Duet Reading

Objective: To increase fluent reading particularly for students
- who often lose their spot while reading
- who just don't get to the next word quickly enough.
- who benefit from a delayed model for correct word reading

Materials: Short texts that the student can read with <u>at least</u> 95% accuracy

Sequence:

1. **First Reading** – student reads the passage aloud. Teacher provides immediate standard error corrections. ("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.)
2. **Second Reading** – Teacher and student take turns reading EVERY OTHER WORD. Teacher first this time. Teacher should read with excellent expression to avoid typewriter style output. Teacher should push the pace forward by reading each next word as soon as the student read the last word. Teacher provides standard error corrections immediately following any error. ("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.)
3. **Third Reading** – Teacher and student take turns reading EVERY OTHER WORD. Student first this time. Teacher continues to model excellent expression and to press the pace forward. Teacher provides standard error corrections immediately following any error. ("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.)
4. **Fourth Reading** – Student reads the entire passage out loud alone.

What If I Don't See Progress?

1. Does the student make no more than 5% errors on the text being utilized?
2. Have sessions been regular and frequent?
3. Has there been sufficient praise?
4. Are the error correction procedures being delivered correctly and consistently?
5. Does the student have serious decoding issues that need to be addressed?

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Intervention Integrity Checklist

Student Name: _____ Grade: _____ Date: _____

Staff Name: _____ Observer: _____

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student		
Reading 1: Student reads passage aloud and teacher provides standard error correction procedure <u>immediately</u> after each student error		
Reading 2: Teacher and student sit side beside, sharing the same passage		
Teacher and student read, alternating each word. Teacher reads first word.		
Teacher reads with excellent expression		
Teacher tracks with her/his finger under the words being read		
Teacher presses the pace forward during reading		
Teacher provides immediate error correction for each student error		
Reading 3: Teacher and student read, alternating each word. Student reads first word		
Teacher reads with excellent expression		
Teacher tracks with her/his finger under the words being read		
Teacher presses the pace forward during reading		
Teacher provides immediate error correction for each student error		
Reading 4: Student reads entire passage alone		