**The Reader's Toolbox**
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An Assertion:
The strategies readers utilize when reading are directly related to the texts they are reading and why they are reading them.

An Example
**Reading Where the Wild Things Are:**
As a bedtime story…
For one's own enjoyment…
For a discussion in a children's lit class…
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…
In a guided reading group…

**So…Comprehension Strategy Instruction Must Be:**
- Contextualized – must take into consideration the setting and purpose of the reading event
- Intentional – must purposeful and helpful to the reader
- Obvious – must draw upon texts and contexts that make the strategy apparent
- Connected – must make connections to the experiences of the reader and the texts they are reading
- In Service of Meaning – must focus on meaning and not decoding or other "basic" skills

Reading Comprehension is…
**An orchestration of the following processes:**
1) **Navigating Textual Elements:** including language, design features, & visual images
2) **Generating Meanings:** using available information to make sense of what is read
3) **Articulating & Representing Meanings:** making one's meanings visible for consideration in a community of readers

Reader's Toolbox Strands:
- ❏ **Navigating Text**
- ❏ **Generating Meanings**
- ❏ **Articulating & Representing Meanings**

**Navigating Text**
Endpapers, Typography, & Narrative Structures

**Roles of Endpapers**
1. Make Connections to Narrative (Objects, Color)
2. Thematic
3. Part of the Narrative

**Navigating Typography**
Bold - Timid
Modern - Classic
Playful - Serious

**Typographical features**
Weight
Color
Formality
Flourishes

**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: 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

**Navigating Narrative Text structures**
Traditional Plot
Parallel Structures
Hero Cycle

**Generating meanings: 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

**Drawing on Art Criticism**
Realism
Folk Art
Modern Art
Surrealism

**Questions to Ask**
How does the art movement add to the mood, or representation of the story?
What simple aspects of the art movement can be used to understand the narrative?
Why did the author choose this artistic technique or movement?
How would your interpretations change if the art style changed?

**Expanding Perspectives**
Noticings-Meanings-Wonderings

**Articulating & representing meanings**
Turn, Pair, and Share
Community Notebooks
Literature Response Logs
Book Reviews
Graffiti Boards

**Some implications**
1. As texts continue to evolve into digital and multimodal ensembles, the strategies readers will need to be successful will have to evolve as well.
2. We cannot teach strategies in isolation, they only make sense once we know what a reader is reading and why they are reading it.
3. Teachers need to know this stuff if we expect them to teach it.

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