



Metacognitive Behaviors of Effective and Ineffective Readers

Mature/Effective Readers	Immature/Ineffective Readers
Before Reading	
Activate prior knowledge	Start reading without preparation
Understand task and set purpose	Read without knowing why
Choose appropriate strategies	Read without considering how to approach the material
During Reading	
Focus attention	Are easily distracted
Monitor their comprehension by: Knowing comprehension is occurring Knowing what is being understood	Do not know they do not understand
Anticipate and predict	Read to get done
Use fix-up strategies when lack of understanding occurs	Do not know what to do when lack of understanding occurs
Use contextual analysis in order to understand new terms	Do not recognize important vocabulary
Use text structure (syntax) to assist comprehension	Do not see any organization
Organize and integrate new information	Add on, rather than integrate new information
After Reading	
Reflect on what was read	Stop reading and thinking
Summarize major ideas	Feel success is a result of luck
Check additional information from outside sources	
Feel success is a result of effort	