

Specific Positive Praise Cards

Students benefit greatly from having *clear expectations* and knowing when they are meeting those expectations. Children need to hear *specifically* what they are doing *correctly*; what behaviors are increasing their learning. Vague teacher comments, such as “good job” become meaningless and ineffective. Challenge students to work hard, set goals and show them they can be successful.

These two pages of “Positive Specific Praise” are designed to assist teachers with changing non-specific praise to *specific praise* comments to students. The sheets may be copied 2-sided (preferably on card stock) and cut into ¼ sheets, providing 2 sets of cards. Teachers can keep them close by, as needed, for ease of use during instruction. The comments are mostly generic, but teachers may choose to focus on ones that are most appropriate to the curriculum and/or the group of students. The list is by no means complete, but represents the type of specific feedback that will benefit student learning and behavior.

We encourage you to vary your praise, *make it sincere* and add your own comments. Let students know you are impressed by their hard work!

*Permission is given to reproduce the “Positive Specific Praise Cards” for classroom use.

I can see that everyone has their finger on the first sound.

_____ has her eyes on the book.

Wow, look how big and tall _____ is sitting!

Everybody answered right when I gave the signal!

Outstanding reading today – we only had 3 errors in the whole story!

Excellent reading, _____. You read the whole column of words with no errors!

Thank you for remembering to come to group quietly.

I can see that everyone has their finger on the first sound.

_____ has her eyes on the book.

Wow, look how big and tall _____ is sitting!

Everybody answered right when I gave the signal!

Outstanding reading today – we only had 3 errors in the whole story!

Excellent reading, _____. You read the whole column of words with no errors!

Thank you for remembering to come to group quietly.

Let's see if we can read all the hard new words in this column with no mistakes.

Yesterday, we had 5 errors in our story. Let's see if we can read with no more than 3 errors today.

I'm looking to see who is ready to read first today.

Show me sitting up big with your tummies to the table.

Let's try that again. I need to hear everyone reading together.

Eyes on the board. These words tricked us the first time we read the story. Let's learn them so they don't trick us this time.

Let's see if we can read all the hard new words in this column with no mistakes.

Yesterday, we had 5 errors in our story. Let's see if we can read with no more than 3 errors today.

I'm looking to see who is ready to read first today.

Show me sitting up big with your tummies to the table.

Let's try that again. I need to hear everyone reading together.

Eyes on my board. These words tricked us the first time we read the story. Let's learn them so they don't trick us this time.

Remember, you earn points for following our group rules.

Let's see if everyone can earn at least 10 points today!

If we work hard and get our lesson done early, we might have time to play the roll and read game.

_____, can you read that sentence again without any mistakes?

We're going to practice words that fooled us yesterday and see if we can get them all right today.

Keep your pencils down until it's time to write the word.

Remember, you earn points for following our group rules.

Let's see if everyone can earn at least 10 points today!

If we work hard and get our lesson done early, we might have time to play the roll and read game.

_____, can you read that sentence again without any mistakes?

We're going to practice words that fooled us yesterday and see if we can get them all right today.

Keep your pencils down until it's time to write the word.

_____, you may read next. I can see you tracking with your finger.

I hear everyone using smart reading voices.

_____ and _____ are sitting big with their tummies to the table.

Great! You said all the sounds correctly, _____.

_____, you are really working hard to keep your place today.

You didn't let me trick you. Everyone waited for my signal.

_____, _____ and _____ earn a point for being ready to read the next column of words.

_____, you may read next. I can see you tracking with your finger.

I hear everyone using smart reading voices.

_____ and _____ are sitting big with their tummies to the table.

Great! You said all the sounds correctly, _____.

_____, you are really working hard to keep your place today.

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