

Miscue Chart and WCPM

Nana Upstairs and Nana Downstairs

Y = Yes— word is appropriate

– = negative—word is not appropriate

Miscue	Text	Error Match			Comments
		M	S	L-S	
on	every	Y	–	–	
grandma	grandmother	Y	Y	Y	
grandpa	grandfather	Y	Y	Y	
stairs	stairway	Y	Y	Y	
bureau	dresser	Y	Y	–	Used picture clues
candies	candy	Y	–	Y	Plural for singular
Man's	Morris	–	–	Y	Minimal match

The child repeated some miscues, maintaining identification for words that were more common forms in her speaking vocabulary. For example, she read *stairs* for *stairway*, *grandma* for *grandmother*, *grandpa* for *grandfather*, and *candies* for *candy mints*. She also used picture clues as indicated in the miscue *bureau* for *dresser*. Most miscues were meaningful.

The performance was very slow with hesitations and some word-by-word reading. Two one-minute calculations for WCPM were done and an average taken. Sometimes, readers begin to gather momentum as they get into a text; their fluency improves. However, this did not occur. The average was 58.5 WCPM; it's below the range for spring of grade 2 (70–100).