

Ensure That Each Student Reads Connected Text Every Day to Support Reading Accuracy, Fluency, and Comprehension

Purpose

This document provides educators with information about a high-leverage, evidence-based practice recommended in the What Works Clearinghouse (WWC) practice guide, [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#).¹

Introduction

Ensuring that each student reads connected text (multiple related sentences) every day to support reading accuracy, fluency, and comprehension is an evidence-based practice to help educators increase student achievement in critical foundational skills for early readers. Page 32 of the practice guide states:

The National Reading Panel (NRP) found compelling evidence that instruction to increase reading fluency is critical to both reading comprehension and future reading success and ease. The new research examined for this guide confirms those earlier conclusions. Having students read connected text daily, both with and without constructive feedback, facilitates the development of reading accuracy, fluency, and comprehension and should begin as soon as students can identify a few words. Students should interact with a variety of connected texts, including texts of varied levels, diverse genres, and wide-ranging content.

For more information about this practice guide, see the [AOE's Annotated Guide](#), as well as [Resources for Educators](#) on the WWC (including videos and instructional rubrics).

ESSA Level of Evidence

ESSA levels of evidence are the result of a synthesis of current evidence-based research. Below is the level of evidence for this recommendation:

- **Tier 2 – Moderate Evidence**

¹ [What Works Clearinghouse/IES Practice Guides](#) provide recommendations for educators of evidence-based practices to improve student outcomes. WWC/IES Practice Guides were developed by a panel of literacy experts based on reviews of research, practitioner experiences, and expert opinions.

Contact Information:

If you have questions about this document or would like additional information, please contact: Emily Leute, Student Pathways Division, at emily.leute@vermont.gov.

See the [full practice guide](#) for more information about specific studies and the [summary guide](#) for a high-level overview of the evidence for this recommendation. For more information about levels of evidence, see the REL document [ESSA Tiers of Evidence: What You Need to Know](#).

How to Carry Out the Recommendation

Listed below are ways to [ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension](#). See the pages of the guide referenced next to each instructional practice to find more specific implementation strategies.

- As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification (33-34).
- Teach students to self-monitor their understanding of the text and to self-correct word-reading errors (34-35).
- Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression (35-37).

Connections to Literacy Essential Practices

[Literacy Essentials](#) provide evidence- and research-based approaches educators can use to support early literacy. This resource was introduced to Vermont through work done with [Dr. Nell Duke](#) and includes classroom practices teachers can use daily to implement the recommendations in the WWC practice guides. See the page number referenced next to each Essential Practice to find more specific implementation strategies.

[Literacy Essential Practices for Prekindergarten](#)

- **Essential Practice #1:** Intentional use of literacy artifacts in dramatic play and throughout the learning environment (3)
- **Essential Practice #2:** Read aloud with reference to print (3)
- **Essential Practice #3:** Interactive read-alouds with a comprehension and vocabulary focus (4)
- **Essential Practice #8:** Provision of abundant reading, listening, and viewing material in the classroom (6)
- **Essential Practice #9:** Ongoing observation and other forms of assessment of children’s language and literacy development that informs their education (7)
- **Essential Practice #10:** Collaboration with families, caregivers, and the community in promoting literacy (7)

Literacy Essential Practices for Grades K-3

- **Essential Practice #1:** Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons (3)
- **Essential Practice #2:** Read-alouds of age-appropriate books and other materials, print or digital, including culturally relevant texts (3)
- **Essential Practice #7:** Intentional and ambitious efforts to build vocabulary and knowledge, including content and other cultural knowledge, throughout the day (6)
- **Essential Practice #8:** Abundant reading material in classroom and school libraries and reading opportunities in the classroom (7)
- **Essential Practice #9:** Ongoing observation and other forms of assessment of children’s language and literacy development that informs their education (7)
- **Essential Practice #10:** Collaboration with families, caregivers, and the community in promoting literacy (8)