

• B O L D P R I N T •



Graphic Novels Program Guide

By Kristine M. Calo, Ph.D.

© 2010



BrightpointLiteracy.com



Engaging *All* Readers through Graphic Novels

by Kristine M. Calo, Ph.D.

Engaging and motivating students to read and write can be a daunting task, even for the most seasoned of teachers. In today's highly visual world, students are constantly bombarded with visual images in their out-of-school lives. Sometimes students may struggle with reading traditional texts in school, partly because they are not motivated to read these texts. Using graphic novels can help build the multitude of literacies that students need to be successful readers and thinkers in the 21st century. According to Carter (2007), as educators have realized the power and importance of critical literacy, visual literacy, and other types of literacy, there has been an increased interest in the use of graphic novels in classrooms.

Teachers can use graphic novels to tap into students' interests, motivate students to read and write, and engage all readers including those who struggle with reading as well as English language learners. Students who may struggle with traditional texts use the supports of a graphic novel's images, colors, features, and narrative text to make sense of the novel. When teachers use graphic novels in their classrooms, all students regardless of their reading levels can participate in discussions about the powerful visuals within the novel. English language learners in particular benefit from the interactions with their peers when teachers provide opportunities for rich discussion and when they are exposed to interesting, readable materials that have strong visual supports to help them make sense of content and vocabulary (Robertson, 2008).

Booth (2009) argues that the "fun factor reduces the fear factor." In looking at how students comprehend texts, Booth notes that visualization is a significant cue that students must use when reading. He reminds us, however, that not all students are able to generate images in their minds while they read and the lack of this comprehension skill can negatively impact students' understanding of what they read. Through the use of graphic novels, students can make associations between the images and the text to help simplify the reading process and aid comprehension. This is particularly beneficial for struggling readers and English language learners.

“English language learners benefit from the visual supports within graphic novels as they ‘may find clues in the pictures that help demystify the text and increase comprehension.’ ”

The multimodal nature of graphic novels that students read and produce—including narrative text, images, sounds, color, styles of print, and so forth—“engage identities and the imagination in provocative ways unmet through other textual resources” (Morgan & Ramanathan, 2005, p. 158). Students are motivated to read the words *and* the images in graphic novels while also attending to the organization and structure of the novel to make meaning. This, in turn, helps to strengthen comprehension and visual literacy skills. English language learners benefit from the visual supports within graphic novels as they “may find clues in the pictures that help demystify the text and increase comprehension” (Cary, 2004, p. 3).

These powerful and engaging novels also help students learn to think deeply about what texts say and mean. Students can learn to see how their own perspectives and the perspectives of the author influence how they interact with a text. By reading graphic novels, engaging in rich analytical discussions, and participating in activities that further extend and deepen students’ understanding of the texts, all students—even struggling readers and English language learners—learn to be strategic readers and critical consumers of information.

USING FLEXIBLE GROUPS TO MEET STUDENT NEEDS

Graphic novels can be used in a variety of ways depending on the needs of the students as well as the objectives of the teacher. Teachers can use graphic novels as read-alouds to provide opportunities for the teacher to model fluent reading. Depending on the level of the text, graphic novels can be read in a whole class setting, small reading groups, literature circles, partner read, or used during independent reading. Whole group, literature circles, and partners provide students with opportunities to collaboratively make meaning of the text as they discuss the novel before, during, and after reading it. Because the images scaffold the text for students, the teacher can model how to use picture and context clues to help make sense of new vocabulary, thereby giving students the supports they need to read and comprehend graphic novels during independent reading time.

Visual Features of Graphic Novels

- **Splash Page:** This two-page spread is the attention grabber. It is intended to pull students into the text using large, dominant visuals and bold print. This vivid and powerful spread is the entryway into the rest of the novel.



“Students who may struggle with traditional texts use the supports of a graphic novel’s images, colors, features, and narrative text to make sense of the novel.”

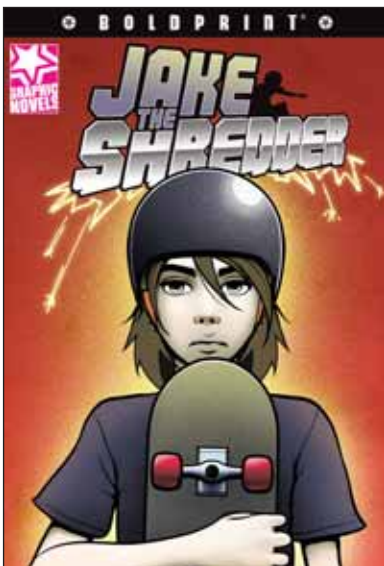
- **Pages:** The individual pages offer students opportunities to see how the author chooses to align the narrative and the images within each page. Pages can be analyzed as a whole or broken apart to see how each individual page is designed and organized.
- **Frames/Panels:** The visuals are created in story frames and panels that move the reader from scene to scene in the story. The panels are the boxes that contain each of the scenes. Students will learn that some panels are arranged neatly on the page in a linear fashion while others move into one another in more of a chaotic flow. As students analyze the panels, they will begin to see how the choice of panels, including their size and placement, can influence the way the reader perceives both the images and the narrative text.



- Font Sizes, Colors, and Styles:** The narrative text, captions, and text within word balloons, speech bubbles, and thought bubbles can be written in a variety of text fonts, sizes, colors, and styles. Students can analyze how reading the same words in a different font, different size, different color, or a different style can impact and influence what the reader takes away from the text.



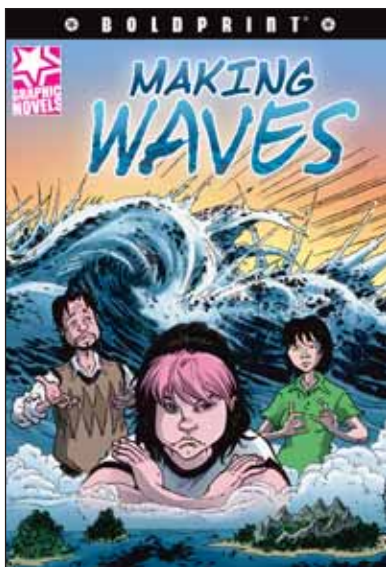
- Gutters:** The space between the panels is called the gutter. As readers move from panel to panel, they have to make inferences and draw conclusions as to what happens in the gutter—in that tiny space between each scene. The authors use the gutters to move along the action in scenes, to show the passage of time, or to make changes in locations.



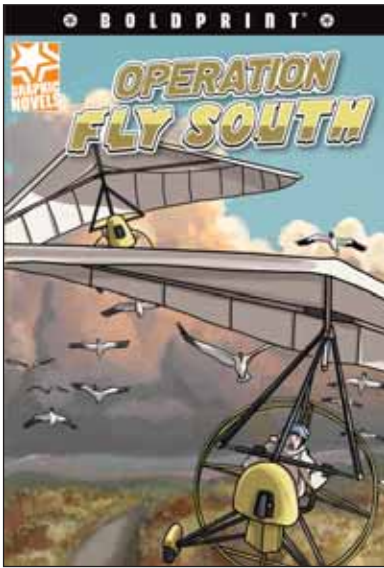
- **Bold Images:** Powerful images add to the complexity and richness of a graphic novel.



- **Colors:** The use of color or lack of color in an image can draw the reader's eyes to the images and can provide subtle (or not so subtle!) cues to the reader.



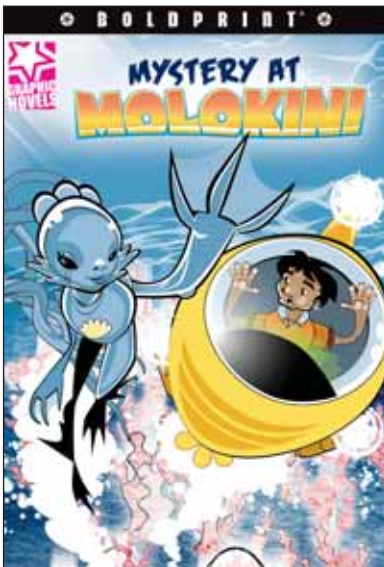
- **Ambient Sounds:** Authors can use words to display sounds and emphasize the action taking place in the story.



- **Pictures/Documents:** The reader can view snippets of documents that add information to the narrative text and the storyline.



- **Word Balloons/Speech Bubbles/Thought Bubbles:** These can be in different shapes and sizes throughout the novel. They help deepen the reader’s understanding of the characters as we get to see what the characters do (images and text), think (thought bubbles), and say (speech bubbles/word balloons).



BUILDING COMPREHENSION BEFORE, DURING, AND AFTER READING

There are many strategies that teachers can use to engage students and help them become strategic readers before reading, during reading, and after reading. The strategies and activities included in the following sections help the students develop new insights; think deeply, carefully, and critically about what they see and read; make interpretations; pose and answer questions; and think and act creatively.

Before Reading

- **Book Talk/Panel Walk** through the book. Pay close attention to the visuals in the text. Ask questions about the visuals such as:

- By looking only at the visuals, what do you think this book will be about?
- What do you notice about the visuals in this book?
- Which visuals do you find the most intriguing?
- How might you use the visuals in this book to help you understand what you’re reading?

Point out specific images. Ask students to notice the specific details about the images. Share with them that the author conveys information through the images. As they begin to read, encourage them to study the images and try to figure out why characters look the way they do, why images are certain colors or sizes, and why objects are placed in certain scenes. What is the message the author is trying to convey through the images?

Before-reading activities that activate and/or build background knowledge help students make sense of text.

ELL

This strategy is particularly effective with English language learners. Through the book walk/panel talk, students are given the opportunity to build and/or activate background knowledge that they will need to make sense of the text. To further assist ELLs, the teacher can also be sure to introduce and use key vocabulary in context during the book walk to aid students' comprehension of the text.

■ **Analyze the Splash Page.** Spend time discussing and analyzing the Splash Page by looking at the powerful visuals and carefully selected words that appear on these two pages. Ask students questions such as:

- Who or what is the story going to be about?
- Why do you think that?
- Where do you think the story is going to take place?
- What are some clues that made you think that?
- Why do you think these images were chosen for the Splash Page?

ELL

The discussion of the Splash Page is particularly beneficial to English language learners when the teacher asks a variety of question types, including those that promote higher-level thinking. The teacher can also help ELLs make predictions that will later be checked, confirmed, or revised as the students read the graphic novel. Teachers can scaffold this discussion for ELLs by having students engage in a think-pair-share first. This gives ELLs a chance to formulate their ideas and then share them in a safe setting with a partner before sharing with the whole group. They have a chance to get feedback from their partner and practice what they want to say prior to the whole-group discussion.

■ **Play Feature Finders.** Have students look through the text to find features unique to graphic novels such as the visual art, thought bubbles, speech bubbles, and captions. Ask students to discuss how these features help them make sense of the overall text. As students read the book, have them place a sticky note next to the features that they found particularly useful or interesting. After students have read the book, return to those feature notes and discuss them. Make a class chart of the features that they find in different graphic novels. Use two columns—one to explain what each feature is and the other to explain how the feature helps the reader.

ELL

This strategy is a fun and motivating activity for all students, including English language learners. Teachers can encourage ELLs to share the features that they found in the text, which will help the students feel successful. ELLs will benefit from understanding what the features are and how these features help the reader understand the novel. This activity encourages students to be active readers as they determine which features were particularly beneficial.

■ **Turn & Table Talk.** Begin by looking through the table of contents in the book. Using the chapter titles as clues, have student pairs discuss questions such as:

- What do you think the chapters will be about?
- What do you think will happen in the story?
- What is it about the chapter title(s) that makes you think that?

The logo consists of the letters 'ELL' in a bold, black, sans-serif font, centered within a light gray square.

Have students record their predictions on a chart and check to confirm or disprove them as they read. After reading, students can discuss their predictions and go back into the text to substantiate their predictions or show where their predictions were disproven.

Discussion in pairs helps English language learners formulate their ideas and practice articulating their ideas with another student. ELLs also benefit from listening to how their partners express their ideas and make/check predictions. ELLs benefit from having multiple opportunities to make predictions and check their predictions in order to either confirm or self-correct them.

- **Build Vocabulary.** Marzano (2009) emphasizes that there is a six-step process for teaching vocabulary that research has found to be effective. You can apply these steps as your students begin reading a graphic novel. Begin by highlighting new vocabulary for the students. After sharing the word, explain or describe it using words that the students are familiar with; share examples of the term; have students draw their own visual representation of what the word means through pictures, pictographs, or symbolic representations; have students generate their own examples and nonexamples; have students add the term to their vocabulary notebooks; and then use the new word and other vocabulary words as part of vocabulary games to engage students in playing with words in different contexts. Be sure to have students discuss new terms when they come across them as they read the graphic novel.

The logo consists of the letters 'ELL' in a bold, black, sans-serif font, centered within a light gray square.

Building the vocabulary of English language learners is extremely beneficial since many books that ELLs are exposed to in school are filled with unfamiliar vocabulary. ELLs benefit from learning key vocabulary in context and engaging in multimodal activities that help them remember what the words mean. They also benefit from learning and practicing strategies that they can use to figure out words in context, including using the visuals in graphic novels to assist with learning unknown words.

- **Build Background.** Have students discuss what they already know about the topic of the story or the setting of the story. Good readers acquire new knowledge by connecting it to what they already know.

This is an essential strategy that teachers can use to help all students, especially struggling readers and English language learners, make sense of the novel. By engaging ELLs in discussions and activities that help build background and activate prior knowledge, teachers can significantly aid students' comprehension.

- **Organize Graphically.** Have students think about what they're going to be reading and discuss how using graphic organizers can help them make sense of the text they encounter. Choose a comprehension strategy that you would like to focus on with the students such as determining importance, making connections, asking questions, visualizing, making inferences, making judgments, or evaluating. Use a graphic organizer that will help them apply the strategy. See sample organizers in the During Reading section that follows.

The logo consists of the letters 'ELL' in a bold, black, sans-serif font, centered within a light gray square.

Using graphic organizers with English language learners can help aid comprehension by providing ELLs with visual illustrations of key ideas and the relationship amongst those ideas. Graphic organizers are also beneficial for ELLs to help facilitate their learning of key vocabulary included within the graphic novel.

During Reading

- **Dig for Details: (Determine Importance).** Have students identify the main ideas and important details in each chapter. Explain that good readers know what the most important information in a text is and the important details that support the main ideas. Have students use sticky notes to identify the important information in each text. They can add these to a three-column graphic organizer that highlights the key information (column 1), important details that support the key information (column 2), and a brief response to the information such as what it means or why it is important (column 3). As they look for important ideas in the graphic novel, have them notice details not only in the text but also in the visuals.

Key Information	Important Details	Response

ELL

English language learners benefit from organizing their thinking as they learn and apply the various comprehension strategies listed in the During Reading section. When teachers introduce comprehension strategies to their ELLs, using the Think Aloud strategy can be a powerful way to help ELLs “see” how a good reader uses the strategy. During the Think Aloud, the teacher reads a passage aloud and stops frequently to make his/her thinking explicit. This, in turn, provides ELLs with a model for understanding what the cognitive strategy is along with how and why they should apply the strategy when they read.

- **Connect This: (Make Connections).** Encourage students to make text-to-text connections by making connections between the graphic text they are reading and other texts that they have encountered. Other texts can include books, graphic novels, newspaper articles, magazine articles, information from the Internet, and so forth. Explain that good readers are able to draw on multiple sources of information including their own experiences, information in other texts, and information that they’ve learned from the world around them to make sense of what they’re reading. Students can use a three-column chart to record their connections. Be sure to have students identify whether the connection is a text-to-text (T-T) connection, a text-to-self (T-S) connection, or a text-to-world (T-W) connection.

What the Text Said (p. #)	My Connection	Type of Connection

- **Read Between the . . . : (Make Inferences).** Describe for students how good readers read between the lines when they read text and in graphic novels, they also read between the frames. Share an example from the text of an inference that you made about an event or a character in the book. Then, with partners, have students brainstorm the scene(s) that would take place between two frames in the story. Ask questions such as “What do you think would have happened before this frame? What would happen after this frame?” Have students draw the frame(s) that they believe could have taken place “in between” two frames. Be sure they include the visual aspects of the frame as well as graphic novel features such as thought bubbles, speech bubbles, and captions.

“Good readers are able to draw on multiple sources of information to make sense of what they’re reading.”

- **You be the Judge: (Making Judgments/Evaluating).** Explain to students that the comprehension strategy of evaluating means to make a judgment about a story or a character in a story. This activity will give students the opportunity to make judgments about characters or events in a graphic novel. Have students choose characters in the book who have different perspectives on a situation in the text. As students read the book, have them record questions that they would like to ask the different characters. Host a mock debate between the two characters by asking the questions that students generated. After the debate, discuss the different perspectives that the characters had and how those perspectives influenced their responses to the questions. Have students evaluate the debate by asking them whether or not the debate changed their opinions about the characters or events in the story. If so, why? If not, why not?
- **Let's Dish.** Use discussion as a way to help students understand the text that they are reading. As students share their ideas with one another, they build meaning collectively. Students learn how to share ideas and turn to the text to support their thoughts with evidence from either the written words of the author or the visual elements. One effective way to include discussion when reading graphic novels is through the use of Analytical Discussions. Booth and Lundy (2007) suggest having students engage in “analytical discussions about a shared text” (p. 57), in this case a graphic novel. Discussion can take place in small groups, with the whole class, or in pairs.

For paired discussions, throughout the reading of the book have students turn and talk to the person next to them. Focus their discussion by posing questions such as:

- What is happening at this point in the story?
- What do you think will happen next? Why?
- What do you think about the images at this point in the story?
- How do the images support your understanding of what has happened so far in the story?
- What questions do you have about the plot or the characters?



English language learners benefit from discussion in pairs. The paired discussion helps ELLs formulate their ideas and practice articulating their ideas with another student in a non-threatening manner. ELLs also benefit from listening to how their partners express their ideas, make/check predictions, and ask questions. ELLs can work with their partners to address any questions or confusions they may have about the plot or characters.

ELL

“Teachers can help their students become critical consumers of information by promoting thoughtful interaction with the text.”

■ **Question the Author.** Beck and McKeown emphasize the power of teaching students to challenge the authors of texts through critical thinking questions. They note that by using the questioning the author (QtA) strategy, “students more readily and enthusiastically grapple with the meaning of the text” (1999, p. 25). When reading graphic novels, students are encouraged to respond to questions such as:

- What is the author trying to say through the words? Through the images?
- What do you think the author means by ____?
- What do you think of when you read the line ____?
- Why do you think the author chose this specific way to illustrate this frame?

Beck and McKeown emphasize the value of igniting thinking by digging deep with questions and capturing “thinking in action.” They note that because thinking is being constructed through the discussion, “responses may sound tentative, muddled or fragmented. But that’s good! The goal is to have students consider what’s in a text and put their thoughts together, moving toward meaning as ideas accumulate. The teacher’s role is to know what to expect but to be flexible. Provide room for the unexpected, the nascent thought, the diamond in the rough of an idea” (1999, p. 26). QtA helps students think about the author’s meaning and intentions, why an author chose certain words or ideas to express his/her thoughts, and how the graphic elements in the book influence the overall meaning.

Research indicates that metacognitive strategy instruction is particularly beneficial for English language learners. Using the QtA strategy, ELLs have rich opportunities to not only read the novel, but also to discuss what they’ve read, formulate questions about the author’s meaning and intent, and construct meaning along the way.

■ **Build a Community of Inquiry.** Booth (2009) recommends that teachers help their students become critical consumers of information by promoting thoughtful interaction with the text. Teachers can model curiosity and “be a model for the questioning mind.” Questions such as the following can inspire powerful discussions and critical inquiry:

- Questions that focus attention such as Did you notice ____? can open areas of investigation and lead to additional questions that provide reasons, evidence, or assumptions.
- Questions that force comparisons can help students compare, classify, and bring order to ideas.
- Questions that invite students to judge and assess such as How often? or How many? can provide students opportunities to critically analyze and evaluate situations in the text.
- Questions that seek clarification such as What did you mean by ____? or Can you give me an example? help students learn how to choose their words carefully when they articulate their ideas, thoughts, and opinions.
- Questions that invite inquiry such as What do we need to know? How can we find out? and What would happen if . . . ? encourage students to think outside the box and think creatively about the setting, characters, and plot of the story.
- Questions that seek reasons such as How did you know? and Why do you say that? help students learn to cite evidence from the visuals and the narrative text to support their claims.

By providing a range of questions that encourage thinking and discussion, teachers can enrich English language learners' understanding of the text. Questions should include a range of types and difficulty. Teachers can match questions with students to ensure that ELLs are able to successfully answer questions. As teachers ask ELLs questions, the students should be given ample wait time to consider their responses before sharing with the group.

After Reading

- **Create a Graphic Sequel.** Have students take on the role of author/illustrator and create a book map for a possible sequel for the novel they just read. Have them present the book map to the publisher's Review Committee (the class) and discuss why they think the sequel would be a best seller. After students have presented their book maps, have the class talk about which graphic novel they think would be the most likely to soar to the top of the New York Times Bestseller List. Have that student create his/her graphic novel. Other students can write book review blurbs to include on the front and back jacket of the book.

Giving English language learners the opportunity to participate in activities that encourage creativity can be motivating and engaging for them. Teachers can have students work in pairs or small groups for this activity.

- **Create Original Graphic Novels.** Using the wide range of technology available today, have students create graphic novels on topics of their own choosing. A student's topic could be about an important social issue, an historical event, the student's own experiences, or one drawn completely from the student's imagination. Have the students create the visuals and the narrative text for their books. Be sure the students include features of graphic novels such as thought bubbles, speech bubbles, captions, a splash page, etc.

Some computer applications that students can use to create their graphic novels include, among others:

- Internet
- Inspiration
- Kidspiration
- Microsoft FrontPage
- Microsoft PowerPoint
- Microsoft Publisher
- Microsoft Word
- Apple iMovie
- Apple iWeb
- Apple Keynote
- Apple Pages

The logo consists of the letters 'ELL' in a bold, black, sans-serif font, centered within a light gray square.

“Use online resources such as www.readthinkwrite.org developed by the International Reading Association for teaching ideas and downloadable student materials and activities.”

The logo consists of the letters 'ELL' in a bold, black, sans-serif font, centered within a light gray rectangular background.

Display and share the students' graphic novels. Allow students to read one another's books during independent reading. Have students write book reviews about one another's books. Host a book fair for younger students to come and look at the books created by your students. Include open mic readings at the fair where students can share sections of their graphic novels for the audience.

Giving English language learners the opportunity to participate in activities that integrate multiple language skills is important for ELLs as they develop their writing, reading, speaking and listening skills. This activity encourages ELLs to be creative and provides an opportunity to showcase technology skills. Teachers can further scaffold this activity by allowing ELLs to work with partners or in small groups.

- **Conduct a Reader's Theatre.** Have students turn the graphic novel into a reader's theatre. Rasinski and Padak (2008) emphasize that reader's theatre encourages students to read with expression and promotes repeated readings and fluency. Students can turn the graphic novel into a script and assign parts to narrators, characters, and even sound effect speakers. After practicing their presentations, the groups can perform their reader's theatre for the class or for another class.

The logo consists of the letters 'ELL' in a bold, black, sans-serif font, centered within a light gray rectangular background.

English language learners can benefit greatly from participating in Reader's Theatre. ELLs have the opportunity to read the graphic novel multiple times while practicing the script instead of reading the book just once or twice which is what typically happens in a classroom. This repeated reading helps build ELLs' fluency, comprehension and vocabulary while immersing them in the plot and characters of the novel. Through the repeated readings, ELLs can practice their parts multiple times to help them feel comfortable prior to sharing in front of the class. And, since the script is not intended to be memorized, the repeated readings also provide ELLs with opportunities to practice their speaking skills, including their pronunciation, speed, accuracy, volume, and expression.

- **Create a Book Talk.** Have students give brief book talks about graphic novels they have read that they would encourage other students to read. As they talk about their books, be sure to emphasize that the book talk should draw potential readers in without giving away the entire plot. Encourage students to not only talk about the text, but also highlight how the graphics play a role in the book as well. Model how to give an engaging book talk that leaves readers on the edge of their seats anxiously awaiting an opportunity to race to the library to grab the book.

The logo consists of the letters 'ELL' in a bold, black, sans-serif font, centered within a light gray rectangular background.

Book talks are a great way to help English language learners feel success in the classroom. Teachers can help ELLs formulate their ideas about what they'd like to share about a particular book and provide opportunities for the ELLs to practice their book talks. As the ELLs see other students pick up the books they've recommended, their self-concept can't help but be boosted!



ELL

- **Adding Voice: (Making Inferences).** Booth and Lundy (2007) recommend having students examine images without dialogue. Choose multiple panels for students to add voice to. After analyzing the images, the students can work with a partner to add conversation and act out the parts. They should write speech bubbles, thought bubbles, caption boxes, and add sound effects to tell the story. Students need to think about what the characters might be thinking or saying as well as what scenes may have happened before or after the panels.

This activity benefits English language learners by encouraging them to visualize what characters would say or do, thereby strengthening their comprehension skills. By working with a partner, ELLs can share their own ideas and draw on the ideas of others too.

- **Compare & Contrast Books.** Using a Venn Diagram or another graphic organizer have students compare and contrast this graphic novel with another novel that they read in the same genre—adventure, science fiction, historical fiction, drama, etc. Have students think about how the books were the same as well as how they were different. They can include information about the plot, the characters, the setting, as well as information about how the story was told.

The use of a graphic organizer is particularly helpful for students when comparing and contrasting books. The visual illustration helps students to organize their thinking in a logical manner. Teachers can further scaffold this activity by allowing students to work in pairs or small groups to complete the activity. And, the teacher also can supply students who need extra support with the ELL with a list of topics to compare such as the setting, characters, resolution, etc.

- **It's Game Day!** Have students design and create a game based on the graphic novel. Use characters from the story as game pieces and locations from the story on the game board. Include events from the story to influence what happens in the game and what the characters have to do to “win” the game. Once students have created their games, have a game day when students can play each other's games. This activity encourages students to think critically about what information to include in their game as well as creatively about how to create a fun, engaging game that people can't wait to play.

On Game Day, English language learners can benefit from the social and academic discussions that will inevitably occur as they and their classmates discuss the content of the story and play the various games created by members of the class. ELLs will have opportunities to revisit the content of the plot and the characters to help deepen their understanding of the novel. ELLs also will benefit from seeing how other students translated the book into the form of a game.



ELL

“Discussion builds meaning collaboratively, especially beneficial for struggling readers and ELL students, it provides the forum for them to build upon each other’s thoughts and ideas.”

- **Let’s Dish 2:** Engage the students in a critical discussion of the text. Ask them to critique the book while also discussing the content of what they read. Some questions could include:
- What did you like about the book? Why?
 - What did you dislike about the book? Why?
 - What was your favorite part of the book? Why?
 - What is the purpose of the story?
 - Are there any scenes that you would have liked to have seen that weren’t included in the book? Which ones and why?
 - How would those additional scenes have made the storyline stronger?
 - Are there any scenes that you would recommend getting rid of or changing? Which ones and why?
 - How would deleting or changing those scenes impact the storyline?
 - What did you think about the visuals in the book?
 - What did you like about them?
 - How do the images affect the story?
 - Did you find the choice of images effective?
 - How might other images have been used and what would the effect have been?
 - How are the themes of the story connected to our lives?
 - What would you recommend to the author for his/her next book?

As with all of the discussion activities mentioned in this teacher’s guide, English language learners benefit from having opportunities to talk about and make sense of the novel with their peers. Teachers can scaffold this discussion by using a think/pair share format, by asking a wide range of question types, and by providing ample wait time for ELLs.

Final Thoughts

Graphic novels have the potential to engage and motivate even your most reluctant readers as well as your English language learners. Using graphic novels in your classroom can be a powerful opportunity to immerse students in critical thinking while also developing their visual literacy and comprehension skills and strategies. Visualize this—all of your students actively engaged in meaningful literacy learning analyzing the influence and impact of print and pictures and becoming critical consumers and producers of text. That’s the power of graphic novels.

References

- Bamford, A. (2003). *The visual literacy white paper*. Retrieved September 1, 2009, from http://www.adobe.com/uk/education/pdf/adobe_visual_literacy_paper.pdf
- Booth, D. (2009). *Go graphic! Increasing achievement with graphic text* [Webinar]. Retrieved January 14, 2010, from <http://www.brightpointliteracy.com/webinars/>
- Booth, D. & Lundy, K. G. (2007). *Boosting literacy with graphic novels*. Austin, TX: Rubicon Publishing.
- Cary, S. (2004). *Going Graphic: Comics at work in the multilingual classroom*. Portsmouth, NH: Heinemann.
- Carter, J. B. (2007). *Building literacy connections with graphic novels: Page by page, panel by panel*. Urbana, IL:NCTE.
- Marzano, R. J. (2009). *Six steps to better vocabulary instruction*. *Educational Leadership* 67(1), 83-84.
- McKeown, M. & Beck, I. L. (1999). *Getting the discussion started*. *Educational Leadership*, 57(3), 25-28.
- Morgan, B. & Ramanathan, V. (2005). *Critical literacies and language education: Global and local perspectives*. *Annual Review of Applied Linguistics*, 25, 151-169.
- Rasinski, T. V. & Padak, N. D. (2008). *From phonics to fluency*. Boston: Pearson.
- Robertson, K. (2008). *Motivating ELL student readers*. Retrieved January 14, 2010, from <http://www.colorincolorado.org/article/22173>