

# RECURSIVE READINGS AND RECKONINGS: KINDERGARTNERS' MULTIMODAL TRANSACTIONS WITH A NONFICTION PICTUREBOOK

## RATIONALE

- Despite Standard Curriculum that call for 50% of ELA to include nonfiction/ informational texts, a lot of research suggests that teachers do not include it in the classroom in the same way (Duke, 2001; Ghiso, 2013; Maloch, 2008; Newkirk, 2012; Palmer and Stuart, 2003; Young, Moss, and Cornwell, 2007).
- Kress (1997) argued that readers make meaning in numerous ways, and “different ways of making meaning involve different kinds of bodily engagement of the world” (p. 17 as cited in Adomat, 2009).
- Gee (2014) stated, “People ... learn through action and talk” (p. 35).

## THEORETICAL FRAMEWORKS



Rosenblatt's  
Transactional  
Theory of Reading



Kress and van  
Leeuwen's  
Social Semiotic  
Multimodality

**What multimodal resources do readers use to respond to and construct meaning from nonfiction picturebooks?**

## METHODS

- Explored the nonfiction literacy practices of 1 Kindergarten classroom in South with expert teacher.
- Collected data 3 days a week for 20 weeks, collected audio interviews, video data (22 whole group, 53 individual moments of play), documents, observations.
- Analyzed using multimodal data analysis (Norris, 2019).
  - Identified Utterance Strands and selected important moments
  - Microanalysis of Moments
  - Assign codes and grouped into like categories
- Focused on un-prompted reading of a nonfiction book about New York City. Analyzed language, gesture, body posture, etc. of 3 boys during independent reading time.

**For more information, see Shimek, C. (2021), "Recursive readings and reckonings: kindergarteners' multimodal transactions with a nonfiction picturebook", English Teaching: Practice & Critique, Vol. 20 No. 2, pp. 149-162.**

## FINDINGS

- **Reading is Social:** The boys' ultimate understandings or readings of the book depended upon each other's experiences. **TOGETHER** they worked to make sense of the "texts," both the book and one another.
- **Reading is Physical:** Movement was used to explain ideas, develop vocabulary, direct the attention of others, and ultimately, to better understand the book they were reading.
- **Reading Images-** even in nonfiction: The boys primarily focused on the images of the book but were still able to create new understandings, make connections, and transact. For younger readers, this lays the groundwork for what is possible with the written word in the future.

## IMPLICATIONS FOR TEACHERS

1. Provide children independent reading time (with friends)
2. Examine body movements as a part of the reading process
3. Recognize and value skills prior to conventional reading
4. Demonstrate how to make sense using all parts of nonfiction