

Echo Reading

Overview: Echo Reading is a strategy to use during guided reading where the teacher or other trained adult reads a line in a text and the child reads it back matching the adult's emphasis and fluency.

Procedure:

Using a book from Tarheel Reader (<http://tarheelreader.org>) or another book that has been read with the students prior to this activity, the teacher and students read the book together. The teacher reads aloud a line of text and the students read it back matching the adult's emphasis and fluency.

ASOL Covered in this Activity:

3E-RW 5a: The student will recognize 10 or more written words.

Extension idea: Create a power point book with simple text using environmental print pictures to use for the echo reading activity.

3E-RW 5b: The student will apply letter-sound skills in decoding consonant sounds of familiar one-syllable words. In context, demonstrate basic knowledge of letter-sound correspondences.

Extension idea: Create a classroom word wall with select words containing consonant-vowel patterns for students to reference, echo read the word wall on a daily basis.

3E-RW 5c: The student will recognize 40 or more written words.

Extension idea: Have multiple texts available in classroom library and pair students to do echo reading during independent reading time.

3E-RW 5d: The student will read text comprised of familiar words to support comprehension. Read familiar text with purpose and understanding.

Extension idea: Use echo reading as a cumulating activity after the text has been read repeated times for multiple purposes.

3E-CF 1c: The student will independently engage in exploring a book or navigating pages in a multimedia book.

Extension idea: Print multiple copies of the text so students can independently explore book during echo reading.

3E-CF 2b: The student will identify rhyming words or repeated phrases in a familiar story, poem, or song.

Extension idea: Print familiar song lyrics or sports cheers for students to echo during reading.

4E-RW 1a: The student will apply letter-sound knowledge by using first letter plus context to identify unfamiliar words.

Extension idea: Take pictures of a familiar activity and create a story using cues from the picture to create the text. Use this text for echo reading.

4E-RW 1b: The student will decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes).

Extension idea: Have the students create a poem following a rhyming pattern. Print the poems into booklets with illustrations and have each student read their poem and peers echo.

5E-RW 1b: The student will apply phonics and word analysis skills in decoding words by decoding two-syllable words.

Extension idea: Have a word wall in your classroom containing two-syllable words. Use the word wall to assist student in applying decoding strategies for unfamiliar words. Echo read the word wall using inflection of two syllable words.

5E-RW 1c: The student will read more than 20 common high-frequency words.

Extension idea: Provide ample text in classroom library that is slightly below students reading level to support independent self-selected reading. Pair students with peers for echo reading activity.

5E-CF 1c: The student will read fictional text comprised of familiar words with accuracy and understanding.

Extension idea: Link this ASOL with HS-H9: “The student will study the early West African empire of Mali by describing its oral tradition (storytelling)”. Create text that supports the storytelling tradition using picture books, Power Point books, or other text. Use these texts during echo reading.

6E-RW 1b: The student will use context clues to determine the meaning of vocabulary words drawn from reading and other content areas.

Extension idea: Take pictures of a familiar activity and create a story using cues from the picture to create the text for echo reading.

7E-RW 1b: The student will determine the meaning of words and phrases.

Extension idea: Use wordless picture books and create your own text using a label maker to adhere the text. Use this text for echo reading.

7E-RW 1c: The student will use context clues to determine the meaning of vocabulary words drawn from reading and other content areas.

Extension idea: Take pictures of a familiar activity and create a story using cues from the picture to create the text for echo reading.

7E-RW 1d: The student will seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials.

Extension idea: Create a classroom dictionary using visual supports. Use echo reading to review the dictionary.

8E-RW 1b: The student will demonstrate knowledge of new vocabulary drawn from reading and other content areas;

Extension idea: Have students add to classroom dictionary new words learned each week. Use echo reading to review new words.

8E-RW 1e: The student will acquire and use content words and phrases.

Extension idea: Select multiple texts on a content topic to read during echo reading so that students will be exposed to content words and phrases.

HSE-RW 2c: The student will acquire and use content words and phrases.

Extension idea: Select multiple texts on a content topic to echo read so that students will be exposed to content words and phrases.

HSE-RW 3a: The student will determine how words or phrases with multiple meanings have an impact on meaning or tone of a text.

Extension idea: Echo read a book with illustrations containing idioms.

Materials Needed:

Book in print

Computer

Book scanned in electronic format

Recording device/microphone

Headphones/MP3 player (optional)

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

Ask typical peers to record read and record stories to add to the classroom library. Save files in MP3 format and install on a MP3 player for portability. The student can listen to the story with headphones as she follows along in the printed book.

Functional Activity/Routine:

Create familiar stories using pictures from field trips or school events and inserting the photos and text into PowerPoint® and have a peer record his voice.

Strategies to Collect Evidence:

Video or audio record student involved in activity.

Use anecdotal record to capture the students level of involvement in the activity related to the targeted ASOL.

Specific Options for Differentiating this Activity:

The teacher can scan the book and insert the images into a PowerPoint® presentation and then record her voice reading the story. The student can then listen to each page of the story at her own pace, as needed. Considering sending the book home for the student to read with parents.

For students who do not speak, remind them to read the story back in their head with emphasis and fluency. Good readers don't read aloud, rather they read in their head. Instructional follow-up activities will determine how well these students were reading with understanding. Program a Step by Step Communicator® or AnyBook Reader® with text from each corresponding page. Have the students echo read each page during independent reading time.