Executive Functions and Reading

	What is it?	*Successful readers…*
Organizing	*The ability to impose order on information and objects, create systems for managing information or objects, and recognize that one can use order and systems to successfully complete tasks.*	*Use the structure inherent in language and texts* *Create their own organizing structure (schema) to gather and manage information from text, and integrate text information with their existing knowledge* *Are able to learn different structures for different kinds/genres of text*
Goal Setting	*The ability to formulate actions in advance and to approach a task in an organized, strategic, and efficient manner* *Central to Executive Functions, very related to skills of inhibition, wording memory, and cognitive flexibility*	*Set a purpose for reading with particular goals* *Are good at keeping goals in mind as they read* *Preview text to make links to background knowledge* *Choose the behaviors and actions they need to take, in the appropriate order, to achieve the goal of understanding the text*
Cognitive Flexibility	*The ability to consider multiple bits of information or ideas at one time and actively switch/shift between them when engaging in a task.* *Involves changing focus from one aspect of a task to another, requires attentional control*	*Adjust flexibly their reading behaviors to ensure that their reading goals are met* *Handle multiple features of text and comprehension strategies simultaneously* *Are able to switch from decoding to comprehension skills*
Working Memory	*The ability to hold and link ideas in mind while reading* *Capability to store information while processing it*	*Gather ideas from text, link text ideas together in ways that make sense, connect those ideas to their own thinking, and update their ever-changing mental model as they encounter new information* *Use working memory to combine multiple clues from text to make inferences* *Can hold and combine verbal information from text with visual information from pictures*
Self Monitoring	*The ability to reflect on one's learning and to recognize when and how to use strategies to improve performance.* *Refers to the ways students edit and correct their behavior and school work.*	*Are meta-cognitive (thinking about their thinking)* *Recognize when they do not understand, and do something about it* *Determine when and how to use comprehension strategies (e.g., question generation, summarizing, graphic organizers)*