

# Critical Literacy Resources

## Strategy 1: Problem Posing

(McLaughlin & DeVoogd, 2004)

Text type: Narrative or Informational

Grade Level: 3<sup>rd</sup>-5<sup>th</sup>

When to use: After reading

How to use: Read text aloud as whole group and pose the following questions after reading.

1. Who is in the text/picture/situation?  
Who is missing?

2. Whose voices are represented? Whose voices are marginalized or discounted?

4. What would an alternative text/picture/situation say?

5. How can the reader use this information to promote equity?

3. What are the intentions of the author? What does the author want the reader to think?

## Strategy 2: Develop Discussion Pact

(Teaching Tolerance, 2019)

Example Discussion Pact:

1. Use kind words.
2. Listen.
3. Respect different ideas.
4. Build on others' ideas.

Text type: Narrative or Informational Grade Level: All

When to use: Before, During and After reading

Before: Introduce important vocabulary

During: Ask students to listen to any actions or parts of the book that make them feel uncomfortable or upset.

After: Students will share. Teacher listens for words that might be insensitive or unkind.

Brainstorm ways to have a respectful discussion

# Critical Literacy Resources

## Strategy 3:

### Gallery Walk with Brain Share

(Teaching Tolerance, 2019)

Text type: Narrative or Informational Grade Level: All

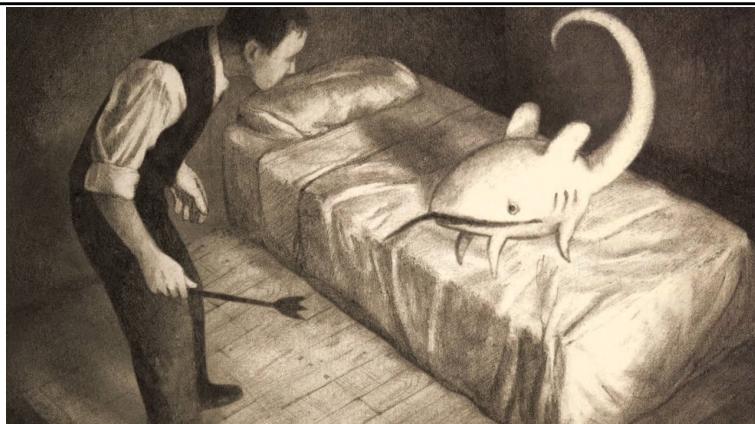
When to use: After reading

**Set Up:** Choose several pictures or quotes (4-5 is ideal) from the read aloud. Put them on chart paper and add a question. Aim for questions that invite students to develop empathy with a character such as, "How would you feel if this happened to you?" You could also use the questions from Strategy 1. Divide students into groups of 4-5. Assign each group a picture to begin the activity.

**1<sup>st</sup> time through gallery:** At each picture, students think and write their ideas silently. Students should have at least 2-3 minutes before moving to the next question and picture, but you can always give them more time.

**2<sup>nd</sup> time through gallery:** At each picture, students should read through what others have written first. Then they can discuss the question and what answers stood out to them. At their last picture, each group is responsible for writing 1 sentence to summarize the answers. Have 1 person from each group share out their sentence with the class.

Example from The  
Arrival by Shaun Tan



What is  
friendship?  
Can you  
give an  
example?