



READING STRATEGIES

Central Bucks School District

Good readers use specific reading strategies to help them make sense of the text and construct meaning as they read.

Good readers **PREVIEW** a text before reading to think about what they know about the topic and develop initial questions and predictions.

Good readers are actively engaged while reading and use details connected with their own experiences to **MAKE PREDICTIONS** about what might happen next.

Good readers think about the text and **DEVELOP QUESTIONS** as they continue to read to answer those questions.

Good readers are actively engaged with text to **MONITOR** their comprehension and use specific fix-up strategies when they need to clarify their understanding.

Good readers **MAKE CONNECTIONS** between the information in the text and personal experiences the reader has had, other texts the reader has read, and other experiences gained through various forms of media.

Good readers recognize that authors sometimes convey ideas indirectly and understand that the reader must pay attention to details, **MAKE INFERENCES**, and 'read between the lines' to understand the text.

Good readers **VISUALIZE** as they read to construct meaning by creating mental images.

Good readers **SUMMARIZE** the author's ideas during and after reading to develop their understanding of the text.

Good readers **SYNTHESIZE** and **EVALUATE** information within and across texts both during and after reading to develop their understanding of the text.

Good readers notice the new and unusual words authors use and infer meaning when possible to **EXPAND THEIR VOCABULARY**.

Good readers pay attention to meaning, punctuation, and conventions to help them read with **FLUENCY**.

Good readers use phonics, word analysis, context, and other cueing systems to **DECODE** unknown words.

Good readers **ADAPT** their use of strategies in reading different types of text.