CRUSH-it![1]

Reading Multimodal Texts
for Civic Engagement
[A Teacher's Guide For Emerging Readers]
Note: Class or 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
- *What do you see?* [Welcome all responses to the featured text–pictures, words, letters, etc. Circle or mark items that students observed. Point out and ask some student to read aloud one or two CVC and/or CVCV words.]
  - *What do all of these* [point to marked portions] *make you think*?
  - *What do you think you'll be reading about?*

2. Reaching for key ideas
- [Depending on ability, students or the teacher can read aloud the text, stopping after a predetermined section for discussion.]
- [For Videos or Images] *Who or what do you see? Why do you think they are there?*
- *Let's sound it out. Can you hear familiar words that you know?* [encourage students to to consider words that they know in languages other than English.]
- *What do you think are the most important ideas in this part that we read together?*
- *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 key ideas
- *What is confusing? Any new words that we can explore together?* [Note: for any given section, it's good to limit selected clunks to 1 or 2 words/terms. If there are significantly more clunks in a section, this is a sign that the text is too difficult. Consider using the text as a read aloud opportunity if this is the case]
- *Let's see what clues we can find on this page to help us.* [Use strategies illustrated below–sounding out letters, checking with illustrations, etc.]
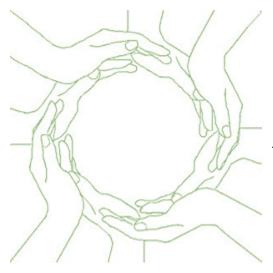
4. Summarizing key ideas
- *What do we know so far from this text/book/story? Does everyone agree?*
- *What do you think we'll learn next?*

5. Hacking into the text
- *What did you like most about what we read today?*
- *Was there anything that you felt was missing?*

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[1] Heuristic developed by Diana J. Arya and Valerie Meier (2022), University of California, Santa Barbara. For queries, contact: darya@ucsb.edu.

- *What did you dislike or disagree with? Was there a part that seemed unfair?*
- *What do you want to know more about?*
- *What advice do you have for the author?*

CRUSH-it!
Fix-Up Strategies[2] for new words and terms

When a reader comes across an unfamiliar word or phrase, we call these **CLUNKS**. When introducing this term for the first time, you can explain that *it's like when you are riding on a skateboard along a sidewalk–often you will hear the sound click-click, click-click, etc. But then all of the sudden, your front wheel hits a rock–clunk! Sometimes reading can feel this way, but there are clues in and around the text that can help us.* [You Can share a video to show relevant strategies, both in skateboarding and in reading.]

Step 1. Finding a clunk (unfamiliar word/phrase after or during text reading).
Are there any clunks so far? [write down these clunks on the white board or overhead]

Step 2. Pictures. *Are there pictures to help us figure out the meaning of this clunk?* [If "yes" then do a print-picture check] *What sound does the* [person/thing/animal/etc.] *begin with? What letter(s) make this sound*? *Is there a match?*

Step 3. Rereading the sentence. *Let's reread the sentence with the clunk.* [Either the teacher or a student can read the sentence aloud]. *Are there any clues in the sentence that can help us?*

Step 5. Rereading AROUND the sentence with the clunk. *Let's reread the sentences before and after the clunk. Are there any clues in these sentences that can help us?*

Step 6. Paraphrasing for checking meaning. *Let's 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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[2] Strategies were formed from two sources: (1) Adapted portions from 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.; and (2) Kaganoff, A. P. (2019). *Best Practices in Educational Therapy*. Routledge.

Step 7. Solving the clunk. *Now that we gathered all of our clues, what do we think is the clunk? Let's try it out to see if it makes sense.*

Strategies
for Clunks

1. Look for pictures.

"T-A-BL"   "TABLE"

2. Sound it out.

3. Track the text.

4. Listen for clues.

5. Check for meaning.