



**Reading Fluency: Echo Reading.** In this strategy to boost student reading fluency, the teacher selects a text at the student's instructional level.

The teacher reads aloud a short section (e.g., one-two sentences at a time) while the student follows along silently. The student then reads the same short section aloud--and the read-aloud activity continues, alternating between teacher and student, until the passage has been completed.

Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the reading activity.

Ellis, W. A. (2009). *The impact of C-PEP (choral reading, partner reading, echo reading, and performance of text) on third grade fluency and comprehension development*. Unpublished doctoral dissertation, University of Memphis.

Homan, S. P., Klesius, J. P., & Hite, C. (1993). Effects of repeated readings and nonrepetitive strategies on students' fluency and comprehension. *Journal of Educational Research, 87*(2), 94-99.