

## Noticing the Error

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### A. TOTAL RECALL

1. After practicing a dialogue or reading a sentence in a verb tense, students close their books and put away their notes.
2. Students reconstruct what they read or said.
3. Students open the book or notes and check their work. They highlight errors and put a caret ^ for any omissions.
4. They close their books/notes. They correct the highlighted areas and add the omitted words.
5. They open their books/notes again and check their work.

### B. SELF-RECORDING

1. Students choose a passage from a reading you have practiced in class.
2. They record themselves reading it aloud.
3. They play it back and highlight any words they think they mispronounced.
4. They send the audio to you.
5. You listen to it and highlight the words that are mispronounced. The student compares the two highlighted passages.

### C. USING THE ANSWER KEY RESPONSIBLY

In class, have students compare their answers to the answer key.

1. Compare answers. Highlight incorrect answers.
2. Close the Answer Key and try to complete incorrect items again.
3. Check the Answer Key again.
4. If correct answer is still illusive, mark the item with a question mark to bring up in class-time.

### D. MAKING THE ERROR SALIENT: STUDENTS

- Highlighters
- Colored ink
- Post-its

## Understanding the Error

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### E. NAME THE ERROR

Make sure students have the language to explain the error.

- Words describing punctuation, verb tense, and parts of speech are useful for identifying grammar issues.
- Key words and counting syllables are useful for identifying pronunciation issues.

### F. ERROR INDEX

Identify a place for students to put a list of errors so they can see what they need to work on. For example:

- spelling words
- inventory by category

## Correcting the Error

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### G. DELIBERATE PRACTICE

1. Identify one error you want to correct.
2. Practice it.
3. Check your performance.
4. Practice it again.

### H. CLASS CORRECTIONS

1. Writing sentences with common errors on the board.
2. Students take turns coming up to the board to correct the sentences.

### I. READ ALOUD

After writing something, students read their text aloud and notice if they are omitting or repeating words.

## Self-Monitoring

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### J. MARK THE MARGINS

This is a strategy to get students to think consciously about their comprehension.

1. Students use the following symbols to mark the margins of their class notes and homework:
  - ✓ - I understand
  - ? - I don't understand
2. In class they show you their questions by pointing to their question marks.

## Learning Strategies

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### K. GALLERY WALK

1. Post questions about learning strategies on walls with newsprint, or in different sections of a large board.
  - *How do you practice vocabulary?*
  - *How do you study spelling?*
  - *What do you do when you read?*
  - *How do you correct your writing?*
  - *How do you memorize new information?*
2. Have students walk around the room and write their responses under the questions while in informal conversation with their classmates.
3. As a class, debrief by reviewing all the responses to all the questions.
4. Have students choose a few practices they like. They can commit to trying the practices regularly with a contract.

### K. CLASS RECAP AND REFLECTION

1. Erase the class agenda.
2. **Ask:** *What did we do in class today?*

Have students reconstruct what they did in class as you write their ideas on the board.
3. Ask each student to reflect on the class today and answer the following questions (orally or in writing):
  - Ask:** *What was the most important part of today's class for you? Why?*
  - Ask:** *What do you want to practice more?*

