

Echo Reading

Echo reading refers to when a teacher, adult, or peer reads a poem, text, or song lyric aloud. Then, a student or group of readers repeats, or echoes, the model reader with the aim of sounding just like them. Less fluent readers can read more quietly than other students until their confidence builds. Reading with others is an effective fluency strategy, especially when the teacher and some students are fluent models (Rasinski, 2010; Rasinski, Reutzel, Chard, & Linan-Thompson, 2011).

Echo reading is an easy-to-implement and effective strategy. Poetry and songs work especially well. With upper-grade students, using a brief, important piece of text helps them become familiar with academic vocabulary and elicits schema and background knowledge.

Strategy: Echo Reading

Pillar: Fluency

Grade Level:

- ☒ K
- ☒ 1
- ☒ 2
- ☒ 3
- ☒ 4
- ☒ 5
- ☒ 6

Instructional Grouping:

- ☒ Whole Group
- ☒ Small Group
- ☒ Individual

Consider This:

- Provide a brief introduction to the piece you are reading.
- Return from time to time to previously selected texts so that less-fluent readers can build their confidence.
- Devote about five to ten minutes, depending on the length of text, to echo reading.

What is it? *Echo reading* is when a reader or group of readers repeats, or echoes, the model reader (or group of readers) with the aim of sounding just like them. It is a strategy that supports students as they develop fluency by providing a fluent model of accurate and expressive reading that students can mimic.

Why is it important? The goal is for all students to become fluent readers. Echo reading provides modeling and support as students build their oral reading skills.

What works in the classroom?

Preparation: Select a poem, brief text, or historical piece that would be appropriate for echo reading. Mark the lines (A, B, and so on) so that students can easily follow along and echo the reader or readers. If you want them to practice with a partner, have copies for each student.

Simple Steps

1. **Read:** Read the entire text aloud, modeling expressive reading and appropriate rate while students follow along.
2. **Return and reread:** Return and reread one sentence, phrase, or line of the text aloud.
3. **Student echo:** Have the students echo the sentence just read. Provide feedback.
4. **Repeat steps:** Continue until you've completed the text or poem.

Variations

- **Students serve as leaders:** From time to time, have a student be the leader for a day. Provide the text a day or so before, which allows students time to practice. Provide opportunity for discussion before the whole group echo reads.
- **Divide students into groups:** After practice, divide students into two groups, such as the front and back of the room, boys and girls, and so on. Have one group serve as the model readers and the other group echo their reading.
- **Vary group size:** Echo reading can also take place during small-group instruction or when working with individual students.

References

- Rasinski, T. (2010). *The fluent reader: Oral and silent reading strategies for building fluency, word recognition and comprehension* (2nd ed.). Scholastic.
- Rasinski, T., Reutzel, D. R., Chard, D., & Linan-Thompson, S. (2011). Reading fluency. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. Afflerbach (Eds.), *Handbook of reading research* (Vol. 4, pp. 286–319). Routledge.