

## Contrasting Proficient and Ineffective Readers

Proficient Readers	Ineffective Readers
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### Before Reading

<ul style="list-style-type: none"> <li>• Understand that reading is a sense-making process</li> <li>• Use prior topical and linguistic knowledge as they read</li> <li>• Build background knowledge on the subject before beginning to read</li> <li>• Know the purpose for reading</li> </ul>	<ul style="list-style-type: none"> <li>• Think of reading as decoding – one word at a time</li> <li>• Do not expect reading to make sense</li> <li>• Start reading without thinking about the topic, the language, or the structure of the text</li> <li>• Do not know why they are reading</li> </ul>
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### During Reading

<ul style="list-style-type: none"> <li>• Give complete attention to the reading task</li> <li>• Keep a constant check on own understanding</li> <li>• Adjust reading rate to match purpose and reading material</li> <li>• Monitor reading comprehension and do it so often it becomes automatic</li> <li>• Can match own reading strategies to a variety of reading materials</li> <li>• Stop only to use a fix-up strategy when text is not understood</li> </ul>	<ul style="list-style-type: none"> <li>• Are easily distracted from the reading task</li> <li>• Do not know whether they understand or do not understand</li> <li>• Do not understand the concept of varying reading rates</li> <li>• Do not monitor own comprehension</li> <li>• Use few, if any, reading strategies</li> <li>• Seldom use any of the fix-up strategies</li> </ul>
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### After Reading

<ul style="list-style-type: none"> <li>• Decide if they have achieved own goal for reading</li> <li>• Respond personally and critically to what is read</li> <li>• Evaluate own comprehension of what was read</li> <li>• Summarize the major ideas</li> <li>• Seek additional information from outside sources</li> </ul>	<ul style="list-style-type: none"> <li>• Do not have a reading goal</li> <li>• Are unable to respond critically to what is read although they may have a limited personal response</li> <li>• Do not follow reading with comprehension self-check</li> <li>• Do not know what has been read</li> </ul>
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(Adapted from Irvin, 1990, p. 29. Used with permission of Orange County Public Schools, Florida).