

INTERVENTIONS FOR FLUENCY

Duet Reading

Purpose:

Provides support for tracking, a delayed model for accurate reading, and establishes a slightly faster reading pace

Description:

Student and teacher alternate words as they read the same passage together.

Materials:

1. Short texts that the student can read with at least 95% accuracy (long enough that the student will be able to almost complete the passage in 1 minute after practicing the duet procedure)
2. Stop watch

Procedure/Steps:

First Reading-Student reads the passage aloud. Teachers provide standard error corrections immediately following any error.

▪Teacher says, “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.

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 error corrections immediately following any error.

▪Teacher says, “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. Teacher counts back (me you me you me you)

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.

▪Teacher says, “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. Teacher counts back (me you me you me you)

Fourth Reading- Student reads the entire passage out loud alone. May repeat sequence with a second passage, or the next section of the same passage.

Evaluation of Effectiveness:

Compare AIMSweb Fluency data before and after the intervention.

Sources:

Jim Wright Interventions Central
www.interventioncentral.org