



Title: Let's Get Meta! 14 Types of Corrective Feedback for Building Independent Readers and Spellers

Audience: All K-12 educators and literacy and language specialists

Instructional Level: Advanced

Course Description:

Your student misreads magician as “magical”. Another student misspells button as buttin. What’s the best way to help your student in that very moment? Attend this Learning Lab to find out! Learn about and practice how to turn students’ decoding and spelling errors into powerful teachable moments with on-the-spot error analysis that informs precisely what type of corrective feedback your student needs at that very moment.

In this interactive course, you’ll learn 14 types of feedback that target the phonological, orthographic, and morphological causes of reading and spelling errors. These meta-cognitive, meta-linguistic strategies support students during word study instruction and empower students to independently apply problem-solving strategies based on the phonological, orthographic, and morphological codes to read and spell any unfamiliar word. With ample practice during the Learning Lab and in assignments with answers keys, you’ll hone your skill in error analysis of misread and misspelled words. You’ll gain confidence with giving error-specific corrective feedback and guided practice to students in real time as they read and write. You can layer these 14 strategies into your existing literacy program, into guided reading and writing activities, into authentic reading and writing activities, and across tiers of vocabulary instruction. With effective instruction, students learn to use these strategies whenever they encounter an unfamiliar word.

Benefits of Attending:

1. More effectively support students’ reading and spelling of unfamiliar words with error specific corrective feedback and guided practice.
2. Get students thinking about the phonological, orthographic, and morphological codes of words, as needed, during all reading and writing activities.

SPELL-Links™



PROFESSIONAL DEVELOPMENT

3. Equip students with problem-solving skills that allow them to become more independent readers and writers

Learning Objectives:

1. Name 14 meta-cognitive, meta-linguistic strategies and describe how each is applied to reading and to spelling words; identify whether each is a phonology-based, orthography-based, or morphology-based strategy for decoding and for spelling words.
2. When presented with a misread word, identify which of the 14 meta-cognitive, meta-linguistic strategies is needed to support a student's successful reading of the word.
3. When presented with a misspelled word, identify which of the 14 meta-cognitive, meta-linguistic strategies is needed to support a student's successful spelling of the word.

