



## Reading Prompts/Corrective Feedback

Reading prompts/corrective feedback are calls to action. They usually come in the form of targeted questions that encourage students to use what they know to problem-solve on their own. Eventually, students internalize the feedback to become strong independent readers. The following charts provide goals with suggested prompts to support each goal.

When providing corrective feedback for reading, consider timing carefully. Jumping in too quickly can prevent students from independently noticing and correcting mistakes. But waiting too long to provide help can lead to students losing the storyline and can result in a decrease in fluency.

Forms of Corrective Action	Example
<p><b>Explicit Correct Answer Feedback</b></p> <p>This involves simply providing students with the correct answer.</p>	<p>T: <i>You made a mistake here. The word is ball. Run your finger under the word and say the sounds.</i></p> <p>T: <i>The word you made is pin. Change the n to a g to make pig.</i></p>
<p><b>Error Flagging</b></p> <p>This involves telling a student they made an error.</p>	<p>T: <i>You made a mistake here. Can you find it and fix it?</i></p> <p>T: <i>You almost have it. Check the end of the word.</i></p>
<p><b>Metalinguistic Feedback</b></p>	<p>T: <i>After I fix my mistake, I find it helpful to reread to get the story going again. Try it.</i></p> <p>T: <i>If you run your finger under the word and say the sounds slowly, it will help you to find the mistake.</i></p>
<p><b>Elaboration/Explanation</b></p> <p>This kind of feedback involves providing extra information, suggestions, or prompts.</p>	<p>T: <i>Something didn't look right there. Try it again and check the letters.</i></p>
<p><b>Reinforcement</b></p> <p>Reinforcement is a powerful corrective feedback strategy that includes explicit praising. It can be used when a student gets something right, fixes a mistake, or partially corrects something. It can even be used when a student stops, showing that they have noticed their mistake. When you praise a student explicitly for a behavior or strategy, you want them to notice what they did and do it again.</p>	<p>T: <i>Wow! You really made it sound like how the character was feeling on this page. Now turn to page xx. Can you do the same thing here? (Point to a page where the student was less fluent.)</i></p> <p>T: <i>I saw how you noticed your mistake and went back to fix it. Nice checking!</i></p> <p>T: <i>I saw you put your finger on the word and find a part. That helped you! Nice!</i></p> <p>T: <i>Why did you stop? Did you notice your mistake? Good for you! Now let me help you.</i></p>

Please see the In Tandem Resources site for additional reading prompts that can be used with each grade level.

