

## Providing Instructional Feedback

Prompts to help students notice errors	Prompts to help students find errors
<p>Check to see if that looks/sounds right.                      There is a tricky word on this line.                      You're nearly right.                      Try that again.                      Try it another way.                      You've almost got that. See if you can find what is wrong.</p>	<p>Find the part that's not right.                      Look carefully to see what's wrong.                      You noticed something was wrong.                      Where is the part that's not right?                      What made you stop?                      Can you find the problem spot?</p>
Prompts to help students fix errors	Prompts to help students write words
<p>What do you hear first? Next? Last?                      What word starts with those letters?                      Do you think it looks/sounds like _____?                      What does an <u>e</u> do at the end of a word?                      What do you know that might help?                      What could you try?                      You said _____. Does that make sense?                      Can you think of a better way to say _____? (Repeat what child said)</p>	<p>You have only one letter to change.                      That sounds right, but does it look right?                      One more letter will make it right.                      It starts like that. Now check the last part.                      Did you write all the sounds you hear?                      Did you write a vowel for each syllable?                      What do you hear first? Next? Last?                      It starts (ends) like _____.                      There's a silent letter in that word.</p>
Prompts of Encouragement	
<p>I like the way you worked that out.                      The results are worth all your hard work.                      You've come a long way with this one.                      That was some quick thinking.                      That looks like an impressive piece of work.                      You're right on target.                      You're on the right track now.                      That's an interesting way of looking at it.                      Now you've figured it out.                      That's quite an improvement.                      That is quite an accomplishment.</p>	<p>That's a powerful argument.                      That's coming along.                      You're really settling down to work.                      You've shown a lot of patience with this.                      You've been paying close attention.                      You've put in a full day today.                      I knew you could finish it.                      You make it look so easy.                      You've really tackled that assignment.                      This shows you've been thinking/working.                      It looks like you've put a lot of work into this.</p>

Adapted from Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann; Fry, E. B., Kress, J. E., & Fountoukidis, D. L. (1993). *The reading teacher's book of lists* (3rd ed.). Paramus, NJ: Prentice Hall; and Pinnell, G. S., & Fountas, I. C. (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.