

This document provides a summary of Recommendation 4 from the WWC practice guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*. Full reference is on the last page.

**CONTENT** Reading

**GRADE LEVEL(S)** K-3

**LEVEL OF EVIDENCE** Moderate

## Recommendation

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Reading connected text—that is, multiple sentences related to each other—requires greater skill than reading isolated words. To read and understand connected text, students must quickly recognize words, integrate what they are reading with their background knowledge, and monitor their comprehension. Daily practice with reading connected text helps students increase their accuracy, fluency, and comprehension.

## How to carry out the recommendation

1. As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.

## Instructional strategies from the examples

- Have students partner with a more fluent reader to provide feedback, support, and modeling.
- Remind student to apply decoding skills.
- Scaffold and provide prompts to support students in developing reading skills.

## South Carolina standards alignment

**ELA:** K-2.RL.LCS.10, K-2.RI.LCS.9

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

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**TEACHER:** INST.MS.3, INST.PIC.3, INST.AF.1, INST.AF.2, INST.AF.3, INST.AF.4, INST.AF.5

Plan activities for students to work with a more proficient reader, such as a teacher, parent, or another student. These partners provide feedback and support and model effective word-reading strategies. Activities can be done one-on-one or in small groups, using instructional-level text, which includes sound-spelling patterns that students have recently learned. Help students when they encounter difficult words by reminding them to apply their decoding and word recognition skills (e.g., looking for parts of words they know, such as familiar sound-spelling patterns or common suffixes or prefixes, sounding out words, checking their pronunciation). Providing riddles (e.g., asking “Where do you sleep?” for a student who is struggling with reading the word *bed*) or encouraging students to guess words or sound-spelling patterns is not advised; rather, scaffolding students and providing prompts will better support students in building reading skills.

## 2. Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.

### Instructional strategies from the examples

- Demonstrate how letters appear in multiple words.
- Use word cards to demonstrate spelling patterns.
- Use spelling patterns to practice spelling words.

### South Carolina standards alignment

**ELA:** K-2.RL.P.4, K-2.RI.P.4, K-2.RL.LCS.10, K-2.RI.MCS.5

**TEACHER:** INST.MS.3, INST.PIC.2, INST.PIC.3, INST.TCK.1, INST.TCK.2

Competent readers are able to recognize when text does not make sense, if a word is misread, or if a mistake has been made. To build this skill, model self-monitoring and self-correction strategies and help students use them. The “Fix It” game can be used to teach these strategies. When students misread words, prompt them to consider if what they read makes sense rather than just providing the correct word.

### The “Fix It” Game

**Steps:**

1. The teacher introduces the task by explaining that sometimes we make mistakes when we read, and the mistakes make the sentences sound silly because the words don’t make sense. When a sentence or passage makes sense, it sounds right; it doesn’t sound silly or mixed-up.
2. The teacher reads a list of sentences; some contain a word that does not make sense, while other sentences do make sense.
3. Students must say whether or not each sentence makes sense or sounds right. If it doesn’t, students must explain why not.
4. If a sentence does not make sense, students must “fix it.”

**Example:**

*Teacher:* “The bus stepped at the corner.” Does that make sense?  
*Student(s):* No.  
*Teacher:* Why not?  
*Student(s):* A bus can’t step.  
*Teacher:* Fix it!  
*Student(s):* “The bus stopped at the corner.”  
*Teacher:* Right! That makes sense! Remember that when you read, it has to make sense. If it doesn’t, you have to go back and fix it!

3. Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

### Instructional strategies from the examples

- Model fluent reading at a natural pace.
- Teach students how to read punctuation marks.
- Provide feedback on reading with expression.
- Use activities that ask students to use or talk about academic vocabulary.
- Practice challenging new words prior to reading text.
- Ask comprehension questions after reading text.

### South Carolina standards alignment

**ELA:** K-2.RL.P.4, K-2.RI.P.4

**TEACHER:** INST.MS.3, INST.PS.1

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Modeling reading fluency helps students understand how to read text. Be sure to model reading with expression at a natural pace and teach students about punctuation marks and how to read them to support reading fluency. Provide feedback to students, as they practice reading, on how to read with expression. To get started, consider using familiar texts to model reading with expression fluently. Begin reading at a slower pace for students and then encourage students to read along. Help students succeed during practice by practicing challenging new words with them before they read the text and asking them comprehension questions after they have read the text.

### Reading fluency activities

- **Individual oral reading** – This activity can happen with a teacher, parent, or another student who can provide feedback. Students can also record themselves reading so a teacher can provide feedback later.
- **Partner reading** – This activity should be between two students.
- **Choral reading** – This activity should be done in small groups, with a teacher ensuring that all students are participating.
- **Echo reading** – In this activity, a teacher reads a text aloud and then a student reads the same section aloud.
- **Alternated reading** – This activity should include at least two readers (beginner and more advanced) taking turns reading through a text.
- **Simultaneous reading** – This activity will have a teacher and student read a text aloud at the same time.
- **Individual oral reading with a computerized reading device** – This activity has students read along with computerized reading devices.
- **Repeated reading** – This activity encourages students to read the same text multiple times for mastery and builds word recognition.
- **Wide reading** – This activity encourages students to read many different texts to support a more diverse vocabulary and knowledge of the world.

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## Potential roadblocks and how to address them

Roadblock	Suggested Approach
<i>It is a challenge to identify texts that are accessible for all students.</i>	Monitor student progress with available assigned texts to determine students' reading ability. Then assign students appropriate texts based on their reading ability; this may mean students are using different texts than other students for a given activity. Use different levels of text for different purposes. For example, easier texts can be used for independent fluency practice, while more challenging texts can be used with one-on-one teacher support for practicing word decoding skills.
<i>Beginning readers may rely on illustrations to identify words instead of practicing their word-identification strategies are able to identify letter-sounds.</i>	Encourage students to blend sounds smoothly, connecting all the sounds without stopping. Sometimes students encounter difficulty with this when they emphasize the schwa sound (e.g., they pronounce b as buh). This interferes with the smooth blending of sounds. Work with students to minimize the schwa sound. When teaching students to blend and sound out, encourage students to be flexible with their vowel pronunciation; this may help students improve their ability to pronounce words they can recognize. To avoid this challenge, provide beginning readers with decodable text that uses high-frequency words. When encouraging students to read more difficult text, model sounding out words, which will demonstrate a strategy that students can use in the future.
<i>With limited time, it is difficult for teachers to provide each student with individualized feedback.</i>	Teachers can consider establishing routines for small-group and independent reading activities. Once students have learned the routines, teachers can provide individualized instruction and feedback to each student during these times.

*Reference: Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., . . . Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>*