

What do Good Readers do?

Much work on the process of reading comprehension has been grounded in studies of good readers; therefore it is useful to know what good readers do:

- Good readers *decode* words fluently.
- Good readers try to actively determine the *meaning of unfamiliar words and concepts* in the text, by looking for clues in the sentence, from other words or from other parts of the text or by using their prior knowledge.
- They have a clear *purpose or goals* in mind for their reading. They constantly *evaluate* whether the text, and their reading of it, is meeting their purpose.
- Good readers are *active* readers and continuously think about what they are reading.
- 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.
- They draw upon and *integrate their prior knowledge* with material in the text.
- They *monitor their understanding* of the text, making adjustments in their reading as and when necessary.
- 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 outlines or summaries* based on the main ideas 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 and even after the “reading” has ceased.

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