<table>
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<th><strong>What GOOD READERS do:</strong></th>
<th><strong>What Struggling readers do:</strong></th>
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<td>Good readers use pictures, their knowledge of sounds and letters, letter blends and the shapes of words,</td>
<td>They don't use all the clues in the surrounding print and by the time they get to the end of the sentence, all meaning is lost.</td>
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<td>Experience of subject matter and the flow of language to help them make sense of the text that is laid before them.</td>
<td>They haven't grasped the flow of language or looked for meaning in other areas of the text, such as pictures etc.</td>
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<td>They also self correct - if something doesn't make sense, they will try it again and go back and correct themselves.</td>
<td>The reader then gets caught up in a vicious circle, whereby because they are not good at it, they don’t do it often enough which then makes it even harder for them to catch up.</td>
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<td>Reading is very much a holistic experience for them and they look for meaning in the words they read.</td>
<td>Typically, poor readers don't look for what the text means. They look at it letter-by-letter, word-by-word.</td>
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| Good readers ask questions as they read, and they keep reading to find the answers.  
  - Have your children tell what questions they want to have answered as they read more of the story.  
  - Good readers evaluate what they read by asking the following questions after they've finished reading:  
  - How do you feel about the story and why? Could this story really happen? | Poor readers often do not...  
  - draw on background knowledge as they read;  
  - make predictions as they read;  
  - visualize the events of a text as they read;  
  - recognize confusion as they read;  
  - recognize a text's structure /organization as they read;  
  - identify/recognize a purpose for reading;  
  - monitor their strategy use according to the purpose for reading the text; |
| Good readers make predictions about what will happen next. use pictures and other details to predict what might happen in a story, or to figure out things the author doesn't say directly.  
  *There is no right or wrong when predictions are based on the story.*  
  *These predictions make it easier to understand what comes next and significantly add to the enjoyment of reading. It is rewarding to anticipate where the plot may lead, and then watch it unfold. Often an author will purposely lead the reader to a false expectation, so that the reader can enjoy the surprise of a different outcome. The reader will never have surprises if he has made no predictions. Getting new readers to trust their predictions, and to recover when their predictions are wrong, is a critical part of empowering students with the skill of understanding.* | Students do not necessarily think while they are reading. |
| Good readers understand what they read. They reread, find answers to questions and change predictions as they get new information.  
  *Have your children discuss why some of their predictions might change.* | |
| Notice WHO writes the books they read. | Do NOT notice authors. |
| Talk about books and stories with others | Do NOT talk about books/stories |
| Consider what they already know about the topic | Do NOT preview or think about what they know before reading |
| Establish a purpose for reading | Do NOT know purpose for reading. |
| Constantly check their comprehension to be sure they understand | Do NOT self-check comprehension |
| Pay attention to the task of reading | Do NOT know what they have read when they have “finished” |
| Good readers always come across new words and they use clues to figure out how to say the words and what they mean.  
  **Have your children do the following:**  
  - Read to the end of the sentence or paragraph to see if it makes sense. Sometimes the words around a new word can help.  
  - Sound out the letters or word parts. How does the word begin? How does the word end? What word parts do you know?  
  - Look for other clues. Look at pictures or think of other words that look like the new word. | |
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<th>Good readers can often see a pattern or the direction that the author is going. Infer the author’s attitude toward the subject and the audience</th>
<th>Often have a difficult time seeing patterns of behaviors or seeing other than what is blatantly obvious – implied thoughts are frustrating and bewildering.</th>
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<td>Generally good readers make fewer miscues than less proficient readers, they may actually make as many or more miscues involving pronouns and simple function words – the so-called basic sight words. This occurs because they are reading to construct meaning, rather than to identify words.</td>
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<td>A good reader can summarize a story by telling the main points. <em>Have your children give you a summary of the story. Have them tell you the characters, the setting, the problem, the events and the ending of the story. If they are reading an informational story they can tell you the main points and the details.</em></td>
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| **Before Reading:**  
1. "Activate" their background knowledge on the subject.  
2. Question and wonder.  
3. Know their purpose for reading.  
4. Look for the structure of the piece of reading.  
5. Believe they are in control of the reading process | **Before Reading:**  
1. Start reading without thinking about the subject.  
2. Do not know why they are reading -- except that it is an assignment. |
| **During Reading:**  
1. Give their complete attention to the reading task.  
2. Keep a constant check on their comprehension of the reading material.  
3. Stop to use a "figure-it-out" strategy when they do not understand what they read.  
4. Know that they can make sense of it eventually with use of strategies.  
5. Look for important ideas and see how details relate to the whole.  
6. Visualize, "Go to the movies in their head."  
7. Make inferences and connections.  
8. Accept the challenge of being frustrated or confused and deal with it.  
9. Realize that the problem may be the way the author wrote rather than the reader's inability to understand. | **During Reading:**  
1. Do not know whether they understand or do not understand.  
2. Do not monitor their own comprehension.  
3. Seldom use any "figure-it-out" strategies.  
4. View reading as looking at words and turning pages -- the quicker the better.  
5. Are sometimes adept at phonic analysis but do not go for meaning.  
6. (They can say the words but don't know what they mean.)  
7. Can be bored by the process of reading. |
| **After Reading:**  
1. Decide if they achieved their goal for making meaning from reading.  
2. Evaluate their comprehension.  
3. Summarize what they read.  
4. Seek additional information if curious to know more.  
5. Think through the information and decide whether it was useful or not. | **After Reading:**  
1. Do not know what they have read.  
2. Do not follow reading with comprehension self-check.  
3. See no connections between what they read and anything else. |
| Good readers take chances - risk being wrong in order to learn more about the meaning. (They know it’s OK to make a mistake.) | |
| 1. Good readers look for meaning instead of just looking at individual letters or words.  
2. Good readers guess at words they are not sure of, or just skip those words (if the words are not essential to the meaning of the text.)  
3. Good readers know that reading must make sense.  
4. Good readers think about what they already know about a subject, before they start reading.  
5. Good readers try not to read too slowly.  
6. Use Prior Knowledge  
7. Make and Confirm Predictions  
8. Adjust Reading Rate – slower in more difficult text  
9. Self-Question  
10. Create Mental Images  
11. Use Context to Confirm Meaning infer – read between the lines  
12. Use Text Structure and Format  
13. Use Graphic Aids | 1. They cannot decode  
2. Pauses during word attack, stumbles over the words  
3. Doesn’t use pictures (illustrations) for meaning  
4. Small vocabulary  
5. too few opportunities to read outside of school  
6. Poor motivation, lack of confidence or lots of avoidance behavior  
7. Unaware of reading strategies – view the purpose of reading as “knowing all the words.”  
8. Can’t predict  
9. They have a poor attitude  
10. Lacks phonemic awareness  
11. Often repeats  
12. Lacks sight word vocabulary  
13. Does not like to read, won’t read  
14. Chooses short books and or books with lots of pictures (or library books that are too difficult to impress others)  
15. Behavior problem  
16. Can’t understand what they have read |
14. Use Reference Resources
15. Read Ahead
16. Reread
17. Summarize and Paraphrase
18. Good readers select **appropriately leveled** reading materials and
19. Improve as readers with practice
20. Good readers read for longer periods of time
21. Good readers read fluently, quickly and smoothly
22. Good readers use a variety of strategies while reading
23. Good readers are members of a literate community of learners
24. Read from aesthetic (emotional, lived-through experience) or **efferent** (extracting factual information) stances & have an awareness of the author’s style and purpose.
25. Read both expository and narrative texts
26. Know that different genre require different reading strategies
27. Spontaneously generate questions at different points in the reading process
28. Are problem solvers who have the ability to discover new information for themselves
29. judge the narrator’s reliability (should we believe the narrator & to what degree)
30. identify plot elements – such as major & minor characters, select main ideas & significant & supporting details

**Sources of the above lists**


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It is not complete and is continuously being updates.