

**FIGURE 5.2. Reading Trouble-Shooting Chart**

The Challenge	The Reading Lifeline
You almost “get” it, but not quite.	Reread.
You “get” the overall idea, but the details escape you.	Discuss what you are reading with someone else, clarifying points that support the “big picture.”
You don’t understand much of what you are reading or viewing.	<ul style="list-style-type: none"> <li>• Ask someone who understands the content to explain it to you and then reread.</li> <li>• Look up the topic online to build background knowledge.</li> </ul>
You can recite facts from the text, but you really don’t understand what the author is trying to communicate.	<ul style="list-style-type: none"> <li>• Go back and/or read ahead, looking at nonprint features of the text (graphs, charts, illustrations, chapter titles, words in bold).</li> <li>• Try to identify important parts of the text and skim through those passages again.</li> <li>• Read through the table of contents, the introduction, or the text on the back of the book.</li> <li>• Think of questions you would like to ask the author and continue reading to see if your questions have been answered.</li> </ul>
You are having trouble understanding because you don’t know enough about the subject to “put it all together.”	Build your background knowledge by finding information from another text on the same topic, such as an online resource, a book, magazine, video, or by talking to someone who is knowledgeable about the subject.
You feel as if you are reading a foreign language.	Determine key vocabulary you don’t know and find the meaning by using context clues, asking someone for meanings, or using a dictionary or glossary.
You find yourself distracted or bored when you read, and are unable to concentrate.	<ul style="list-style-type: none"> <li>• Read more quickly or slow down, forcing yourself to pay attention by stopping at intervals to think (or talk about) what you have read.</li> <li>• Take mental or physical breaks from the text.</li> <li>• Try to visualize what is happening, placing yourself within the text rather than reading as an observer.</li> <li>• Set a purpose for reading, even a small one to keep you focused.</li> </ul>

The Challenge	The Reading Lifeline
<p>You understand what you are reading up to a certain point and then you seem to lose it.</p>	<ul style="list-style-type: none"> <li>• Summarize what you have read so far, either by talking to someone, reviewing it out loud, or writing about it.</li> <li>• Try to predict what might come next. Read to find out if your predictions are correct.</li> <li>• Try to pinpoint when the confusion started and go back and reread a few paragraphs before that point.</li> </ul>
<p>You have difficulty because you disagree with the author or have strong feelings about the text.</p>	<ul style="list-style-type: none"> <li>• Write to explore your feelings about the text and gain understanding of the author’s viewpoint.</li> <li>• Return to the text and mentally engage the author in a conversation or debate about the issues. Think about what you would say to the author to change his or her mind.</li> <li>• Remember that you have the right to your opinion about a text. Allow yourself time to stop and think through what is bothering you.</li> </ul>
<p>You’ve reread but you still don’t get it.</p>	<ul style="list-style-type: none"> <li>• Read the text orally or ask someone to read it to you.</li> <li>• Try to pinpoint what is confusing and ask your teacher or someone else to help you clarify.</li> </ul>
<p>You are having trouble knowing what is important in the text.</p>	<ul style="list-style-type: none"> <li>• Set a purpose for reading. Tell yourself that you will read a part of the text for a specific reason (such as to find out why something happened) and concentrate only on that purpose.</li> <li>• Use a double-column note-taking approach, “What’s Important” on one side and “Why?” or “What’s Interesting?” on the other.</li> <li>• If you are reading a textbook, look at chapter headings, words in bold, and captions for illustrations or charts.</li> </ul>

- *Questioner*—Helps team members ask and answer questions about the text
  - SRSR: “What evidence supports the author’s ideas?”
  - SDP: “Which questions did you have or wonder about as you read?”