Supporting Fourth Grade Reading Students Using Retrospective Miscue Analysis as a Response to Intervention Model

Despite extensive research on Response to Intervention and Retrospective Miscue Analysis, students in fourth and fifth grade are still reading below grade level. This case study investigated how Retrospective Miscue Analysis (RMA) implemented during Response to Intervention (RTI) assists students in learning to apply new reading strategies that increase comprehension. Over a twelve week period, data were collected in four contexts. First orally administered pre/post-Burke Reading Inventory. Secondly, computer generated STAR assessment for screening and progress monitoring. Thirdly, one-on-one Dominie. Finally, audio recording of student read aloud, retelling and follow-up discussion. Students’ responses on pre-Burke Inventory indicated students think reading is being able to say all the words. Screening results placed students at second and early third-grade instructional reading levels. Dominie results were somewhat similar. Initial oral reading and recordings showed students unable to retell what they read and could not answer questions about the text. As students engaged in recording their reading and discussions with the teacher they learned strategies to assist them with their reading to better understand and remember what they read. Students were more than willing to use the iPad for recording even wanting to use the iPad independently to listen to their reading. By the end of the twelve-week period, students were applying learned strategies during their recorded readings, and retellings became more complete. Follow-up Burke Reading Inventory indicated that students were more focused on understanding what they were reading. Words were still important, but they were more interested in the meanings of the words to help them understand the text they were reading. STAR and Dominie assessments both indicate students improved reading comprehension levels and were at or near grade level by the end of the study.