



CUE TO READING: HOW TO IDENTIFY & FIX ANY READING CHALLENGE... QUICKLY!

Free Bonus

How to Target the Problem

In the [Cue to Reading](#), I explained the three cueing systems for reading in great detail. The cueing systems are the three types of information our brains collect and coordinate as we read. When students struggle with reading, it is vital to determine which cueing systems need support!

This form is designed to guide parents through an *informal* observation and analysis of their child's reading. Teachers often have access to formal reading assessments, such as running records, in which they can add this additional layer of observation and analysis, as well. Resources for administering a formal miscue analysis are referenced in the appendix of [Cue to Reading](#).

DIRECTIONS: Listen to your child read. Record all miscues in this chart below. (It helps to have your own copy of the actual text to make quick *and* accurate notes while the child reads. Transfer the text and miscues to this chart, later, when you have more time.) For best results, continue reading until you have noted thirty or more miscues. (If the child is fatiguing, break the observation process up into 2 or 3 reading sessions.) Later, complete your analysis according to the prompts on the right-hand side of the chart.

Note: you can check more than one column for each miscue.

What Cueing System(s) Is Your Child Using? Find Out Below!					
Observation – During Reading			Analysis – After Reading		
Page # & Paragraph #	Text	Miscue	Meaning	Syntax	Visual
D I R E C T I O N S . . .					
List the page # and paragraph or sentence # (depending on length of text) where the miscue was made, for later reference. (Ex: 4-3)	Write the word as it appears in the text.	Write what the child <i>actually</i> said.	Even with the miscue, did the sentence still make sense? Or, did the miscue help create meaning after the student made other miscues in the sentence or passage? If yes, check this column.	Is the miscue the same part of speech? Did the miscue "sound" right in the sentence, even if it didn't make sense? If yes, check this column.	Did the miscue look similar to the original word? Was the child trying to sound out the word? If yes, check this column.



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Free Bonus Now, Fix the Problem!

Now, it's time to align "troubled" cueing systems with targeted instruction. This page is a short summary, listing all of the strategies covered in Cue to Reading. Use this page after completing your analysis on pages 1 and 2.

DIRECTIONS: Study the three right-hand columns in the chart on pages 1 and 2. What column has the most cues? This is likely the child's strongest cueing system.

1. **Show these strengths to your child! *This step is the most critical in this entire process!*** Emphasize how the "miscue" gives you clues about their strongest cueing systems. It preserves a child's confidence and rewards them for the taxing efforts they have already invested in learning how to read.
2. **Next, look at the weakest cueing system.** Choose strategies listed under this cueing system, below, to begin doing with your child or student.
3. **Don't forget the other systems!** Students will continue to need explicit instruction in all three cuing systems. But, those strategies will be infinitely more effective once students have first learned about the different miscues and are getting targeted instruction with their most challenging system.

Strategies for Building the...

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Meaning Cueing System <small>See more details in Chapter 11.</small>	Syntax Cueing System <small>See more details in Chapter 12.</small>	Visual Cueing System <small>See more details in Chapter 13.</small>
<ul style="list-style-type: none"> Make connections...to <i>everything!</i> Make predictions Think-alouds Picture walk for stories "Read the Visuals" for textbooks Graphic organizers <small>(to be used with extreme caution, as explained in Chapter 11)</small> 	<ul style="list-style-type: none"> Cloze procedure Audio books <small>(as described below)</small> Reading Detective Club <small>(as described below)</small> 	<ul style="list-style-type: none"> Specific, multi-sensory instruction. <small>(Most affordable option is All About Spelling.)</small> Handwriting Without Tears City Creek Press (for math facts)

Strategies for Building All Cueing Systems...

Color Overlays – See Chapter 6: Simple Solution Hiding in Plain Sight for details about the dramatic impact light has on over 90% of struggling learners.

Audio Books – Have students read physical books along with a recorded reading of the same book. When used along with other, target strategies listed above, this process is very powerful, pulling the use of all three cueing systems together! Students naturally pay attention to different elements of the process each time they listen. The first time, they may be tuned in to the story and making meaning. The second time, they may catch new vocabulary. The third time, they may be focusing more on decoding and applying phonics skills. IT will vary for each child, but each child is capable of regulating what they need with each reading. Let them go!

Reading Detective Club – The second half of this book is worth well more than the price you'll pay; it's full of fun strategies for students, guiding them to uncover clues from their own reading. These self-teaching strategies are powerful and motivating!