to simply read on, without identifying some of the problem words.

5. How well did the reader use strategies for READING EFFICIENTLY?

Evidence of efficient use might include:

- a. The reader doesn't bother trying to correct miscues when the meaning of the sentence seems not to have been harmed.
- b. The reader doesn't keep struggling over words that appear unlikely to be part of even his or her listening vocabulary. Instead, the reader replaces such a word with something else appropriate: a word that maintains the essential meaning, or a placeholder word like "blank" or "something." OR
- c. The reader sometimes skips words that appear too difficult and simply reads on. Some readers will usually say something that reflects some of the letters in the word, apparently using this as another kind of "placeholder" strategy when reading aloud. Then they just move on.

DIRECTIONS FOR THE READER PROFILE PROJECT (RPP)

The main purposes of this project are to give you insight into the reading process by analyzing one reader's miscues; to give you insight into one reader, not only through miscue analysis and the subsequent retelling/discussion but through a reading interview; and to give you the opportunity to apply some of what you're learning about effective teaching by making recommendations for helping the reader become more effective and/or more efficient (if appropriate). This is a MAJOR project that will take a significant amount of time, energy, effort, and intelligence, so you will have a substantial amount of time to complete it. I expect the work to be of professional quality, and quality work cannot be completed in haste.

Basically the project involves interviewing a child to find out about his or her reading interest, strategies, and so forth; having the child read orally; having the child retell the story or selection without prompting, then discuss it with you; perhaps having the child reread the selection silently, and again retell and discuss it; and finally, asking the child questions to probe for deeper understanding of the selection and his/her own reading strategies. It is important that you work with a child who is considered a poorer reader; you may learn more about the reading process and you will have an opportunity to apply what you know and learn about readers.

IMPORTANT TO REMEMBER: The last page of this handout is a checklist including all the parts of the project. Some parts will be due separately, before the final due date; please see the class schedule for the set of due dates. **YOU ARE REQUIRED TO SUBMIT A PARENT AND/OR TEACHER PERMISSION LETTER** with your project, along with a **TAPE RECORDING** of everything (I reserve the right to keep these tapes so please keep a copy yourself). **WITHOUT THIS PERMISSION LETTER AND THE TAPE(S), YOU MAY NOT RECEIVE CREDIT FOR THE PROJECT!!!!**

The parent/teacher permission form is attached at the end of this section.

GENERAL DIRECTIONS:

You are expected to collect the data for the project in two separate sections (or more, if you wish). Part 1, the write-up of the data and analysis from the first session, will be due much earlier than Part 2, the write-up relating to the second session, and Part 3, your summary and your instructional plan for the student, along with your final self-evaluation.

STUDY PAGES 184–200 OF *READING PROCESS AND PRACTICE* FOR DIRECTIONS. The following pages are merely a supplement to the text.

OBTAIN THE PARENT'S WRITTEN PERMISSION, IF POSSIBLE. IF NOT, OBTAIN THE TEACHER'S OR OTHER RESPONSIBLE ADULT'S WRITTEN PERMISSION. These forms follow.

PARENT PERMISSION FORM

I hereby give my permission for _____, a student at Western Michigan University, to conduct a reading interview and a reading/retelling session with my child, _____.

(print interviewer's name)

(print child's name)

Parent's signature _____ Date: _____

Parent's name _____
(please print)

Phone number _____

Address _____

TEACHER'S PERMISSION FORM

I hereby give my permission for _____, a student at Western Michigan University, to conduct a reading interview and a reading/retelling session with _____, as an extension of regular classroom assessment procedures.

(print interviewer's name)

(print child's name)

Teacher's signature _____ Date: _____

Teacher's name _____
(please print)

School _____

Phone number _____

Address _____

PART 1: THE READING INTERVIEW

The reading interview questions on the following pages are designed to be used with a child in the early to intermediate grades whose interests and reading background you do not know. You will quickly realize that some questions need to be omitted, added, or changed for other readers. For example, an interview with secondary or even middle school students might include questions like “How do you feel about reading literature?” and “When you read literature in or for school, is that the same as reading for pleasure?” These and related questions can be important, for they may sometimes reveal that the teaching of literature in traditional ways actually turns students off to reading. This can be important to know.

The interview flows best if you engage in a conversation, with the questions as triggers, instead of grilling the reader in simple question-answer format.

A form with the reading interview questions for younger readers are included on the next few pages. They are taken from Figure 8.1, pp. 185–187 of the third edition of *Reading Process and Practice*.

FOR DIRECTIONS ON THE NEXT STEPS IN DOING PART 1, GO TO THE BOOK *Reading Process and Practice*:

- Preparing for and conducting the first session, pp. 188–189
- Recording the data from the interview, pp. 189–191

At the first session, remember to obtain the permission of the parent, the teacher, or other adult responsible for the student, if the student is under eighteen. Even if the reader is an adult, obtain a written note of permission. Other reminders can be found on pp. 188–190 of the book.

Part 1: Write-up from the First Session

The following items must be included as part of your Reading Profile Project, Part 1. At the end of the list is a checklist for Part 1; please use it as you assemble Part 1, and submit it too.

1. The tape recording of your interview session. (You must have this available upon request, but I will not ordinarily collect the tape(s) until Parts 2 and 3 are turned in, when the entire project is due.)
2. Title page
3. Parent/guardian or teacher permission slip, or note of consent if the reader is an adult
4. Introduction

Include such things as the name of the child (or a pseudonym), the child’s age and grade, the school, the setting, observations about the child’s initial verbal and nonverbal behavior, and so forth. Feel free to share whatever you know about the child that would be appropriate. (Adjust these instructions as appropriate for an older child, adolescent, or adult.) You can add more to this introductory session later, if you acquire more information that is relevant to the person as a reader.
5. Reading interview transcript

A transcription of the reading interview is written like a play, in “he said/she said” style. (See the example on pp. 200 and 202 of *Reading Process and Practice*.) Writing out what was said will enable both you and me to assess the quality of your questioning and responding.

READER _____ Grade _____ Age _____
Interviewer _____ Date _____

NOTE: This form and these questions are for you to use during the interview. Tape-record the interview. Later, you will transcribe it for analysis and evaluation, not only of the reader but of yourself as an interviewer. Try not to ask “leading questions” that offer the responses you hope to hear, or questions that can be answered with a simple “yes” or “no.” Be sure to follow up the reader’s responses with other useful questions whenever appropriate.

1. What do you do for fun? What else are you interested in?
[There are two major purposes to these questions: (1) to “break the ice” with the reader; (2) to help you choose books for oral reading and retelling. Explore briefly.]

2. How do you feel about reading? [This is designed as an open-ended question. You may want to ask follow-up questions.]

3. What do you read? What do you like to read?
[Explore to get a sense of the reader’s range of reading. Reading material might include not only books, magazines, and newspapers, but everyday, practical things like the *TV Guide*, signs and labels, Nintendo, things found on the Web. As for what the reader likes to read, you might inquire about topics, series, specific books, specific authors—but don’t go on and on with such questions.]

4. Do your parents like to read? What do you see your parents reading for themselves? [To get insight into what is modeled in the home.]

Reading interview form for students in the early to intermediate grades, based on Figure 8.1 from Constance Weaver, Reading Process & Practice, 3rd ed., Heinemann 2002; ©2002 by Constance Weaver; may be reproduced for use.

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5. What do you think your parents do when they come to a word they don't know? [To gain insight into how the reader thinks proficient readers read. Explore as needed.]

6. Do/did your parents read to you?
[Explore to find out more about what (or if) the parents read to the child, and how often.]

7. How did you learn to read? What do/did your parents do to help you learn to read? What did your teachers do to help you learn to read? [Explore as needed.]

8. What does your teacher this year do to help you learn to read (or to help you learn to read better)? What other reading activities do you do (if any)? [Explore. This question is not necessary, of course, if it has already been covered by discussion of the preceding question.]

9. Who usually chooses what you read, in school? What about at home? Do you like to choose what your read? Why/why not? [Explore as needed.]

10. Why do people read? Why do you read? [Explore to see if your interviewee realizes that people read for many purposes. Does the reader him-/herself read for similar purposes, and/or for purposes like getting the words, learning new words, and other task-related reasons?]

Reading interview form for students in the early to intermediate grades (Continued).

11. What do people do when they read? What do you do inside your head when you read? [Another way to clarify might be to ask “How do you deal with the text?” while pointing to the written text in a book. The purpose is to see what readers understand about the reading process itself—what they think it is, and how they go about it. Rephrase the questions as needed.]

12. Be sure to ask all three questions:

a. When you are reading and come to a word you don't know, what do you do? Does this help?

b. What else do you do, when you come to a word you don't know?

c. What else do you think you could do, if you were reading by yourself, with no one to help you? [Explore. Below are some kinds of responses you might receive.]

<i>Word-based strategies</i>	<i>Meaning-based strategies</i>	<i>Assistance-based strategies</i>
(Try to) sound it out	Think what it means	Ask someone
Say the letters	Go back and reread	Use a dictionary
Spell it out	Look at the context	
Look at word parts	Read on and come back to it later	

13. Do you know anyone in your class besides the teacher who you think is a good reader? Who? What do you think this person (use name) does when he/she comes to a word he/she doesn't know?

Reading interview form for students in the early to intermediate grades (Continued).

Whenever you think you've done something particularly well or done something you wish you'd done differently or not done, please include this within square brackets, right in the transcript. (Yes, you can even be self-deprecatingly humorous, if you like!)

You are also welcome to add in square brackets any clarifying comments you'd like to make about the reader's nonverbal behavior, your reactions to or evaluations of what the reader has said, and so forth. Such information is also helpful.

6. Analysis and discussion, based on the interview (both oral responses and nonverbal behavior if/as relevant). Following is a clustering of the interview questions, to help you get a more complete and coherent picture. You may write your observations on the form in Figure 8.2, p. 190 of *Reading Process and Practice*, or simply write them in your paper, or do both.
 - a. The reader's interest in reading, and particular reading interests: See possibly question 1; questions 2 and 3; parts of 9 and 10; plus questions 14 and 15.
 - b. Home background for reading: See especially questions 4, 5, 6, and part of 7.
 - c. How the reader learned to read, and how the reader has been taught and is being taught to read in school: See questions 6, 7, 8.
 - d. The reader's ideas about reading, such as why people read and what reading is: See questions 10, 11, and 12. With #12, note that readers who think reading is just getting the words are less likely to use meaning-based strategies.
 - e. The reader's strategies for reading: The reader's awareness of possible reading strategies is assessed by 12, but also by 5 and 13. The reader's own strategies for reading are assessed by question 12, especially the third item, "What else do you think you could do, if you were reading by yourself, with no one to help you?"
 - f. How the reader feels about him/herself, as a reader: See especially questions 2, 16, 17, and 18, but earlier questions may give insight, too, and possibly question 15. In summarizing this section, please comment on interesting interrelationships among the responses—or lack of a relationship where you would have expected one (see next paragraph for an example).

Analysis and Discussion of Part 1

In light of what you've been learning about the reading process and reading strategies, what do you think of the reader's definition of reading and the strategies he/she is consciously aware of using? Were there any responses in the interview that gave a different picture? (For example, responses showing quite clearly that the reader does read for meaning, even though direct responses to questions 11 and 12 might lead us to think otherwise.)

OVERALL, what would the reader's responses and any other related factors lead you to look for, as you analyze the miscues and the retelling/discussion in the next part of this project?

7. Finally, in this report from the first session, please include summary comments (in addition to the comments in brackets within in the transcript) about your strengths as an interviewer, plus anything you would want to do differently in another interviewing situation (especially another reading interview).
8. Completed checklist, from the next page.

CHECKLIST FOR THE SEGMENTS OF PART 1

Part I: Write-up from the first session

1. _____ Tape recording of the interview session (to be turned in with the tape recording from Parts 2 and 3, unless I've asked for it earlier)
2. _____ Title page
3. _____ Parent/guardian or teacher permission slip; note of consent if the reader is an adult
4. _____ Introduction
5. _____ Reading interview transcript (with self-evaluative comments in square brackets)
6. _____ Analysis and discussion of your observations about the reader, based on the interview
7. _____ Summary comments about your strengths as an interviewer, plus anything you want to work on

PART 2: THE ORAL READING AND RETELLING, PLUS DISCUSSION

This section includes several parts, and some directions are in Chapter 8 of *Reading Process and Practice*. See especially pages 191–200.

Preparing for and Conducting the Second Session

During the second session, the oral reading is followed by a retelling and discussion of the selection and the reading situation, which are then analyzed and evaluated. Directions for the various aspects of Part 2 can be found in *Reading Process and Practice*, pages 191–200. NOTE: The next-to-last paragraph on p. 197 mentions Figure 8.5. This is an error; the figure number should be 7.5.

Part 2: Write-up from the Second Session

Read the section “Developing a Reader Profile: Tangling with the Messiness of Reality” on pp. 200–207 of *Reading Process and Practice*. That should be quite helpful in preparing to do this write-up, even though this section of the book is not a complete Reader Profile Project.

For your own project, here's what to include:

1. Tape recording(s) of everything from the second session
2. A copy of the selection read, with the miscues marked (selection copy)
3. A transcript of the retelling and discussion session

Please add throughout the retelling transcript, in square brackets, your own comments on what you think you did particularly well and what you would like to have done differently during the retelling and discussion session. It's okay—even good—to also add, in square brackets, comments on what the reader has said or done during the session.
4. Your analysis of the retelling(s) and the discussion(s) with the reader. This should include your discussion with the reader about any problem words, how the reading went, and so forth.
5. Self-evaluation of your handling of the retelling and discussion session

6. An unbound copy of the miscue coding sheet

(I need it unbound so that, looking at the selection copy at the same time, I can easily compare your codings with how I think they should be coded.)

7. Your discussion of the miscues, analysis of the patterns, and what they suggest about the reader's use of reading strategies. This is so important that I am giving the guidelines their own heading, as follows.

Analysis and Discussion of the Miscue Patterns and the Reader's Strategies

Before analyzing the miscue patterns and drawing tentative conclusions about reading strategies from them, it can be extremely helpful to review Chapters 6 and 7. These chapters can help you consider miscue and strategy patterns you might look for, plus other insights you might gain by examining, analyzing, and coding, then reanalyzing the miscues and looking for patterns that suggest insights into reading strategies. And patterns are indeed the issue here, not an isolated miscue or two.

Please write your discussion so that someone who has never heard of a "miscue" can make sense of your report without struggling! Do not refer to the miscues just by number. Instead, give examples of miscues and show them in the context of the sentence, as you analyze and discuss them. Setting the examples off from your discussion by indenting them helps someone else a lot in reading your analysis.

Below is an illustration of a point followed by miscue examples in context:

Only 48% of Angel's miscues fit completely with the preceding context, and only 12% more fit with the preceding grammar only. This leaves a disturbingly high 40% that do not fit with the preceding context. Here are some examples:

2 holding
1 holding
#48 "What ~~happened~~?"

#59 "She got mad because she thought Tommy threw it, so she threw

on
one at ~~him~~."

look
#44 "You mean he ~~took~~ it into the hen house?"

fam wif scring
#75, 76, 77 "Well, we heard the ~~farmer's wife~~ screaming."

In miscue #48, Angel made two attempts at the text word *happened*, but neither of the miscues fit with the grammar or meaning of what came before. Miscue #59 is similar. Miscue #44, "look," shows the use of a verb for a verb, but it doesn't fit the preceding grammar because the preceding sentence was in the past tense. The miscue "look" doesn't really fit with the preceding meaning in the story, either. As she read the story, Angel made several miscues like #75, 76, and 77.

These are nonwords that have no meaning and that don't necessarily preserve the grammatical ending of the text word, either. (The "-ing" of "scring" isn't a grammatical ending because "scr" by itself isn't the base of a verb, so "-ing" can't be an ending.)

In addition to showing how miscue examples can be introduced, included, and discussed, the previous discussion also indicates how we can clarify when words are being referred to as words. You can italicize (or underline) a word found in the text, like *farmer's* in the sample above, and put in quotation marks what the reader actually said, like "fam."

It would be great if you yourself would give even more context in discussing the miscues, to make your papers easier and more interesting to read. The case study of Jacob that is also included on the Web page for *Reading Process and Practice* can suggest how a detailed discussion might be written. Thank you for making your paper clear and interesting!

You need not discuss all 25 miscues that you've coded; look instead for patterns, and feel free to illustrate them with other miscues that have not been analyzed, as I did with Angel's miscues 75, 76, and 77.

The heart of the miscue analysis and discussion is your responses to questions about how well your reader used important READING STRATEGIES:

1. How well did your reader use preceding context and prior knowledge to PREDICT, to think ahead?

Evidence of effective use:

- a. The miscues went with the preceding grammar and meaning most of the time (see column 2 on coding sheet).
 - b. Miscues show evidence of using prior knowledge.
2. How well did the reader seem to be MONITORING COMPREHENSION?
- Evidence of effective use would include:
- a. Pausing and looking/thinking back when a miscue doesn't make sense.
 - b. Repeating, apparently for the purpose of confirming or questioning something just read.
 - c. CORRECTING, or trying to correct, something that isn't making sense in context.

3. How well did the reader seem to be USING FIX-IT STRATEGIES?

Evidence of effective use would include:

- a. CORRECTING or attempting to correct miscues when meaning seems to have been lost; trying for a word that fits the context grammatically and meaningfully.
 - b. Restructuring following text to fit with a miscue already made; making miscues on following words that go with the meaning and grammar of a miscue already made.
4. How well did the reader seem to be ORCHESTRATING language cues in the text, along with prior knowledge?

Evidence of effective use would include:

- a. The reader made appropriate use of graphic cues (such as chunks within words): neither too little nor too much. For example:
- b. The reader used prior knowledge and context, plus initial letter cues, to predict; AND

- c. The reader usually tried to correct miscues when the following context didn't confirm them as grammatical and meaningful in context.
5. How well did the reader use strategies for READING EFFICIENTLY?
Evidence of effective use might include:
- a. The reader doesn't bother trying to correct miscues when the meaning of the sentence seems not to have been harmed.
 - b. The reader doesn't keep struggling over words that appear unlikely to be part of even his or her listening vocabulary. Instead, the reader replaces such a word with something else appropriate: a word that maintains the essential meaning, or a placeholder word like "blank" or "something." OR
 - c. The reader sometimes skips words that appear too difficult and simply reads on. Some readers will usually say something that reflects some of the letters in the word, apparently using this as another kind of "placeholder" strategy when reading aloud. Then they just move on.

PART 3: INSTRUCTIONAL PLAN FOR THE READER AND THE GRAND FINALE

Please start with summaries from Part 1 and Part 2 of the write-up. Excerpt the most important points and include these in your overall summary and synthesis:

1. Summary of key factors from the reading interview and related data
2. Summary from the retelling and discussion section
3. Summary from the miscue section
4. Then, of course, comes the discussion comparing important data from different parts, which should be compared/contrasted and/or synthesized as appropriate.
5. What additional kinds of data do you think you need, if any, in order to feel reasonably confident about the profile of the reader that you are developing? (This will be especially important for those who do plan to follow up with this initial project, but it's also a valuable exercise in thinking for those who don't.)

Here's just one example of the kinds of things to think about as you pull the data together:

What if the reader verbalized a limited concept of reading (e.g., "to get the words") and a limited concept of reading strategies ("sound it out, ask someone")? Are these concepts reflected in the retelling and in the reader's actual use of strategies, or does the reader—for example—read and understand better than the interview would have led you to expect?

6. If you were (or are!) the reader's teacher, what would be your instructional plan for this student? **THIS IS THE HEART OF PART 3 AND IS EXTREMELY IMPORTANT.**
 - a. What reading preferences (from the interview) would you try to honor, if any?
 - b. How would you encourage and extend the reading experience for someone who already has effective and efficient reading strategies, along with strong understanding of the texts they read? (Don't recommend instruction that the person doesn't need!) If this description fits your reader, you may not need to respond to the following questions, but check them anyway, to be sure.

- c. What would you do to improve the reader's self-confidence, if needed?
- d. What kinds of literacy experiences and situations would you especially want to provide for this reader, and why? (See Chapter 10 or Chapter 12 in *Reading Process and Practice*, where components of a comprehensive literacy program are discussed.)
- e. What would you do to help the reader revalue him or herself, if needed? (See, for example, pp. 215–234 in Chapter 9 of *Reading Process and Practice*, on revaluing readers and on Retrospective Miscue Analysis). Explain your procedure(s) in detail.
- f. What would you do to help the reader strengthen good reading strategies, if needed? (Again, see Chapter 9 on Retrospective Miscue Analysis.) Explain the procedure(s) in detail.
- g. What would you do to help the reader work on other strategies that are relatively weak, if needed? Explain the procedure(s) in detail. (See, for example, the section “Matching Instruction to Readers’ Varied Needs,” pp. 243–249 in *Reading Process and Practice*.) Keep in mind that I attempted to put the most basic problems first. If a reader exhibits one or more of these basic problems, he or she may not yet be ready for the kinds of instructional help mentioned later in the section. OTHER EXAMPLES OF DETAILED INSTRUCTIONAL PLANS ARE INCLUDED AS PART OF THE CASE STUDIES ON THIS WEB PAGE.

7. Final self-evaluation

Summarize the points you made in your self-evaluations from Parts 1 and 2, and add an update for Part 3. Explain what you think you did well—and what, if anything, you did not do so well and/or would do differently another time. It's important to demonstrate that you recognize your own strengths, your growth, possible weaknesses, and things you need to work on. An insightful analysis provides important evidence of learning!

CHECKLIST FOR ENTIRE PROJECT

Here is a checklist for all three parts of the project. Please use it when you complete Parts 2 and 3, and then submit it with your old write-up from Part 1 and your new write-ups from Parts 2 and 3. The tape recording(s) should also be submitted at this time.

Part 1: Write-up from the First Session

1. _____ Tape recording of the interview session (to be turned in with the tape recording from Parts 2 and 3, unless I've asked for it earlier)
2. _____ Title page
3. _____ Parent/guardian or teacher permission slip; note of consent if the reader is an adult
4. _____ Introduction
5. _____ Reading interview transcript (with self-evaluative comments in square brackets)
6. _____ Your observations about the reader, based on the interview
7. _____ Summary comments about your strengths as an interviewer, plus anything you want to work on

Part 2: Write-up from the Second Session

1. _____ Tape recording of everything from the second session
2. _____ A copy of the selection, with the miscues marked (selection copy)
3. _____ A transcript of the reading and retelling session
4. _____ Your analysis of the retelling(s) and the discussion(s) with the reader
5. _____ Self-evaluation of your handling of the retelling and discussion session
6. _____ An unbound copy of the miscue coding sheet
7. _____ Your discussion of the miscues, analysis of the patterns, and what they suggest about the reader's use of reading strategies

Part 3: Instructional Plan for the Reader and Grand Finale

1. _____ Summary of key factors from the reading interview section of your report
2. _____ Summary from the retelling and discussion section
3. _____ Summary from the miscue section
4. _____ Conclusions you tentatively draw about this person as a reader
5. _____ Additional kinds of data you think you need in order to feel confident about the profile of the reader that you are developing
6. _____ Instructional plan, based on the data that you have
7. _____ Final self-evaluation