

## Module 17: Echo Reading

### Fluency (Accuracy, Rate and Prosody)

#### Procedure

- The teacher selects a short text at the student’s instructional level to be read aloud.
- The teacher explains the elements of fluency the student needs to work on and how better fluency will help reading comprehension. The teacher explains how to do echo reading.
- Each sentence in a paragraph is read by the teacher and echoed by the learner.
- The teacher reads the entire paragraph aloud and the student then echoes the entire paragraph.
- The teacher then moves to the next paragraph and continues the same process.

#### Monitoring progress

- The teacher listens for progress when the student reads the entire paragraph. The teacher can also ask the student to read the entire passage.
- The teacher can ask the student to perform an unpracticed reading of a passage at the same instructional level to determine if the student is ready to move to a more difficult level of text.

#### Tips

- Echo reading is helpful for students who need higher levels of support because of the frequent modeling.
- Echo reading is done with individual students or very small groups of students. The teacher needs to be able to hear each student reading.
- If students have trouble echoing longer sentences the teacher can break them into shorter segments.
- Shorter more frequent lessons are better. (10 - 15 minutes)
- Students can review older passages they have mastered.