



# CRUSH it!<sup>1</sup>

## Reading Multimodal Texts for Civic Engagement

**Note:** Group discussions do not have to address all of the questions below; questions and ideas should reflect the goals and interests of the group.

### 1. Calling out the text

- *Who would like to read the title?*
- [For printed texts and images] *Let's look at the pictures (or subtitles). What do you think we will learn from this text (or book)?*
- [Printed texts] *Who would like to read the first section?*
- [for younger students]: *What do you see? What about this word in the title (picking a simple CVC word)? What do you think you'll be reading about?*

### 2. Reaching for key ideas

- [Videos or Images] *Who or what do you see? Why do you think they are there?*
- *What do you think are the most important ideas in this paragraph (or on this page)?*
- *What is most interesting to you?*
- *What do you think that the author (or the person who made this video/image) wants you to think about?*

### 3. Unblocking barriers to key ideas (CSR Fix-up strategies, or use contextual clues on page of picture book)

- *What is confusing?*
- [For older students] *Let's use our CSR fix-up strategies (see other side).*
- [For younger students] *Let's see what clues we can find on this page to help us. (sounding out letters, checking with illustrations, etc.)*

### 4. Summarize key ideas

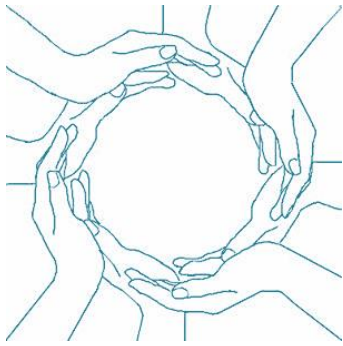
- *What do we know so far from this text/book/story? Does everyone agree?*
- *What do you think we might read about next?*

### 5. Hacking into the text

- *What did you like most about this reading?*
- *What was missing? Are there cultures, ideas or people that are not included?*
- *What did you dislike or disagree with? Is there a part that you think is unfair to certain groups of people? In what way is it unfair?*
- *What do you want to know more about? What actions or activities would you like to do based on your discussion about this text?*
- *What advice do you have for the author?*
- *If you were the author, what would your version of this article/video/image/podcast look/sound like?*

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<sup>1</sup> Heuristic developed by Diana J. Arya and Valerie Meier (2020), University of California, Santa Barbara. For queries, contact: [darya@ucsb.edu](mailto:darya@ucsb.edu).



## **CRUSH-it!** **With CSR<sup>2</sup> Fix-Up Strategies**

**CLUNKS!**

Find an unfamiliar word or phrase? We call these

Work together on the steps below . . . you don't need a dictionary!

### **Step 1. Finding a CLUNK (unfamiliar word/phrase).**

*Who has a clunk?*

*Does everyone agree that this is an important word or phrase for this reading?*

*If everyone agrees, then . . .*

### **Step 2. Reread the sentence with the CLUNK.**

*Are there any clues in the sentence that can help us?*

*If not . . .*

### **Step 3. Reread the sentences before and after the CLUNK.**

*Are there any clues in these sentences that can help us?*

*If not . . .*

### **Step 4. Look for word clues in the CLUNK.**

*Let's break the word into parts. Are there smaller parts that you know?*

*Also . . .*

### **Step 5. Look for a cognate that makes sense.**

*Does the word look or sound like a word in another language? Does that meaning help?*

### **Step 6. Try out a short meaning in the place of the CLUNK.**

Now that we have an idea about the meaning, let's try it out.

Who wants to read the sentence with this new meaning? Does it make sense?

Does everyone agree?

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<sup>2</sup> Collaborative Strategic Reading; see the following reference: Klingner, J. K., Vaughn, S., & Schumm, J. S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *The elementary school journal*, 3-22.