

# Ready Reference Guide

<p><b>Goal: Accuracy</b></p>	<p><b>Strategy: Abundant Easy Reading</b></p>
<p><b>Definition</b></p>	<p>The ability to participate often in the act of accurate reading, fluent reading and reading with understanding.</p>
<p><b>Why Children Need This Strategy</b></p>	<p>Abundant easy reading, or as Richard Allington states, 'high-success reading' is a critical factor in accelerating reading development. Success breeds success. Readers need this abundant easy reading to consolidate their skills and strategies they are learning and refining daily.</p>
<p><b>Secret to Success</b></p>	<p>A reader must have text that they can read with 99-100% accuracy (Betts 1949), they must choose to read and challenge themselves to read more each day.</p>
<p><b>How We Teach It</b></p>	<p>As with all strategies, we introduce Abundant Easy Reading to children in a whole group focus lesson. The emphasis with this strategy is that reading abundantly, good fit books we love, is the best way to get better at reading. We also tie in Abundant Easy Reading with the Good Fit Book lesson and the I chart for Daily 5 Read to Self.</p> <p>A trick to having Abundant Easy Reading become part of children's language and reading practice is consistent reminding, modeling and expectations. Each time we meet with a child one-on-one we look through their book boxes together to check for easy reading material. Soon we know which children need extra support for finding good fit books they love. For some of our children, we need to touch base each day!</p> <p>Every week we review the Good Fit Book lesson, and therefore review the importance of Abundant Easy Reading.</p>
<p><b>Troubleshooting</b></p>	<p>In order for children to read abundantly, they need to be able to find books that are not only at their independent reading level, but also of interest to them. Finding books takes time. Therefore we offer a variety of ways for children to find books.</p> <ol style="list-style-type: none"> <li>1) We get to know each student and their interests and are always on the look-out for a book that may be a match for a child. There is something so powerful in handing a book to a student and telling them. "I found this book and thought you might like it."</li> <li>2) Provide ample time and opportunities to shop for books:             <ul style="list-style-type: none"> <li>- As children enter school each day, the first few minutes is a great time for children to look through their book boxes and see if they are ready for more books.</li> <li>- On our calendar, put the names of children who struggle with either finding good fit books they love or who choose books too difficult and partake in 'pretend reading.' By seeing their name on the calendar, it is a reminder to touch base with them to support the choosing of books.</li> <li>- Pull together a group of students who struggle with choosing good fit books so they can be coached and supported,</li> <li>- Gather a small group of students that includes children who are successful at choosing and recommending books with those who are struggling with this strategy.</li> <li>- Each week, during one rotation of Daily 5, children may check in with shopping for books. This allows more time to spend engaged in looking for a book or books that will keep kids interested so they engage in Abundant Easy Reading.</li> </ul> </li> </ol>