## Ready Reference Form

<table>
<thead>
<tr>
<th>Goal: Fluency</th>
<th>Strategy: Read Appropriate-Level Texts That Are a Good Fit</th>
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<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>To foster fluency and comprehension, students are engaged in high accuracy or high success reading, so most of each student’s independent reading time is spent with material they can read with 99–100 percent accuracy.</td>
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<td><strong>Why Children Need This Strategy</strong></td>
<td>“In order to read fluently, all readers need texts that they can read with a high degree of accuracy and automaticity. When readers are provided with texts that are too difficult, fluent reading is impossible” (Allington 2009a, 26).</td>
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<td><strong>Secret to Success</strong></td>
<td>Students have time to find a good fit, are given time to read the book during the school day, and have someone supporting them and holding them accountable.</td>
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<td><strong>How We Teach It</strong></td>
<td>We teach this lesson the first day of school and review it often throughout the year. Many students will start picking “good-fit books” right away, whereas others may have difficulty choosing an appropriate-level book and need this reminder lesson the whole year through. We hold students accountable for reading good-fit books through our one-on-one conferring. It is here that we listen to children’s reading to see whether they can follow the “I-Pick” method for choosing books. If not, we help them find the book that will engage them right then and there during our conference. While the I-Pick Method emphasizes K—Know most of the words, we also address the other four behaviors for choosing books, because it is these behaviors that will help students find a book they will stick with. We teach this good-fit lesson to our whole class by introducing the “I Pick” method from our book <em>The Daily Five: Fostering Literacy Independence in the Elementary Classroom</em> (2006). I—I pick a book P—Purpose—What is my purpose for choosing this book? I—Interest—Am I interested in this book? C—Comprehend—Do I understand what I just read? K—Know—Do I know most of the words? We might use language or prompts like the following: “Is that a good-fit book for you? Show me how you know that.” “Let’s go through your book box and you can show me your good-fit books.”</td>
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<td><strong>Troubleshooting</strong></td>
<td>We teach this lesson to the whole group on the first day of school, and on subsequent days and for weeks afterward to our transitional and fluent readers. For our beginning readers, we also introduce good-fit books, but we don’t emphasize reading material with 99–100 percent accuracy. Children at this stage of reading are in text that may have one to eight words on a page. They may know only two of the words and are reading the pictures to support their meaning. They may also be retelling the story without even reading the words. These are all appropriate reading practices for our beginning readers. It isn’t until students read more accurately that we expect them to choose and read books with 99–100 percent accuracy.</td>
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