

Directions:

Circle the number that most accurately reflects your behavior.
Then, complete your goals.

1 = never
2 = rarely
3 = sometimes
4 = frequently
5 = always

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| The first time I read a book, I take 10 minutes to see if it contains glossaries, italicized or bold-faced words, summaries, graphs, outlines, or other study aids. | 1 | 2 | 3 | 4 | 5 |
| I peruse the Table of Contents before reading a book. | 1 | 2 | 3 | 4 | 5 |
| I read the assigned pages before they are discussed in class. | 1 | 2 | 3 | 4 | 5 |
| I read the chapter summary and review questions before starting a chapter. | 1 | 2 | 3 | 4 | 5 |
| I look for main ideas in the title, subheadings and first paragraphs of a chapter. | 1 | 2 | 3 | 4 | 5 |
| I take notes while reading assigned texts. | 1 | 2 | 3 | 4 | 5 |
| I write down questions from my reading in order to ask them in class. | 1 | 2 | 3 | 4 | 5 |
| I highlight important passages and make notes in the margins <i>after</i> reading a portion of the assigned text. | 1 | 2 | 3 | 4 | 5 |
| I look up unfamiliar words while reading. | 1 | 2 | 3 | 4 | 5 |
| I consider what conclusions the author has made at the end of a chapter. | 1 | 2 | 3 | 4 | 5 |
| I purposely relate what I already know about a subject to the text. | 1 | 2 | 3 | 4 | 5 |
| I use my own words to paraphrase the main idea of a section that I am reading. | 1 | 2 | 3 | 4 | 5 |
| I test my understanding by spending a few minutes after each section to recall a few key ideas. | 1 | 2 | 3 | 4 | 5 |
| I use my reading assignments to brainstorm test questions and to map out the next lecture discussion. | 1 | 2 | 3 | 4 | 5 |
| I make inferences and draw conclusions about the material and use these insights to imagine the possible content of future readings. | 1 | 2 | 3 | 4 | 5 |

Textbook Reading goals: Concentrating on the statements to which you answered 1, 2, or 3; find three behaviors you wish to improve and list them below.

