

# Corrective Feedback Planning Tool

## Introduction

Effective feedback is a crucial component of the teaching and learning process—it supports student growth and improvement. In order to provide targeted and meaningful corrective feedback, teachers can use a Corrective Feedback Planning Tool. This tool serves as a structured framework for identifying areas of improvement, offering specific feedback, and tracking student progress over time. By using a Corrective Feedback Planning Tool, teachers can enhance the quality of their feedback, support student learning outcomes, and create a more focused and individualized approach to instruction.

## Using the Corrective Feedback Planning Tool

1. Review the Corrective Feedback Planning Tool: Familiarize yourself with the structure of the planning tool, including examples of common errors in each category, feedback sentence stems, and corrective feedback guidance planning. This document provides a sample filled-out plan for Grades 1 and 3 and a blank template.
2. Determine the skill focus: Identify the specific literacy skill you will be targeting, such as phonological awareness, letter-sound correspondence, phonics/decoding, or reading fluency.
3. Identify common errors: Reflect on common errors students make related to the specific literacy skill. Consider examples of errors students may exhibit during instruction or practice.
4. Use sentence stems: Use the provided sentence stems as a guide for delivering corrective feedback. Tailor the sentence stems to fit the specific context of the error observed and the skill being addressed.
5. Provide corrective feedback: Refer to the corrective feedback guidance for insights on how to effectively address errors and provide constructive feedback to students. Use the guidance to frame your feedback in a supportive and instructive manner.
6. Model correct responses: Offer models of correct responses to demonstrate the desired outcome. Encourage students to compare their work to the correct examples and identify areas for improvement.
7. Track student progress: Keep track of student progress and the effectiveness of corrective feedback provided. Use the planning tool to document students' responses, improvements, and ongoing needs for further support.
8. Adjust feedback strategies: Continuously assess and adjust your feedback strategies based on students' responses and progress. Modify the Corrective Feedback Planning Tool as needed to address evolving learning needs and support student growth.

Feel free to adapt this template and customize it according to your specific literacy skill focus.

# Common Errors and Corrective Feedback Guidance

Here are some common causes of errors or misconceptions in foundational skills and suggestions for addressing them during instruction.

## Phonological/Phonemic Awareness

**Common issues students may have with phonological/phonemic awareness include the following:**

- difficulty in recognizing and manipulating sounds within words
- challenges with rhyming, blending, or segmenting sounds
- struggles with identifying individual sounds in words
- trouble with phonemic awareness tasks such as sound deletion or substitution

**Corrective feedback suggestions for phonological/phonemic awareness include the following:**

- for difficulty in recognizing and manipulating sounds
  - “Let’s practice listening to the sounds in words together.”
  - “Can you try breaking down this word into the sounds you hear?”
  - “I noticed you had trouble with identifying the sounds in this word. Let’s work on that.”
  - “Remember to listen carefully to each sound in the word before putting them together.”
- for challenges with rhyming, blending, or segmenting sounds
  - “Let’s practice rhyming words that sound similar, like \_\_\_\_\_ and \_\_\_\_\_.”
  - “Try blending these sounds together to make a new word, such as \_\_\_\_\_.”
  - “Segmenting sounds means breaking a word into parts. Let’s try that with \_\_\_\_\_.”
  - “Rhyming words have the same ending sounds. Can you think of other words that rhyme with \_\_\_\_\_?”
  - “Remember to listen carefully to each sound when blending words like \_\_\_\_\_.”
- for struggles with identifying individual sounds in words
  - “Let’s focus on listening for each sound in the word. Try to identify them separately like . . .”
  - “Remember to pay attention to each sound you hear in the word. Can you tell me what sounds you notice in \_\_\_\_\_?”
  - “I noticed you had trouble identifying the sounds in this word. Let’s break it down together.”

- “When you hear a word, try to isolate each sound in your mind. Can you tell me what sounds you can identify in \_\_\_\_\_?”
- for trouble with phonemic awareness such as deleting or substituting sounds
  - “Let’s practice deleting a sound from this word. Try saying the word without the sound \_\_\_\_\_.”
  - “To substitute a sound means to replace it with a different sound. Let’s work on that by . . .”
  - “When deleting a sound, focus on the remaining sounds in the word. Can you tell me what the word sounds like without that sound?”
  - “Remember, when substituting a sound, think about what sound could replace it. Let’s practice by . . .”

## Letter-Sound Correspondence

### Common issues students may have with letter-sound correspondences include the following:

- difficulty in recognizing and recalling letter sounds
- confusion with letter-sound relationships
- inconsistent application of letter-sound knowledge
- confusion with letter-sound patterns and rules
- mispronunciation of letter sounds
- difficulty distinguishing between similar-sounding letters

### Corrective feedback suggestions for letter-sound correspondences include the following:

- for difficulty in recognizing and recalling letter sounds
  - “Let’s practice the sound of the letter ‘\_\_\_\_\_’ together. Can you say it after me?”
  - “When you see the letter ‘\_\_\_\_\_,’ remember that it makes the sound like in the word \_\_\_\_\_.”
  - “I noticed you hesitated with the sound of the letter ‘\_\_\_\_\_.’ Let’s work on that sound again.”
  - “Remember, the letter ‘\_\_\_\_\_’ says the sound like in the word \_\_\_\_\_. Can you say that sound for me?”
- for confusion with letter-sound relationships, inconsistent application of letter-sound knowledge, and difficulty distinguishing between similar-sounding letters
  - “I noticed you confused the sounds of ‘\_\_\_\_\_’ and ‘\_\_\_\_\_.’ Let’s work on telling them apart by . . .”
  - “When you see the letter ‘\_\_\_\_\_,’ remember that it makes the sound like in the word \_\_\_\_\_, not like \_\_\_\_\_.”

- “Let’s review the difference between the sounds of ‘ \_\_\_\_\_ ’ and ‘ \_\_\_\_\_ ’. Can you identify which sound belongs to which letter?”
- “To help you distinguish between ‘ \_\_\_\_\_ ’ and ‘ \_\_\_\_\_ ’, try focusing on the way your mouth moves when making each sound.”
- “It’s common to mix up ‘ \_\_\_\_\_ ’ and ‘ \_\_\_\_\_ ’. Let’s practice saying words that contain . . .”
- “I noticed you said the correct letter sound in this word but not in that word. Let’s practice more examples.”
- “When you come across a new word, remember to use the same letter-sound rules we’ve learned. Let’s review the sound and letter for the ‘ \_\_\_\_\_ ’ sound.”
- “Remember, the sound of ‘ \_\_\_\_\_ ’ is like in the word \_\_\_\_\_ and the sound of ‘ \_\_\_\_\_ ’ is like in the word \_\_\_\_\_. Let’s practice saying those sounds.”

## Phonics/Decoding

### Common issues students may have with phonics/decoding include the following:

- difficulty connecting sounds to letters and understanding letter-sound correspondence
- struggles in blending sounds together to correctly decode words
- challenges in recognizing common spelling patterns and phonetic rules
- confusion with similar-looking or similar-sounding letters (such as b/d, p/q)
- trouble applying phonics rules consistently across different words
- lack of automaticity in decoding words, leading to slow and laborious reading
- difficulty reading multisyllabic words

### Corrective feedback suggestions for phonics/decoding include the following:

- for difficulty connecting sounds to letters and understanding letter-sound correspondences
  - “Let’s practice the sound of the letter ‘ \_\_\_\_\_ ’ together. Can you say it after me?”
  - “When you see the letter ‘ \_\_\_\_\_ ’, remember it makes the sound like in the word \_\_\_\_\_.”
  - “I noticed you hesitated with the sound of the letter ‘ \_\_\_\_\_ ’. Let’s work on that sound again.”
  - “Remember, the letter ‘ \_\_\_\_\_ ’ says the sound like in the word \_\_\_\_\_. Can you say that sound for me?”
- for struggles in blending sounds together to decode words
  - “Let’s blend the sounds of ‘ \_\_\_\_\_ ’ and ‘ \_\_\_\_\_ ’ together slowly. Can you try putting them together to say the word?”

- “Remember to smoothly blend the sounds ‘ \_\_\_\_\_ ’ and ‘ \_\_\_\_\_ ’ together rather than saying them separately. Try it a few times to practice.”
- “I noticed you hesitated when blending the sounds in this word. Let’s break it down and blend the sounds together step by step.”
- “When decoding words, it’s important to blend the sounds accurately. Let’s work on connecting the sounds smoothly to read the word correctly.”
- for challenges in recognizing common spelling patterns and phonetic rules and in applying phonics rules consistently
  - “Let’s review the spelling pattern for words ending in ‘ \_\_\_\_\_ ’. Can you name other words that follow the same pattern?”
  - “When seeing ‘ \_\_\_\_\_ ’ in a word, remember that it follows the phonetic rule of \_\_\_\_\_. Let’s practice applying this rule in different words.”
  - “Remember, the ‘ \_\_\_\_\_ ’ sound often corresponds to the spelling pattern ‘ \_\_\_\_\_ ’ in words. Let’s find more examples to practice this rule.”
  - “You’re making progress in recognizing common spelling patterns and phonetic rules. Let’s reinforce your learning with more examples and guided practice.”
  - “Remember to apply the phonics rule we learned for ‘ \_\_\_\_\_ ’ in every word you read. Let’s practice identifying and applying this rule together.”
  - “I noticed you struggled to apply the phonics rule for ‘ \_\_\_\_\_ ’. Let’s work on more examples to help you understand and use the rule consistently.”
- for confusion with similar-looking or similar-sounding letters
  - “Remember, ‘ \_\_\_\_\_ ’ looks like ‘ \_\_\_\_\_ ’, but the sound it makes is different. Let’s say the sounds together to hear the distinction.”
  - “I noticed you confused ‘ \_\_\_\_\_ ’ with ‘ \_\_\_\_\_ ’. Let’s practice writing and saying words that feature each letter to help you differentiate between them.”
  - “To distinguish between ‘ \_\_\_\_\_ ’ and ‘ \_\_\_\_\_ ’, pay attention to how the letters are formed and the unique sounds they make. Let’s practice saying words with each letter.”
  - “Practice tracing and writing ‘ \_\_\_\_\_ ’ and ‘ \_\_\_\_\_ ’ to see the differences. Then, say the sounds they make to solidify your understanding.”
- for lack of automaticity
  - “Let’s practice reading more fluently to improve your automaticity. Try to read without pausing as much.”
  - “You’re doing well, but let’s work on reading with more speed and confidence to enhance automaticity.”
  - “Try to read without hesitating or sounding out each word. Build your automaticity by reading smoothly.”

- for difficulty reading multisyllabic words and morphology
  - “Let’s break down this word into smaller parts and practice reading each syllable separately before putting them together.”
  - “Remember to pay attention to the word’s structure and look for prefixes, suffixes, and root words to help you decode multisyllabic words.”
  - “When encountering a long word, try tapping out each syllable with your fingers to help you read it more smoothly.”
  - “Practice blending the sounds of each syllable together to read multisyllabic words with more fluency and accuracy.”

## Reading Fluency

### **Common issues students may have with reading fluency include the following:**

- slow and laborious reading, leading to difficulty in maintaining pace and rhythm
- word-by-word reading rather than smooth, connected reading
- choppy or hesitant reading due to frequent pauses or stops
- lack of expression or intonation while reading aloud
- difficulty in decoding unfamiliar words quickly, affecting overall fluency
- limited sight word/high-frequency word recognition, requiring more effort to decode words

### **Corrective feedback suggestions for reading fluency include the following:**

- for slow, laborious reading and choppy, hesitant reading
  - “Let’s focus on reading more fluently to make it easier for you. Try to follow the flow of the text without pausing too much.”
  - “Let’s work on reading with more speed and confidence.”
  - “It seems like you’re taking your time with each word. Let’s practice reading phrases or sentences to improve your pace.”
  - “Slow and careful reading is good for accuracy, but let’s also work on increasing your speed. Try to maintain a steady pace as you read.”
- for lack of expression or intonation while reading aloud
  - “You read that sentence with a flat tone. Let’s try adding some expression this time to make it more engaging. How would you read it with excitement?”

- “You read ‘ \_\_\_\_\_ ’ with more fluency this time! Remember to read smoothly, using expression and pacing to help your words flow naturally.”
- “I liked how you added emotion to the sentence ‘ \_\_\_\_\_.’ Your expression made it more interesting to listen to.”
- for decoding unfamiliar words more quickly and limited sight word/high-frequency word recognition
  - “Try breaking down the word into smaller parts to decode it more efficiently. Let’s practice this strategy together.”
  - “When you read the sentence ‘ \_\_\_\_\_,’ it sounded like you struggled with the word ‘ \_\_\_\_\_.’ Let’s break it down together and practice saying the sounds: /\_/\_/\_/\_/\_/. Can you read it fluently now?”
  - “Remember to look for familiar word parts or phonics patterns in unfamiliar words to help you decode them faster. Keep practicing this method.”
  - “It’s okay to encounter unfamiliar words. Remember to scan the word for any clues that can help you in decoding it quickly.”
  - “When you come across a challenging word, take a moment to sound it out and blend the sounds together. Speed will come with more practice.”
  - “I noticed you hesitated with this sight word. Let’s review it regularly to improve your reading. What parts do you know? What parts don’t you know? What parts don’t follow the rules?”

# Corrective Feedback Planning Tool Template

Use the following template below to plan for targeted, corrective feedback in lessons. You may use this planning tool for any unit or lesson as needed. The template can be used for whole class lesson planning, or for planning for small group instruction. Two sample planning templates are below, followed by a blank, editable template. Not all skill categories will be covered in every lesson. Use the Primary Focus Objectives and the Lesson at a Glance chart to determine the primary skills taught in each lesson.

## Grade 1 Sample

Grade <u>1</u> Unit <u>1</u> Lesson <u>4</u>			
Skill Category	Lesson Skill/ Objective	Look for Errors/ Misconceptions	Feedback
<b>Phonological/ Phonemic Awareness</b>	blending/segmenting one-syllable words with up to four phonemes	difficulty blending and/or segmenting consonant blends	“Try blending these sounds together to make a new word, such as _____.”
<b>Letter-Sound Correspondences</b>	/m/ > ‘m,’ /f/ > ‘f,’ /v/ > ‘v’	possible confusion with similar sounds /f/ and /v/	“To help you distinguish between ‘_____’ and ‘_____,’ try focusing on the way your mouth moves when making each sound.”
<b>Phonics/Decoding</b>	chaining for reading: decode CVC words with /a/, /i/, and /o/	letter-sound correspondences	“Remember, the letter ‘_____’ says the sound like in the word _____. Can you say that sound for me?”
<b>Reading Fluency</b>	phrase box	slow or choppy reading of words	“It seems like you’re taking your time with each word. Let’s practice reading the phrases to improve your pace.”
<b>Additional Skills</b>	letter formation for ‘m,’ ‘f,’ ‘v’	uneven strokes, not using guidelines	Remind students to start on the appropriate line; restate letter formation steps.



Grade 3 Sample

Grade <u>3</u> Unit <u>1</u> Lesson <u>7</u>			
Skill Category	Lesson Skill/ Objective	Look for Errors/ Misconceptions	Feedback
<b>Phonics-Decoding Warm-Up</b>	add sounds to make new words	provides a word that starts with the same sound as example word (like <i>fame</i> for <i>fee</i> )	“The words _____ and _____ have the same beginning sound. Let’s try again to add a sound to _____ to make a new word, like adding _____ to make _____.”
<b>Phonics/Decoding</b>	silent letter combinations: ‘mb’ and ‘bt’	pronounces each of the letters separately	“Remember, the letter combination ‘_____’ says one sound like in the word _____. Can you say that sound for me?”
<b>Phonics/Multisyllabic Words</b>	identify and read multisyllabic words with closed syllables	incorrectly identifies an open syllable in a word as a closed syllable	“Let’s read this word together. What vowel sound do we hear? ( <i>long</i> ) We know that a closed syllable has a short vowel sound. Is _____ a closed syllable?”
<b>Morphology</b>	add inflectional endings to root words	does not drop the final ‘e’ before adding <i>-ed</i> or <i>-ing</i> .	“This verb ends with an ‘e.’ Let’s circle the ‘e.’ Now, let’s write the word without the ‘e’ and then add <i>-ing</i> to make a new word.”
<b>Reading Fluency</b>	phrase box	slow or choppy reading of words	“It seems like you’re taking your time with each word. Let’s practice reading the phrases to improve your pace.”
<b>Phonics/Encoding</b>	encode words with silent letter combinations ‘mb’ and ‘bt’	omits the letter ‘b’ in multisyllabic words containing ‘mb’	Write <i>comb</i> . Say, “Let’s read this word together and underline the silent letter combination ‘mb.’ We don’t say the ‘b’ sound, but it is part of this word. Now let’s write the word _____.”
<b>Additional Skills</b>	sentence formation	does not use ending punctuation	Remind students that sentences end with a punctuation mark. Say, “Let’s add the correct punctuation mark to this sentence.”

# Corrective Feedback Planning Tool Template

<b>Grade ___ Unit ___ Lesson ___</b>			
<b>Skill Category</b>	<b>Lesson Skill/ Objective</b>	<b>Look for Errors/ Misconceptions</b>	<b>Feedback</b>

# Corrective Feedback and Progress Monitoring Record

Directions: Make a copy of this anecdotal record for each student to help keep track of areas of difficulty, feedback given, and progress on the skill.

<b>Student</b> _____ <b>Unit</b> _____	
<b>Lesson</b>	<b>Skill/Feedback/Progress</b>