

## Echo Reading

Echo reading is a rereading strategy designed to help our earliest readers develop expressive, fluent reading. It is for students reading at an A-D level (approximately). It is done with one student at a time. This student sits beside you. Echo Reading encourages children to begin to understand that what is written on the page matches the words that are produced orally. In echo reading, the teacher reads a short segment of text (sentence or phrase) modeling skills to become a successful reader by using voice inflection, appropriate rate of reading, and by paying attention to punctuation marks while reading. The student echoes back the same sentence or phrase while following along in the text. When students are reading with some degree of fluency, you may choose to alternate taking the lead in echo reading.

**Echo reading helps students to recognize new words and read at a pace that is better for reading comprehension. If students read too slow or too fast, they will most likely have trouble comprehending what they are reading.**

1. Begin the session by inviting the child to read 1 book that the he/she has read previously.
2. Together, choose a second book about something that interests the child. Give a quick synopsis of the book as the student looks through them. (The books presented should be from the same set books used for echo reading and independent reading in their classroom; each session should include a text the student has already read with the teacher)
3. Read the title while pointing to the words as you read.
4. Have the child read the title while pointing to the words.
5. Have the child take responsibility for turning to the pages. Read the first line (or a couple of lines depending on what you feel works best) while pointing to the words and modeling good expression and fluency. When you are finished, have the child read (echo) what you just read. If the student struggles with a word/phrase immediately support them by very quietly giving them the word.

Repeat step five until the story is completed.

- After reading you may choose from a few options: to revisit a few key words/phrases the student struggled with and support them in decoding after the reading; to engage in a short conversation that promotes deeper comprehension (i.e. inferring). Focus should always be on meaning first.

ALWAYS MAKE THIS A POSITIVE EXPERIENCE FOR A STUDENT.

**Do Not let the student struggle with words, support them immediately to develop fluency.**