



## List of Routines to Track Stamina

Tracking stamina is crucial in building *Reading Without Limits* readers. It shows students their growth and helps them stay accountable. Making the process routinized helps. Below are some suggestions.

### **Status of the Class**

In status of the class, the teacher writes down the most recent title that a student is reading. This can be hard to manage with students starting new books at different times. Put a shoebox at the front of your room. Each time a student starts a new book, they write down their name, the title, and the date in big letters on a card. Once a week, ask a student volunteer to post the cards on a whiteboard or blackboard (it's really great if they're magnetized). For more on Status of the Class, see Chapter Six.

### **Sticker Chart**

Sticker charts are great, but can be hard to manage. Ask kids to fill in a summary sheet or do an [Accelerated Reader](#) quiz. While neither shows that a student fully comprehended their book, the strategies that you are doing in class in addition to conferencing will give you a thorough representation. See Chapter Nine for more on conferences. Allocate a sticker to a certain amount of pages to make it fair. Once a week, you or a volunteer can update the sticker chart. My students had a big celebration once they hit 2013 books in fifth grade. That's the year they are going to college!

### **Halftime**

Halfway through independent reading, ask students to self-assess themselves using a stamina checklist. Then, for the remaining half of independent reading, ask students to self-identify one criterion to focus on for the remainder of the time.