

Common Reason for Academic Failure: They have not spent enough time doing it
Intervention Name: **Partner Reading**

Brief Description:

A fluent reader (Partner 1) is paired with a less fluent reader (Partner 2). Partner 1 reads the material to model fluent reading. Then, Partner 2 reads the material and Partner 1 corrects any errors made. This should be conducted for about 30-35 minutes 3 times per week.

What “common problems” does this address?

Partner Reading increases fluency as well as accuracy by providing reading practice along with an error correction procedure.

Procedures

1. Order students from strongest to weakest based on their reading ability. After developing the list, divide students into two groups (A & B) so that the strongest readers are in Group A, and the weakest readers are in Group B. Create pairs of students by pairing the first student in Group A with the first student in Group B. This will create a pair with the strongest and weakest readers coupled. Continue down the list until all students have been paired.
2. Partner 1 reads the material out loud for 3 to 5 minutes (3 minutes for younger students) while Partner 2 follows along and keeps time.
3. Partner 2 then reads the same material as Partner 1 while Partner 1 follows along and keeps time.
4. In the event of a reading error (misread or skipped word, or hesitation for 4 seconds), the partner should prompt using a script. For example, they could say, “*Stop. You read that word incorrectly, try again*” in a positive manner. If the reader correctly reads the missed word, they are directed to reread the sentence. If the reader cannot pronounce the word within 4 seconds, the tutor reads it correctly. The reader is then directed to read the word, and then continues reading.
5. Reading errors such as adding a word or skipping a whole line should be addressed in a similar manner.

Critical components that must be implemented for intervention to be successful:

- Fluent readers are paired with less fluent readers.
- Fluent reader first reads aloud in order to model fluent reading.
- Less fluent reader then reads aloud.
- A predetermined error correction procedure is used.

Critical Assumptions/Problem Solving Questions to be Asked:

It assumes that the child has acquired appropriate reading skills. If the child has not acquired the appropriate reading skills, direct instruction in reading may be needed or you may look to acquisition interventions provided in this manual.

Materials:

- Stopwatch or timer.
- Reading materials for each student.

References

This intervention has a substantial literature base supporting its effectiveness with children of various ages and abilities.

Mathes, P. G., Fuchs, D., Fuchs, L. S., Henley, A. M., & Sanders, A. (1994). Increasing strategic reading practice with Peabody Classwide Peer Tutoring. *Learning Disabilities Research and Practice*, 9, 44-48.

Rathvon, N. (2008). Partner reading. *Effective School Interventions (2nd Ed.): Evidence-Based Strategies for Improving Student Outcomes*. (p. 198-200). New York: Guilford Press.

Vaughn, S., Chard, D. J., Bryant, D. P., Coleman, M., Tyler, B., Linan-Thompson, S., et al. (2000). Fluency and comprehension interventions for third-grade students. *Remedial and Special Education*, 21, 325-335.