

BOX 4.5

Confused? Fix-Up Steps

1. Ignore the unclear part and read on to see whether it gets clearer or the unclear part turns out to be unimportant (that is, you can still understand what you are reading).
2. Reread the unclear part (more carefully).
3. Reread the sentence(s) before the unclear part.
4. Try to connect the unclear part to something you already know.
5. Get outside help (from peers, the teacher, or resource materials).

CLASSROOM CLOSE-UP 4.3*Letting Students Into the Vocabulary of Reading Research*

Teachers Christine Cziko and Lori Hurwitz not only talked with their ninth-grade academic literacy students about how students would benefit from a focus on their reading processes—they also introduced students to the language of reading researchers. “We treated students like real partners, and they seemed to like knowing that we were doing what the ‘experts said’ would make a difference in their reading.” Students in their classes kept a reading glossary that included the following terms, introduced in meaningful contexts:

text: anything that communicates using language or symbolic means (written, oral, or graphic)

engagement: active mental involvement in reading and learning

competence: skill in something

metacognition: thinking about your thinking or a conscious awareness of your thinking processes while they are happening

strategy: a plan of action

schema: knowledge or information you have about a topic that helps you make connections to new knowledge or information related to that topic

fluency: the ability to do something so quickly and easily that you hardly have to think about it

chunking: breaking up a text or sentence into pieces small enough for you to understand

paraphrasing: putting ideas in a text into your own words

summarizing: deciding what is most important in a text and putting it into your own words