

Pencil Tap

Objective: To increase reading fluency for students who:

- make many reading errors which they do not independently self correct
- demonstrate the skills to correct words read in error when cued to do so

Materials: Short texts in which the student is able to self correct most errors if given a cue from the teacher to do so

- Either a highlighter you can wipe off a page protector over the passage between each reading, or 3 copies of the passage
- Pencil with eraser for tapping

Sequence:

1. **Explain:** Teacher says, “Today you are going to do some reading out loud for me. Each sentence you read without any errors, I am going to highlight. If you do make a mistake, I am going to tap my pencil. If I tap my pencil, you stop, fix your error, then go back to the beginning of the sentence to read again. Remember, stop, fix, go back. What will you do if I tap my pencil?” Student demonstrates understanding of this procedure each session.
2. **First Reading:** Student begins reading from text. Teacher quickly highlights each sentence the student reads without error as soon as the student has finished that sentence. Teacher taps pencil lightly but immediately each time the student makes a reading error. Suggestion: tap lightly with the eraser of a pencil.
3. After tapping, the teacher waits silently for 5 seconds. If the student makes the correction, praise him/her for correcting his/her own mistake. He/She goes back to the beginning of the sentence and starts reading again.
4. If the student does not self-correct the word he/she missed, use the standard correction, “That word is _____. What word?” The student repeats the word. Teacher says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.
5. **Second and Third Readings:** Follow the same format each time, repeating the same passage for a total of 3 readings.

What If I Don't See Progress?

1. Make sure pencil tap is being delivered immediately after each error
2. Does the student self correct most errors when given a cue but no additional assistance?
3. Has there been sufficient praise?
4. Are the error correction procedures being delivered correctly and consistently?

Pencil Tap Intervention Integrity Observation Checklist

Site: _____ Grade Level of Student: _____ Date: _____

Member: _____ Observer: _____

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student		
Teacher says, "Each sentence you read without any errors, I will highlight" each session		
Teacher says, "If I tap the pencil, you stop, fix your error, then go back to the beginning of the sentence. Remember, stop, fix, go back" each session.		
Teacher says, "What will you do if I tap my pencil?" & gets a correct response each session		
Reading 1: Student begins reading. Teacher quickly highlights sentences student reads without error immediately after student has read each one. Mark no if highlighting is taking too long so as to interrupt the flow of reading more than necessary.		
Teacher taps pencil immediately each time the student makes a reading error. Mark "Yes" to all remaining Reading 1 items if the student did not make any errors during this reading.		
Tap is loud enough to cue, but not so strong as to startle, or appear as a scolding.		
After tapping the pencil, the teacher waits silently for 5 seconds.		
For every error, if the student makes the correction, teacher praises him/her for correcting his/her own error and directs student to go back to the beginning of that sentence and start reading again. If the student does not self-correct the word he/she missed, teacher performs standard correction procedure.		
Reading 2: Student begins reading. Teacher quickly highlights sentences student reads without error immediately after student has read each one. Mark no if highlighting is taking too long so as to interrupt the flow of reading more than necessary.		
Teacher taps pencil immediately each time the student makes a reading error. Mark "Yes" to all remaining Reading 2 items if the student did not make any errors during this reading.		
Tap is loud enough to cue, but not so strong as to startle, or appear as a scolding		
After tapping the pencil, the teacher waits silently for 5 seconds		
For every error, if the student makes the correction, teacher praises him/her for correcting his/her own error and directs student to go back to the beginning of that sentence and start reading again. If the student does not self-correct the word he/she missed, teacher performs standard correction procedure.		
Reading 3: Student begins reading. Teacher quickly highlights sentences student reads without error immediately after student has read each one. Mark no if highlighting is taking too long so as to interrupt the flow of reading more than necessary.		
Teacher taps pencil immediately each time the student makes a reading error. Mark "Yes" to all remaining Reading 3 items if the student did not make any errors during this reading.		
Tap is loud enough to cue, but not so strong as to startle, or appear as a scolding		
After tapping the pencil, the teacher waits silently for 5 seconds		
For every error, if the student makes the correction, teacher praises him/her for correcting his/her own error and directs student to go back to the beginning of that sentence and start reading again. If the student does not self-correct the word he/she missed, teacher performs standard correction procedure.		