


WHAT GOOD READERS DO: FROM A TO Z

California Reading Association suggests 26 behaviors that describe fluent, constructive strategic reading at all ages. Teachers, parents and students can use this ABC to promote literacy growth and enjoyment.

Good Readers:

<p>A ANTICIPATE MEANING</p> <p>Good readers use their prior experiences and information from the text to make predictions and use analogies to improve comprehension.</p>	<p>B BECOME LIFELONG READERS</p> <p>By being in the continued presence of reading modeled by parents, teachers, schoolmates, and friends, good readers develop lifelong literacy habits.</p>	<p>C CHOOSE THEIR OWN READING MATERIALS</p> <p>From the very early stages, good readers select a variety of books and types of literature to read.</p>
<p>D DO NOT FOCUS ONLY ON THE DETAILS OF PRINT</p> <p>Good readers focus on larger chunks of print; as they read more efficiently, their minds can gain more information and improve comprehension of texts.</p>	<p>E ELABORATE ON IMPORTANT PARTS OF THE TEXT</p> <p>Good readers generate elaborations or embellishments during reading (summaries, inferences, or notetaking). These foster greater comprehension, recall and use of the material read.</p>	<p>F FOCUS ON FLUENCY BY READING</p> <p>One of the best ways to become a more fluent reader is by reading a wide range of books, magazines, newspapers and other materials.</p>
<p>G GET BOOKS</p> <p>Good readers go to where books are. They use the library, browse in bookstores, borrow books from friends and give books as gifts.</p>	<p>H HAVE A PURPOSE FOR READING</p> <p>Good readers know that reading can serve many purposes. Reading can be informative, enjoyable, enriching, and be a useful tool to solve a variety of problems.</p>	<p>I IMAGE WHEN THEY READ</p> <p>To facilitate comprehension, good readers make mental pictures when they read.</p>
<p>J JUST SKIM SOMETIMES AND JUDICIOUSLY READ SLOWLY OTHER TIMES</p> <p>Good readers shift speeds depending on their purpose and the type of book they are reading.</p>	<p>K KNOW ABOUT THEIR OWN MENTAL SKILLS</p> <p>Good readers continuously appraise and self-monitor their comprehension as they are reading. They are metacognitively aware of what they know, what they want to find out and how to do that.</p>	<p>L LISTEN AND ENJOY STORIES AND BOOKS BEING READ ALOUD</p> <p>Good readers of all ages need frequent opportunities to listen to and enjoy many stories and other texts read aloud, an important factor helping to build the background knowledge for success in reading.</p>
<p>M MAKE PERSONAL CONNECTIONS WITH READING</p> <p>Good readers make links and applications between the books they read and their lives.</p>	<p>N NEGOTIATE MEANING BY INTEGRATING A NUMBER OF CUES OR SOURCES OF INFORMATION</p> <p>Good readers orchestrate four types of cues: their background knowledge, visual information (letter/sound associations), word and sentence meanings, and language structure in the text.</p>	<p>O OFTEN SELF CORRECT</p> <p>Good readers use monitoring and problem solving strategies such as using known words and word parts, rereading, reading ahead and cross-checking and searching sources of information.</p>
<p>P PARAPHRASE PERIODICALLY</p> <p>During reading, good readers put into their own words the gist of what they have been reading.</p>	<p>Q QUESTION</p> <p>Good readers ask questions and then read to seek out the answers to those questions.</p>	<p>R RESPOND TO LITERATURE</p> <p>Good readers gradually learn to make internal responses and personal reflections (thoughts and discussions) to literature, first making a variety of external responses (reconstruction, retellings, redrawings, and rewrites).</p>
<p>S SHARE WITH OTHERS</p> <p>Good readers are always joining together to discuss and share what they are reading with others. Book habits are acquired naturally as a result of these interactions.</p>	<p>T TAKE TIME TO READ, READ, READ</p> <p>Logging lots of reading mileage, good readers take advantage of many opportunities to read both in and out of the classroom.</p>	<p>U USE PRIOR KNOWLEDGE</p> <p>Good readers use their background experiences and knowledge of the world to make inferences, think critically, relate new discoveries to old knowledge and construct meaning from text.</p>
<p>V VALIDATE PREDICTIONS</p> <p>Good readers verify their predictions as they read. Comprehension equals confirmed predictions.</p>	<p>W WRITE</p> <p>Writing as it relates to speaking enhances both reading and writing ability; good readers write a lot and use their learning in writing to help in their reading.</p>	<p>EX EXPECT READING TO MAKE SENSE</p> <p>As a priority, good readers have a meaning orientation to print and always seeking to make sense when they read.</p>
<p>Y YEARN TO READ</p> <p>Always having a book and choosing to engage in reading during leisure time is a hallmark of a good reader.</p>	<p>Z ZERO IN ON LEARNING STRATEGIES WHEN THEY NEED THEM</p> <p>Good readers improve their strategies and skills in the context of reading quality books and doing authentic reading activities.</p>	 <p>CRA <i>Literacy For All</i> CALIFORNIA READING ASSOCIATION</p>