



### What do Good Readers Do?

Phonics & Decoding . . . Summarize . . . Monitor/ Clarify . . . Evaluate . . . Question. . .  
 Predict/ Infer . . . Make Connection . . . Visualize . . . Infer . . .  
 Determine Importance . . . Synthesize . .

**Phonics/Decoding** - Good readers sound out words. They cover part of the word to help them see the base word. They look for words that belong to families they already know. They have memorized a lot of easy words--they don't have to sound those ones out any longer. Use this strategy **during reading** when you come across a word you don't know.

#### Here's how to use the Phonics/Decoding Strategy:

1. Look carefully at the word.
2. Look for word parts that you know and think about the sounds for the letters.
3. Blend the sound to read the word.
4. Ask yourself: Is this a word you know? Does it make sense in what I'm reading?
5. If not, ask yourself: What else can I try?

**Summarize** - Good readers think about what they have read in their own words. Use this strategy **after reading** to summarize what you read.

#### Here's how to use the Summarize Strategy:

1. Think about the characters.
2. Think about where the story takes place.
3. Think about the problem in the story and how the characters solve it.
4. Think about what happens in the beginning, middle, and end of the story.
5. Tell in your own words the important things you have read.

**Monitor/Clarify** - Good readers reread a sentence when they don't understand it. Use this strategy **during reading** whenever you are confused about what you are reading.

#### Here's how to use the Monitor/Clarify Strategy:

1. Ask yourself if what you're reading makes sense - or if you are learning what you need to learn.
2. If you don't understand something, reread, look at the illustrations, or read ahead.

**Evaluate** - Good readers think about what they like and don't like about what they read. Use this strategy **during and after reading** to help you form an opinion about what you read.

#### Here's how to use the Evaluate Strategy:

1. Think about how the author makes the story come alive and makes you want to read it.
2. Think about what was entertaining, informative, or useful about the selection.
3. Think about how well you understood the selection and whether you enjoyed reading it.

**Question** - Good readers read and think on every page. They are always asking questions. Through the use of questioning, students understand the text on a deeper level because questions clarify confusion and stimulate further interest in a topic. Use this strategy **before, during and after reading** to ask questions about important ideas in the story.

Through questioning, students are able to wonder about content and concepts before, during and after reading by:

- constructing meaning
- enhancing meaning
- finding answers
- solving problems
- finding specific information
- acquiring a body of information
- discovering new information
- propelling research efforts
- clarifying confusion

**Here's how to use the Question Strategy:**

1. Ask yourself questions about important ideas in the story.
  2. Ask yourself if you can answer these questions.
  3. If you can't answer these questions, reread and look for answers in the text. They may be answered later or you may still have questions after reading. Thinking about what you already know and what you've read in the story may help you.
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**Predict/Infer** - Good readers figure out what is going to happen next. They figure out things that aren't there. Good readers make inferences about text they are reading to interpret meaning or develop a deeper understanding. Readers use the knowledge they gain from the text to interpret the big idea. It is like a mental dialogue between the author and the student. This strategy actually combines using prior experiences, visualizing, predicting, and synthesizing.

Use this strategy **before and during reading** to help make predictions about what happens next or what you are going to learn.

**Here's how to use the Predict/Infer Strategy:**

1. Think about the title, the illustrations, and what you have read so far.
  2. Tell what you think will happen next - or what you think you will learn. Thinking about what you already know about the subject may help.
  3. Try to figure out things the author does not say directly.
  4. Ask how did you know that? Why do you think that would happen? How do you think the character feels?
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**Making Connections:** Good readers connect their reading to their own background knowledge. Readers comprehend better when they actively think about and apply their knowledge of the book's topic, their own experiences, and the world around them.

**Here's how to use the Making Connections Strategy:**

1. Ask what does the book remind you of?
  2. What do you already know about the book's topic?.
  3. Does this book remind you of another book (text to text connection), something in your life (text to self), or something related to the larger world
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**Visualizing:** Good readers create mind pictures and visualizations when they read. The reader uses the text material and their own prior knowledge to create their own mind pictures of what is happening in the text.

**Here's how to use the Visualizing Strategy:**

1. Share wordless picture books with your child - have your child tell the story.
  2. Make frequent stops while reading aloud to describe the pictures in your minds.
  3. After reading time at home have your child draw what they see in their mind
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**Inferring:** Good readers make inferences about text they are reading to interpret meaning or develop a deeper understanding. Readers use the knowledge they gain from the text to interpret the big idea. It is like a mental dialogue between the author and the student. This strategy actually combines using prior experiences, visualizing, predicting, and synthesizing.

**Here's how to use the Inferring Strategy:**

1. Share wordless picture books with your child - have your child tell the story.
  2. Make frequent stops while reading aloud to describe the pictures in your minds.
  3. After reading time at home have your child draw what they see in their mind
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**Determining Importance:** Good readers have to decide and remember what is important from the material they read, especially while reading non-fiction. Students will acquire new knowledge while discriminating the "must know" information from the less important details in a text.

**Here's how to use the Determining Importance Strategy:**

1. Initiate discussion before reading by asking what the child knows about the topic and what they would like to learn.
  2. Discuss what important information they have learned after reading.
  3. Identify clues in the text to determine importance, i.e. first and last lines of paragraphs, titles, headings, captions, framed text, fonts, illustration, italics, bold faced print
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**Synthesizing:** Good readers weave together what they read and their own ideas into new, complete thoughts. Readers comprehend better when they sift through information to make sense of it and act upon it, such as judging or evaluating the author's purpose to form a new idea, opinion, or perspective. This is the highest and most complex forms of comprehension.

**Here's how to use the Synthesizing Strategy:**

1. Use questioning strategies such as, "How has your thinking changed from reading that piece?"
2. Discuss events with an emphasis on judgments and opinions
3. Ask questions with no clear answers