# **ACTIVE READING BEHAVIORS**

**Good readers do the following things while reading:**

1. ***Gather Facts:*** Jot down things that are interesting and new to you
2. ***Make Connections:*** Relate and compare things you are reading to things that you already know.
3. ***Ask Questions:*** What about the reading is confusing to you? What don’t you understand? How will you find the answer? Remember that there will ALWAYS be questions in an active reader’s mind!
4. ***Give Opinions***: Make judgments about what you are reading. Do you agree? Do you disagree? Like? Dislike? Do you support or oppose anything that you have read? Why?

**Read the assigned current event article. Make 4 comments, using the following sentence starters to shape your thoughts and comments while reading and participating in small group discussions. Remember that good readers regularly consider these kinds of questions while reading.**

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| --- | --- | --- | --- |
| This reminds me of… | This is similar to… | I noticed… | I’d like to know… |
| I wonder… | I realized… | You can relate this to… | I’m surprised that… |
| If I were \_\_, I would \_\_\_\_ | If \_\_\_\_\_ then \_\_\_\_\_\_\_\_\_\_ | Although it seems… | I’m not sure that… |

**DO YOU MEASURE UP?**

Interested in seeing how you’ll be graded for your active reading comments? Then check out this rubric:

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| --- | --- | --- | --- | --- |
| **Criteria** | **Needs Improvement** | **You’re getting there** | **Rock Solid** | **Reading Rockstar** |
| **Active Reading Comment** | * Comments seem to be completely out of place—unconnected to the student and/or to the selection. * Little evidence suggests that the student has thought deeply before commenting. | * While comments demonstrate some obvious connection to the student and/or the selection, they demonstrate simple thinking. * Reader is not convinced that the student has thought deeply about the text before commenting. | * All comments are clearly connected to the student and/or the selection. * Comments provide evidence that the student has considered the text carefully and thought deeply about the connections between the text and their own lives. | * All comments are clearly connected to the student and or the selection. * Comments are challenging and interesting to the reader—encouraging further study of the selection. |

Adapted from <http://www.teachingquality.org/content/blogs/bill-ferriter/teaching-nonfiction-reading-skills-science-classroom-activity>