

Good readers

- Good readers are *active* readers.
- From the outset they have clear *goals* in mind for their reading. They constantly *evaluate* whether the text, and their reading of it, is meeting their goals.
- Good readers typically *look over* the text before they read, noting such things as the *structure* of the text and text sections that might be most relevant to their reading goals.
- As they read, good readers frequently *make predictions* about what is to come.
- They read *selectively*, continually making decisions about their reading—what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- Good readers *construct, revise, and question* the meanings they make as they read.
- Good readers try to determine the meaning of *unfamiliar words and concepts* in the text, and they deal with inconsistencies or gaps as needed.
- They draw from, compare, and *integrate their prior knowledge* with material in the text.
- They think about the *authors* of the text, their style, beliefs, intentions, historical milieu, and so on.
- They *monitor their understanding* of the text, making adjustments in their reading as necessary.
- They *evaluate the text's quality and value*, and react to the text in a range of ways, both intellectually and emotionally.
- Good readers *read different kinds of text differently*.
- When reading narrative, good readers attend closely to the setting and characters.
- When reading expository text, these readers frequently construct and revise summaries of what they have read.
- For good readers, text processing occurs not only during “reading” as we have traditionally defined it, but also during short breaks taken during reading, even after the “reading” itself has commenced, even after the “reading” has ceased.
- Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both *satisfying and productive*.

(From: **Effective Practices for Developing Reading Comprehension**, Nell K. Duke and P. David Pearson

From *What Research Has to Say About Reading, Third Edition*. Copyright © 2002 by the International Reading Association, Inc.

Reproduced by permission of the International Reading Association, Inc. All rights reserved.

Professional Article

© Scholastic Red 20