

This document provides a summary of Recommendation 4 from the REL Southeast guide *A Kindergarten Teacher’s Guide to Supporting Family Involvement in Foundational Reading Skills*, a companion to the WWC practice guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*. Full reference at the bottom of this page.



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.

The companion guide on which this summary document is based assists teachers in informing and supporting families to help children read connected text to increase their accuracy, fluency, and comprehension.

Supporting Family Engagement

How to carry out the recommendation

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

Potential roadblocks

1. Families don’t attend family literacy nights or parent–teacher conferences.
2. Families might not feel comfortable attending a school function.
3. Families lack time to engage in the activities with their children.
4. Families may not have internet access or may have a hard time accessing the internet.

Reference: Kosanovich, M., Lee, L. & Foorman, B. (2020). *A kindergarten teacher’s guide to supporting family involvement in foundational reading skills* (REL 2020-016). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=5674>

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

Teacher Scaffolds for steps in *How to carry out the recommendation*

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

Teachers can explain two very important ways that families can support this step. The first way is to model reading aloud with accuracy, fluency, and expression. Reading aloud should be a daily, fun activity. The second way is to encourage children by supporting them when they read aloud. Teachers can model how to provide both encouragement and feedback on children's oral reading.

Videos to support Step 1

Video Title (Book Title in Parentheses)	Link
4.1 When I Read to You (<i>Bear Snores On</i>)	https://youtu.be/i12X8A5giF0
4.1 When I Read to You (<i>Book!</i>)	https://youtu.be/4lkFh9y0C1U
4.1 When You Read to Me (<i>Cat Traps</i>)	https://youtu.be/LL0uJqW_jwY
4.1 When You Read to Me (<i>This Is a Peach</i>)	https://youtu.be/pxrcdffJCyw

Note: Adapted from pages K|4|4–K|4|5 of the guide referenced on the first page of this document.

Printable family resources to accompany Step 1 are available on page K|4|6 of the guide referenced on the first page of this document.

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

As children become more experienced readers, they learn to recognize when they misread words as what they have read doesn't make sense. Helping children develop this ability to self-monitor is important in building reading skill. A teacher can demonstrate to families how to think aloud by making a decoding mistake while reading and then saying, "Hmm, that doesn't sound right. Let me try again." Or, if a child makes the error, the teacher can model a parent or caregiver saying, "Does that fit in the story?" For example, if a child misreads *boat* as *bat* in the sentence "They go on a boat on the sea," the parent or caregiver can ask "Do people ride on bats in the water?" to encourage the child to go back and self-correct.

Video to support Step 2

Video Title (Book Title in Parentheses)	Link
4.2 Does That Make Sense? (<i>Just Grandma and Me</i>)	https://youtu.be/bW7nalwle9U

Note: Adapted from page K|4|9 of the guide referenced on the first page of this document.

Printable family resources to accompany Step 2 are available on page K|4|10 of the guide referenced on the first page of this document.

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

When children practice oral reading, it is important that a more skilled reader listen and provide support. A goal is for children to read orally at a pace similar to their pace when talking, with similar expression. In oral reading, this ability means developing a correct

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understanding of the punctuation in the text (for example, commas, periods, question marks). Teachers can explain to families how to echo-read or read together. In echo-reading, a parent or caregiver reads first and then the child reads the same part again, pointing at each word. In reading together, the parent or caregiver and child slowly read each word together.

Videos to support Step 3

Video Title (Book Title in Parentheses)	Link
4.3 Echo-Reading (<i>Little Blue Truck</i>)	https://youtu.be/vt1Twhs8KiA
4.3 Reading Together (<i>Buzz Said the Bee</i>)	https://youtu.be/KCFFqKA85tE

Note: Adapted from page K|4|12 of the guide referenced on the first page of this document.

Printable family resources to accompany Step 3 are available on page K|4|13 of the guide referenced on the first page of this document.

Additionally, sample text messages with tips teachers can send to support family engagement in this recommendation are available in Appendix 4 on page K|4|14.

After selecting appropriate family resources to support this recommendation, please see page K|i|7 of the guide referenced on the first page of this document for overall guidance to help maximize the effectiveness in supporting families.

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Common Challenges and Approaches to Overcome Them

Common Challenge	Approaches to Overcome Challenge
<i>Families don't attend family literacy nights or parent-teacher conferences.</i>	Work with your school to provide support (for example, refreshments, childcare) at the event. Be sure to offer a range of time options (for example, before school, during the day, in the evening) for parent-teacher conferences.
<i>Families might not feel comfortable attending a school function.</i>	Communicate in advance what to expect at the event. Be welcoming when families arrive in your classroom, and provide an orientation to the layout and function of the room. Have refreshments available. Involve community entities that might have rapport with your families.
<i>Families lack time to engage in the activities with their children.</i>	Send home all the materials needed for any suggested activity, including copies of any books. Let families know that there are many possible times for the activities, such as weekends or during meal preparation. Also let them know that it is okay if an older sibling or other relative engages in activities with the child.
<i>Families may not have internet access or may have a hard time accessing the internet.</i>	Videos can be shared at school events (for example, parent-teacher conferences or family literacy nights). Show families how to find and view the videos, if possible, on a computer, tablet, or smartphone, or even via the school or public library.

Note: Adapted from page K/i/8 of the guide referenced on the first page of this document.



The companion guide from which the information in this document is summarized is designed to support the use of the What Works Clearinghouse (WWC) practice guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* (NCEE 2016-4008), by B. Foorman et al., 2016, U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>).