

Common Codes Cheat Sheet

Reading Behavior	Coding	What could this mean?	How might you respond?
Correct Reading	✓ ✓ ✓ ✓ We like to play.	Correct reading is an indication that the student is integrating information and applying their reading strategies successfully. It may be time to reassess and possibly move up to a more challenging level.	If a student reads correctly do not interrupt them!
Omissions	$\frac{-}{\text{like}}$	Omissions sometimes happen when students read too quickly or their eyes are looking too far ahead of where they are in the text. If meaning isn't compromised it may be best to let the mistake go in that instance. Omissions could indicate a weak sight vocabulary or difficulty tracking print.	If a student often leaves words out say: "That didn't sound right. Are you missing something?"
Substitutions	$\frac{\text{look}}{\text{like}}$	Substitutions are sometimes caused by students reading too quickly or paying too little attention to print. The student may not be using context to predict what word might come next. Substitutions could indicate a weak sight vocabulary.	If a student often substitutes words say: "What you said didn't look like what's in the book."
Insertions	$\text{all} \wedge$	Insertions sometimes occur when a student reads inaccurately, then inserts an additional word to make the sentence grammatically or semantically correct. Insertions that alter meaning, whether they are inserted words or inserted word parts (ex. – reading 'sadly' for 'sad'), should be pointed out and corrected.	If a student inserts unnecessary words say: "You said too many words just now. What you said didn't match the book."

Common Codes Cheat Sheet (cont'd.)

Reading Behavior	Coding	What could this mean?	How might you respond?
Repeats	We like to play. ^R	<p>Repeats can indicate that a student is attempting to make meaning of the text.</p> <p>Sometimes a student repeats a known word to afford themselves time to process an unknown word that follows.</p> <p>Too many repetitions can mean that the text is too difficult. As a result, fluency and comprehension can be compromised.</p>	<p>If a student often repeats words say: "When you finish one word move right on to the next one as smoothly as you can."</p>
Rereading	We like to play. ^R	<p>Rereading can indicate that the student is monitoring their reading and is attempting to maintain meaning.</p> <p>If a student rereads too often then fluency and comprehension can be compromised.</p>	<p>If a student doesn't reread when necessary say: "Can you go back and read this part again?"</p>
Self-Correction	<u>look</u> SC like	<p>Self-correction indicates that the student is monitoring their reading. The student is engaging in metacognition by first recognizing that a problem exists, then attempting a strategy to fix the problem.</p>	<p>If a student doesn't self-correct when necessary say: "Find the part that's not right and try again."</p>
Sounding Out	<u>p-l-ay</u> play	<p>Slowing down to sound out a word demonstrates word solving actions.</p> <p>Sounding out words too often could indicate that the student relies on visual information at the expense of other sources of information.</p>	<p>If a student is sounding out too often say: "Try blending the sounds smoothly, then say the word."</p>
Appeals	<u> </u> LA like	<p>Appeals mean that the student is unable or unwilling to use strategies flexibly to solve a problem.</p> <p>Frequent appeals for help demonstrate a need to master additional reading strategies, or that the text is too difficult.</p>	<p>If a student appeals to you say: "You try it." Only supply the correct word if the child can't work through it on their own.</p>