

## Accuracy Intervention: Pencil Tap

### *Brief Description:*

This intervention is designed to increase self-monitoring and self-correction of errors in reading among students who read with low accuracy.

### **Materials:**

Short texts at the student's instructional level (can read with at least 95% accuracy)

### **Steps in Implementing This Intervention:**

Step 1: Teacher says, "When I tap the pencil, you stop, fix your error, then go back to the beginning of the sentence. Remember, stop, fix, go back. What will you do when I tap my pencil?"

Step 2: Student begins reading from text. Teacher taps pencil immediately each time the student makes a reading error.

Step 3: After tapping the pencil, the teacher waits silently for 5 seconds. If the student makes the correction, praise him/her for good reading. He/She goes back to the beginning of the sentence and starts again.

Step 4: If the student does not know the word they missed, go to the standard correction, "That word is \_\_\_\_\_. What is the word?" The student repeats the word. Teacher says, "Yes. That word is \_\_\_\_\_." Student goes back to the beginning of the sentence to begin again.

Step 5: The student reads the same passage three times. Follow the same format each time.

\*\*\*\*If a student is not able to make most corrections without teacher assistance the passage is too hard or this is not the right intervention for this student. Consider interventions to build decoding skills in this case.

### Reference:

Jim Wright, WSPA Conference, Fall 2009