

# Checklist of Good Habits

Name \_\_\_\_\_ Date \_\_\_\_\_

| <b>Unit 1: Great Readers See Themselves as Readers</b>  |          |          |          |          |
|---|----------|----------|----------|----------|
| <b>Does the Student:</b>  | <b>A</b> | <b>O</b> | <b>R</b> | <b>N</b> |
| <b>Taking Care of Books</b>   |          |          |          |          |
| Show care when picking up and opening a book  |          |          |          |          |
| Turn the pages gently and by the corners  |          |          |          |          |
| Put a book away in the correct place after reading  |          |          |          |          |
| Put a book on a shelf right-side up, with the spine of the book facing out  |          |          |          |          |
| <b>Choosing Books</b>   |          |          |          |          |
| Choose books that reflect personal tastes and favorite topics   |          |          |          |          |
| Preview a book by examining the title, cover, and content   |          |          |          |          |
| Use knowledge of the way books are organized in the classroom to find a particular book   |          |          |          |          |
| Choose books by genre   |          |          |          |          |
| Request books with favorite characters and/or authors to read independently   |          |          |          |          |
| <b>Knowing Yourself as a Reader</b>   |          |          |          |          |
| Choose an area in the classroom that is well-suited for reading   |          |          |          |          |
| Recognize a book that is too easy or too hard   |          |          |          |          |
| Use the five-finger rule to determine if a book is "just right"   |          |          |          |          |
| Recognize specific characteristics that he or she likes about a book  |          |          |          |          |
| Select a new book based on personal preferences   |          |          |          |          |
| <b>Building Reading Stamina</b>   |          |          |          |          |
| Make an effort to read independently  |          |          |          |          |
| Read for different purposes   |          |          |          |          |
| Read a variety of genres  |          |          |          |          |
| Demonstrate understanding of how to keep a Reading Log  |          |          |          |          |
| Recall details about books that would be useful to put in a Reading Log   |          |          |          |          |
| <b>A = Always (4)                      O = Often (3)                      R = Rarely (2)                      N = Never (1)</b> |          |          |          |          |

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Name \_\_\_\_\_

Date \_\_\_\_\_

| <b>Unit 2: Great Readers Make Sense of Text</b>   |          |          |          |          |
|---|----------|----------|----------|----------|
| <b>Does the Student:</b>  | <b>A</b> | <b>O</b> | <b>R</b> | <b>N</b> |
| <b>Making Predictions</b>   |          |          |          |          |
| Use the title and the cover to make predictions that are relevant   |          |          |          |          |
| Incorporate prior or background knowledge into predictions  |          |          |          |          |
| Use the illustrations to predict words on the page and events that might happen next  |          |          |          |          |
| Look at the pictures and read text to check predictions   |          |          |          |          |
| Revise predictions based on new information   |          |          |          |          |
| <b>Asking Questions</b>   |          |          |          |          |
| Generate relevant questions about the title   |          |          |          |          |
| Ask appropriate questions about illustrations in the book   |          |          |          |          |
| Ask questions to help develop predictions   |          |          |          |          |
| Identify clues in a book that lead to good questions  |          |          |          |          |
| Ask questions about the pictures and text while reading   |          |          |          |          |
| <b>Problem-Solving Unfamiliar Words</b>   |          |          |          |          |
| Use illustrations to help predict words that might be found in the text   |          |          |          |          |
| Use pictures to help understand words in the text   |          |          |          |          |
| Notice when words repeat in the text  |          |          |          |          |
| Apply knowledge of words and word parts to figure out unfamiliar words  |          |          |          |          |
| Pause during reading to problem-solve unfamiliar words  |          |          |          |          |
| <b>Summarizing and Retelling</b>  |          |          |          |          |
| Distinguish the order of events in the text   |          |          |          |          |
| Use signal words (i.e., <i>first</i> , <i>next</i> , and <i>last</i> ) to describe the order of events                          |          |          |          |          |
| Use pictures to help understand and summarize the events  |          |          |          |          |
| Retell events in sequential order   |          |          |          |          |
| Identify the beginning, middle, and end of the text   |          |          |          |          |
| <p>A = Always (4)                      O = Often (3)                      R = Rarely (2)                      N = Never (1)</p> |          |          |          |          |