***What do “GOOD READERS” do?***

Good Readers…

* monitor their understanding as they go.
* recognize when text is making sense and when it isn’t.
* activate their background knowledge and make connections.
* self-question the text to clarify and deepen understanding.
* draw inferences from the text using background knowledge and clues form the text.
* determine importance in text to separate details from main ideas.
* employ ***fix-up strategies*** to repair confusion.
* use sensory images to enhance comprehension and visualize reading.
* synthesize and extend their thinking.
* use reading, writing and talking to deepen their understanding of content.
* don’t need end-of-the-chapter questions or isolated skill sheets. They ask their own questions, based upon their need for a deeper understanding of specific aspects of the text.
* re-read and return to text to build and extend their knowledge of specific concepts, or to enhance their enjoyment.
* have a variety of strategies they know how to use, depending on the task at hand.
* are aware of their thinking and can apply strategies when understanding breaks down in order to reconstruct meaning.
* know that background knowledge improves comprehension
* know when to abandon a text.
* apprentice themselves to content experts (teachers).
* adjust their pace when they read.
* skip, skim, and scan text continually, based on their purpose. They also re-read, slow down and re-read again if it suits their purpose.
* know that a purpose will help them focus.
* approach assigned text with a result in mind. They consider what they will have to do with the information after reading.
* trust the author and their own abilities as readers. They don’t panic if at first the text doesn’t make sense – they trust that there are clues in the text that will help their understanding.
* know that there are different ways to mark text while reading
* rely on experts to show them how to negotiate unfamiliar text.
* use talk and collaboration with peers to extend their thinking about text.
* improve the way they talk and listen to peers when given specific feedback
* talk about their reading to solidify their thinking.
* know there are many ways for them to demonstrate understanding.
* know that learning never stops.