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Please enjoy this complimentary excerpt from *Critical Comprehension* [Grades K-6].

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Figures 1.3 through 1.5 provide questions to consider when reading for critical comprehension to support your work as you and your students read against the text.

You may need to scaffold, adapt, or rephrase some of these questions for your students.

FIGURE 1.3 Text Factors

Questions to Consider When Reading for Critical Comprehension

- ❑ How is the text organized in a way that highlights certain ideas and values over other ideas and values?
- ❑ How does the text work to highlight certain individuals or groups or make them seem more important?
- ❑ How does the text work to make certain individuals or groups less visible or make them seem unimportant?
- ❑ Who is the author? Does the author have credibility? Can they be trusted? Why or why not?
- ❑ How would the text be different if written by someone else? Who?
- ❑ How might the text help me challenge my perceptions and assumptions or my thoughts and ideas about a certain topic or issue?
- ❑ Does the text help me to think of a topic or issue in a different way?
- ❑ How is the text attempting to influence my thinking about this topic?
- ❑ How does the text perpetuate or disrupt stereotypes?
- ❑ Is the text accessible or understandable for all readers? If not, who would be able to easily make sense of the text? Who would find it hard to make sense of the text?
- ❑ How are words or images used to make the text easy or hard to understand?
- ❑ Who is missing and not represented or visible in the text? What purpose does it serve to exclude certain individuals or groups in a text?

FIGURE 1.4 Unpacking the Text**Questions to Consider When Reading for Critical Comprehension**

- Whose perspective is included?
- Are there perspectives that were not included?
- Whose voice is heard?
- Whose voice is not heard?
- How do the different perspectives advantage some individuals and groups?
- How do the different perspectives disadvantage some individuals and groups?
- Whose story/voice is missing or misrepresented?
- What issues are being explored in the text?
- How/why do the issues being explored in the text present a problem or difficulty?
- How does the setting influence the story and the view or perspective I am offered?
- How do past causes that led to the event or idea in the story influence the view I am given?
- How does the social and political climate of the time period, or what is going on in the world and in my community, influence the view I am given?
- How can I use information from reading and talking about the text to inspire me to take action?
- What more can I read or research to give me other perspectives to consider?


FIGURE 1.5 Reader Factors**Questions to Consider When Reading for Critical Comprehension**

- How does the text position me as a reader?
 - How does it make me feel as an individual?
 - Do I find it easy to make sense of the text or do I find it hard to make sense of the text?
 - Do my past experiences help me to make sense of the text?
 - What kinds of experiences would help me to make sense of the text?
- From what perspective am I reading the text?
- What experiences come to mind when I read the text?
- When assumptions do I make, or what understanding do I come away with based on reading the text?
- How does my position influence these assumptions?

