Echo Reading

Description: Echo reading is a form of modeling oral reading where the teacher reads a line of a story and the student echoes her model by reading the same line, imitating her intonation and phrasing.

Text: Any text that is well written.

Focus of Instruction:

1. Processing focus : print
2. Instructional phase: during reading
3. Response mode emphasized: oral
4. Strategy emphasized: prediction
5. Skill emphasized: fluency
6. Source of information: reader based
7. Type of instruction: implicit
8. Type of cognitive processing: successive

Procedure:

1. The teacher selects a text around 200 words long that is near frustration level reading. This can be done along w/ Language Arts Specialist.
2. The teacher reads the first line of the text, accentuating appropriate phrasing and intonation.
3. Immediately, the student reads the same line, modeling the teacher's example.
4. The teacher and the student read in echo fashion for the entire passage, increasing the amount of text when the student can imitate the model.

Modification:

1. Echo reading is an effective intervention when using repeated readings. After the first reading, the teacher and students can echo read those sentences where there were a string of miscues or errors.
2. Echo reading can also be used in conjunction with chunking so the student can hear the way the teacher chunks language into thoughts.

Learner Patterns That Produce a High Success Rate:

1. The passive and successive reader who has become word-bound and lost the flow of language. This technique allows him to hear fluent oral reading and immediately imitate the model.
2. The simultaneous learner who has become extremely word-bound by an overemphasis in decoding. Echo reading shows him how to use sentence meaning as well as model to increase oral reading fluency.
3. An extremely slow reader who needs to hear language read fluently. The teacher reads each sentence rapidly and in thought units so this reader can read fluently w/out intonation.
4. A learner who refuses to follow the teacher when using the impress method or simultaneous reading. Echo reading provides a clear model for this student to follow.

Further Diagnostic Applications:

Patterns of Strengths and Strategies: Echo reading is most appropriate for the students who needs the teacher to model fluent oral reading and needs to repeat that model immediately in order to remember how the text sounded. .

Using the Technique as a Diagnostic Teaching Lesson: For the direct reading-thinking activity to be effective, a majority of the following statements must be answered in the affirmative.

Yes No

1. The student imitates the model of the teacher.
2. The student follows the line of print as he reads the text..