

**Day One: Teacher reads aloud and previews the selection**

- Students look at text and preview it and then follow along as teacher models fluent reading, paying close attention to rate, accuracy, prosody and self-correcting

**Day Two: Teacher-assisted choral reading**

- Teacher “chunks” the text for students and is the Lead Reader while students read along in a more-than-whisper, less-than-Lead-Reader voice.
- When students make mistakes, teacher stops to make error corrections and model how to self-correct. Teacher should facilitate 1 paragraph at a time, focusing on prosodic reading

**Day Three: Teacher-assisted echo reading**

- Teacher “chunks” the text for students and reads a sentence or two and then has students read chorally mimicking the teacher’s tone, speed, accuracy, etc.
- When students make mistakes, teacher stops to make error corrections and model how to self-correct. Teacher should facilitate 1 paragraph at a time, focusing on prosodic reading

**Day Four: Peer-assisted Partner Reading**

- Teacher sets up partner reading prior to its usage by doing the following:
- Teaching how to listen and follow along
- Teaching how to correct errors appropriately (saying the wrong word, getting stuck on a word for more than 4-seconds, skipping a word, adding an extra word)
- Teaching how to talk in a low voice
- Teaching how to cooperate during a disagreement

**Day Five: Writing in response to reading**

- Quick-write in relation to the topic – model for students how to summarize, retell, etc. – tie in the reading strategy that they are learning.