

Date: _____

Echo Reading

PLAN

Component: Fluency

Instructional Activity: Echo Reading

Materials Needed: teacher and student copies of text



Approximate Time:
5 minutes

- Individual
- Small Group
- Large Group

OBJECTIVE

State the objective(s):

We are going to start reading (insert title of text) together. Today I am going to read a sentence and then you are going to read that same sentence. This is called echo reading because you are echoing or saying exactly what I say. The purpose is to work towards readers being able to read the words correctly and at an appropriate rate while using proper intonation, phrasing, and expression.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary: *Set up the tools needed to succeed.*

There are three areas to focus on when working on increasing your fluency. We want to remember to read at a speed that feels comfortable for ourselves and our listeners, maintain accuracy with each word, as well as pay careful attention to punctuation and clues within the text to assist us with reading expression. Remember when we are reading, your eyes stay on the text.

Teacher Tip: If students need guided instruction on how to read using different punctuation marks, provide a minilesson on the punctuation included in the text and how each should affect expression while reading.

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I DO IT!

I do it! – Demonstrate: *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Watch and listen as I read the first sentence. Pay attention to the speed and expression I use as I read. I am going to pay close attention to the punctuation in the text to determine the appropriate expression throughout reading.

Teacher reads the text.

After reading reflect with the students:

- **What did you notice about how I read (insert text title)?**
- **Did I read at a speed that allowed you to understand what I was reading and keep you engaged?**
- **Did I use appropriate expression?**

*Teacher Tip: If students need guided instruction on using punctuation to read with expression, select sentences or phrases from the aligned text to review. Point out the punctuation in the sentence stating: **I notice this sentence ends with a ____, how should I read this sentence**” read the sentence or phrase using varying expression. Review the correct expression based on the punctuation used.*

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We do it! - Provide guided practice: *Provide opportunities for students to practice as a group with teacher scaffolding. Provide immediate and specific feedback.*

Let's try it together. This time I will read the sentence and you will read the same sentence exactly as I did. Pay close attention to the punctuation and read at a rate that is comfortable and easy to understand. Remember you are reading the text, not memorizing it, so I should see your eyes on the text while reading.

Teacher reads a sentence and the students echo until the next stopping point or end of the text.



WE DO IT!

If students need support with:	Then try this:
Reading the text with expression	Select sentences or phrases from the text to discuss the punctuation and phrasing. Read the selection in different ways to enable students to hear how the text is intended to be read.
Self-correcting while reading	Model making a mistake on a word. Point out the mistake by saying “When I read _____, I said _____ and that didn’t make sense. I’m going to reread that sentence to see if I read the word wrong” Reread the sentence and make the correction.
Decoding words	After reading the text, display the word for all students to see. Use the Reading Small Words, Reading Big Words or Reading Big Words with Affixes strategy to decode the word. Then, go back to the sentence and have students read it again.

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YOU DO IT!

You do it! - Provide independent practice: *Provide individual students with multiple opportunities to practice independently, provide feedback as needed.*

Now it is your turn! You will get with an assigned partner and echo read the text. Partner 1 will read first, while Partner 2 echo reads and then you will switch at the next stopping point.

Student practice echo reading with a partner.

Teacher Tip: For students who still need extra support, pull these students together and practice choral reading with the teacher again.



ASSESS

Assess students (formally or informally): *Determine the level of mastery for the stated objective.*

Observe the student as they read, scaffold, or correct all errors, and provide specific feedback. Determine if an informal rate, accuracy, or prosody assessment is appropriate for the individual student.

ENRICH/EXTEND

Enrichment/Extension: *Provide enrichment and extension activities for students who need less support.*

For students who demonstrate ease with reading the selected text, check for accurate comprehension of the text using a graphic organizer, discussion of the text, or comprehension questions.

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SCAFFOLD

Additional Scaffold: *Provide scaffolded opportunities for students who need more support.*

For students experiencing difficulty with echo reading, consider providing explicit instruction of the spelling patterns used with the text. Provide the student with opportunities to encode and decode words within the text as well as words not within the text that follow the same spelling pattern.

Consider adapting the text depending on the needs of the students. If students are having trouble echo reading, shorten the amount of text that is being read or choose a text that is more readable for the students.

Teacher Tip: If a student is having continued difficulty with fluency, consider assessing the students' decoding as this could be an indicator of a need for intensified decoding instruction.