

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 passages (4-6 sentences) that the student can read with at least 95% accuracy

Sequence:

1. Tutor sits next to, not across from the student. Tutor and student will share one copy of the passage.
2. **Explain** – Tutor explains the duet procedure to the student at least briefly every session.
3. **First Reading** – student reads the passage aloud. Tutor provides immediate standard error corrections. (“That word is _____. What word?” The student repeats the word. Tutor says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.)
4. **Second Reading** – Tutor and student take turns reading EVERY OTHER WORD while tutor tracks with his/her finger under the words being read. Tutor first this time. Tutor should read with excellent expression to avoid typewriter style output. Tutor should push the pace forward by reading each next word as soon as the student read the last word. Tutor provides standard error corrections immediately following any error. (“That word is _____. What word?” The student repeats the word. Tutor says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.)
5. **Third Reading** – Tutor and student take turns reading EVERY OTHER WORD while tutor tracks with his/her finger under the words being read. Student first this time. Tutor continues to model excellent expression and to press the pace forward. Tutor provides standard error corrections immediately following any error. (“That word is _____. What word?” The student repeats the word. Tutor says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.)
6. **Fourth Reading** – Student reads the entire passage out loud alone.

Still use 3 second rule for word: students are - know

What If I Don't See Progress?

1. Does the student make no more than 5% errors on the text being utilized?
2. Has there been sufficient praise?
3. Are the error correction procedures being delivered correctly and consistently?

The intervention protocols and integrity observations were developed by the St. Croix River Education District, Rush City, MN. Permission for use is granted for Reading Corps tutors and coaches within the 2013-14 Reading Corps program.

Duet Reading Intervention Integrity Observation Checklist

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

Tutor: _____ Observer: _____

Observed by (check one): Reading Corps Internal Coach Reading Corps Master Coach

INTERVENTION SEQUENCE	YES	NO
Tutor provides copy of text to student.		
Tutor sits next to the student (not across from student), sharing the same passage.		
Tutor explains the duet procedure to the student at least briefly every session.		
Reading 1: Student reads passage aloud and tutor provides standard error correction procedure <u>immediately</u> after each student error. Also mark “Yes” if the student did not make any errors during this reading.		
Reading 2: Tutor and student read, alternating each word. Tutor reads first word.		
Tutor reads with excellent expression.		
Tutor tracks with her/his finger under the words being read.		
Tutor presses the pace forward during reading.		
Tutor provides immediate error correction for each student error. Also mark “Yes” if the student did not make any errors during this reading.		
Reading 3: Tutor and student read, alternating each word. Student reads first word.		
Tutor reads with excellent expression.		
Tutor tracks with her/his finger under the words being read.		
Tutor presses the pace forward during reading.		
Tutor provides immediate error correction for each student error. Also mark “Yes” if the student did not make any errors during this reading.		
Reading 4: Student reads entire passage alone.		
Tutor provides immediate error correction for each student error. Also mark “Yes” if the student did not make any errors during this reading.		
Total (maximum of 16 possible):		

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