

Better readers are:

- more likely to be reading material of appropriate difficulty
- more likely to be asked to read silently
- more likely to be expected to self-monitor and self-correct
- more likely to be interrupted only after a wait period or at the end of the sentence, and
- more likely to be asked to reread or to cross-check when they are interrupted

(p. 74)

Allington, Richard L. 2001. *What Really Matters for Struggling Readers: Designing Research-Based Programs*. New York: Addison-Wesley Educational Publishers Inc.