Appendix E:
Explanation of Markings for Miscue Analysis

Substitutions
Substitutions are shown by writing the miscue directly above the word or phrase. Read as *He hated to get Marcel's white hairs on his beautiful new shirt.*

He hated to get Marcel's white hairs on his

shirt
beautiful new suit.

Omission
Omissions are marked by circling the omitted language structures. Read as *"I can do that," replied the husband.*

"I can do (all) that," replied the husband.

Insertions
Insertions are shown by marking a proofreader's caret at the point of insertion and writing the inserted word or phrase where it occurs in the text. Read as *"Now I've got some more work to do," said the man.*

some
"Now I've got ʌ more work to do," said the man.

Regressing and Abandoning a Correct Form
Abandonments are marked by drawing a line from right to left at the point at which the reader went back to repeat but abandoned the expected text. An (*AC*) is used to indicate this type of regression. In this example, the reader first reads *head against the wall*, then rejects this possibility and produces the more sensible *hand against the wall*. Read as *"How many times did I hit my head against the wall—hand against the wall?" she asked.*

(AC) *hand*
"How many times did I hit my head against the

wall?" she asked.

Regressions or Repetitions
Linguistic structures that are reread are underlined to explicitly show how much the reader chose to reread. Regressions are marked by drawing a line from right to left to the point at which the reader went back to repeat. An (*R*) designates simple repetitions. Multiple repetitions, words or phrases that are repeated more than once, are underlined each time they occur. Read as *Why don't you—Why don't you do my work some day?* and *All at—All at—All at once I was covered with red paint.*

(R)
Why don't you do my work some day?

(R)
All at once I was covered with red paint.

Regressing and Correcting the Miscue (self-corrections)
Self-corrections are marked by drawing a line from right to left to the point at which the reader went back to repeat in order to correct the miscue. A (*c*) indicates a correction.
The markings in this example show that the reader substitutes *flash* for the words *few minutes*. She then regresses and corrects the miscue: *I'll light a fire in the fireplace and the porridge will be ready in a flash—a few minutes.*

I'll light a fire in the fireplace and the porridge will
(c) *flash*
be ready in a few minutes.

Substitutions Often Called Reversals
An editor's transposition symbol shows which words have been reversed. Read as *I sat down looking at Andrew.* and *Something was wrong with Papa.*

I sat looking down at Andrew.

Was something wrong with Papa?

Regressing and Unsuccessfully Attempting to Correct
Unsuccessful attempts to correct are marked by drawing a line from right to left to the point at which the reader began to repeat in an attempt to correct. A (UC) is used to designate this type of regression.

In this example, the reader says *river washed* twice and this is marked as (UC), an unsuccessful attempt at correction. Read as *And this he did with such might that soon the river washed—river washed over its banks,...*

And this he did with such might that soon the

$\overset{UC}{\text{washed}}$

river rushed over its banks,...

Nonword Substitutions
A dollar sign ($) indicates that a reader has produced a miscue that is not recognizable as a word in the reader's language. Retain as much of the original spelling of the text word as possible. Read as *Judy shrickled and jumped up in her chair.*

$ shrickled

Judy shrieked and jumped up in her chair.

Partial Miscues
Partial miscues are marked by putting a dash after a partial word when a reader attempts but does not produce a complete word. Intonation is used to determine partial miscues.

Often readers start to say a word and self-correct or attempt a correction before a word is completed. Here, the reader predicts *ability*. He only starts the word and immediately self-corrects to *able*. Partial attempts that are corrected are marked on the typescript with a dash following the partial, but are not transferred to the coding sheet.

There is nothing greater than man and the work

abi–

he is best able to do.

Repeated Miscues
Repeated miscues are marked with an (RM) to indicate the same miscue for the same text item.

come   come   (RM)

Off came our boots. Off came our socks.

Intonation Shift
An accent mark indicates intonation shifts within a word. Intonation shifts are marked only if there is a change in meaning or grammatical structure of the original text.

He will récord her voice.

We want the projéct to succeed.

Pauses
A ⌐ marks noticeable pauses in reading. It is useful to mark the length of unusually long pauses.

⌐ 23 sec.

"What do you do all day while I am away cutting

wood?"

Dialect and Other Language Variations
Miscues that involve a sound, vocabulary item, or grammatical variation that is perceived as a dialect difference between the author and reader are marked with a (d). Read as *I switched off the headlights of the car...* and *...just about everybody like babies.*

headlights (d)

I switched off the headlamps of the car...

like (d)

...just about everybody likes babies.