

Reading Formats

Echo reading: is a reading strategy designed to help students develop expressive, fluent reading. In echo reading, the tutor reads a short segment of text (sentence or phrase), and the student echoes back the same sentence or phrase while following along in the text. Younger children should be encouraged to point to the text as the tutor reads. When students are reading with some degree of fluency, you may choose to alternate taking the lead in echo reading.

When you are echo reading with a student or group of students, your support ensures that students are successful with manageable segments of text. You are also providing a model for fluent, expressive reading. Over time, you will probably vary the amount of support that you provide as the student gradually takes on more responsibility for reading text independently.

Student-adult reading: the student reads one-on-one with an adult. The adult reads the text first, providing the students with a model of fluent reading. Then the student reads the same passage to the adult with the adult providing assistance and encouragement. The student rereads the passage until the reading is quite fluent. This should take approximately three to four re-readings.

Choral reading: or unison reading, students read along with you. Of course, to do so, students must be able to see the same text that you are reading. They might follow along as you read from a big book, or they might read from their own copy of the book you are reading. For choral reading, choose a book that is not too long and that you think is at the independent reading level of the student. Patterned or predictable books are particularly useful for choral reading, because their repetitious style invites students to join in. Begin by reading the book aloud as you model fluent reading.

Then reread the book and invite students to join in as they recognize the words you are reading. Continue rereading the book, encouraging students to read along as they are able. Students should read the book with you three to five times total (though not necessarily on the same day). At this time, students should be able to read the text independently.

Partner reading: is useful when tutoring more than one student at a time. In partner reading, paired students take turns reading aloud to each other. For partner reading, more fluent readers can be paired with less fluent readers. The stronger reader reads a paragraph or page first, providing a model of fluent reading. Then the less fluent reader reads the same text aloud. The stronger student gives help with word recognition and provides feedback and encouragement to the less fluent partner. The less fluent partner rereads the passage until he or she can read it independently. Partner reading need not be done with a more and less fluent reader. In another form of partner reading, children who read at the same level are paired to reread a story that they have received instruction on during a tutor-guided part of the lesson. Two readers of equal ability can practice rereading after hearing the tutor read the passage.