

**Error Correction Cards**

<b>ERROR CORRECTION 1</b>	
<b>1</b>	Point to a missed word and say, "You missed that word. Can you figure it out?"
<b>2</b>	Wait four seconds.
<b>3</b>	If the reader figures out the word, say: "Good. Start the sentence again."

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<b>ERROR CORRECTION 2</b>	
<b>1</b>	Point to a missed word and say, "You missed that word. Can you figure it out?"
<b>2</b>	Wait four seconds.
<b>3</b>	If the reader doesn't figure out the word, say: "That word is _____. What word?"
<b>4</b>	Wait for the reader to respond, then say: "Good. Start the sentence again."

Adapted from Delquadri, J., Greenwood, C. R., Whorton, D., Carta, J. J., & Hall, R.V. (1986). Classwide peer tutoring. *Exceptional Children*, 52(6), 535-542; Fuchs, L. S., Fuchs, D., Kazdan, S., & Allen, S. (1999). Effects of peer-assisted learning strategies in reading with and without training in elaborated help giving. *The Elementary School Journal*, 99(3), 201-219; Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174-206.