

**Developing Young Readers**  
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**Two Assertions**

1. The strategies young readers utilize are directly related to *what* they are reading, and *why* they are reading it
2. We should not focus on readers' strategy use in isolation but on how and why they engage in *specific literacy practices*

**Reading Where the Wild Things Are:**

As a bedtime story...

For a discussion in a children's literature class...

For one's own enjoyment...

To write a book review...

To take an Accelerated Reader quiz...

As a model for one's writing...

As a model for one's illustrations...

**Developing Young Readers**

- Literacy Play Centers
- Environmental Print Centers
- Language Experience Approaches
- Authentic Writing Experiences
- Book Exploration Time
- Language Games (I Spy, Boggle)
- Shared & Guided Reading Experiences
- Listening Centers...

**Texts in the Primary Classroom**

- Alphabet Books
- Counting Books
- Repetitive Phrases / Patterned Stories
- Cumulative Language in Stories
- Rhymes - Chants - Poetry - Dr. Seuss
- Predictable Texts - Picture-Text Symmetry
- Leveled Readers
- Predictable Genres - Fairy Tales, etc.
- Novels for Read Alouds

## **Developing the Alphabetic Principle**

Alphabet Books

Alphabet Charts

Chants - Poems - Songs

Letter Games

“Show Us What You Know”

Personal Alphabet Chart

Daily Sign In

“I Spy”

Calling Roll

Name Cards

Environmental Print Walks

Shared Reading Approaches

## **Navigating Text**

1. Choose appropriate text
2. Select words to conceal
3. Have students generate possibilities
4. Ask Two Questions: Sense & Syntax
5. Discuss how they figured out missing words
6. Make list of strategies used

## **Word Level Strategies**

- Use Context / Illustrations
- Stop, Go Back and Read it Again
- Read ON and Then GO BACK
- Think about what you know
- Look for Patterns - Analogies
- Chunk Letters Together
- Attend to Syntax of Language
- Try Sounding-It-Out (Decoding)
- **THEN Ask for Assistance**

## **Picturebooks Defined**

A picturebook is text, illustrations, total design; It hinges on the interplay of illustrations and written text, the simultaneous display of two facing pages and the drama of the turning page. (Bader, 1976)

## **Discussion strategies**

Turn, Pair, and Share

Noticings – Meanings – Wonderings

Word Storms

Design Elements Scavenger Hunt

<http://www.frankserafini.com/classroom-resources/interactivediscussions.pdf>

## **Picturebook Elements**

Endpapers

Typography

Visual Design Features

### **Picturebook Elements: Endpapers**

- Serve as a boundary between storyworld and real world of reader.
- Act as “curtains” that open and close the narrative.
- Connect to the story in different ways.
- Color Palette – Objects – Patterns – Thematic – Narrative Element

### **Picturebook Elements: Typography**

- the **visual component** of language
- the **style, arrangement, and appearance** of printed letters on a page
- attributes to both planes of **expression** and planes of **meaning**
- **tool** for doing things with text

### **Typographical Feature: Weight**

Used to create emphasis – bold to thin

Can be used by readers to determine significance

### **Typographical Feature: Color**

Color can be used for classifying elements and developing associations among elements.

Color has been associated with particular meanings or emotions in social contexts.

### **Typographical Feature: Size**

Size can add emphasis or importance to certain words.

Relatively equal sizes can suggest association or decrease emphasis.

### **Typographical Feature: Formality**

Formal and informal fonts suggest status, personality and power relations.

Can also relate to thematic elements.

### **Typographical Feature: Flourishes**

Flourishes can suggest action, style, vectors, and movement.

Can add to readers' interpretations

### **Picturebook Elements: Visual Design Features**

- Visual Design Features
- Are part of the illustrations or ancillary to them
- Adds motion and designates movement paths
- Signifies who is speaking
- Shows mental states or provides interior dialogue

## **Visual Design Features**

- Speech / Thought Bubbles
- Upfixes
- Impact Stars
- Motion Lines
- Reduplication

## **A Few Final Thoughts**

- Focus on strategies in context and how they help children make sense in specific reading events.
- Young Readers need time to explore books beyond their initial reading levels.
- Help students notice new picturebook elements and develop a vocabulary to support their noticings.

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**Thank You!**