

---

# Teaching Graphic Novels In The English Classroom

---

The Graphic Novel Classroom  
Connecting Comics to Curriculum  
In Graphic Detail  
Adventures in Graphica  
Worth A Thousand Words  
Using Graphic Novels in the English Language Arts Classroom  
Lessons Drawn  
To Teach  
Teaching the Graphic Novel  
Challenges and Advantages of Graphic Novels in the Classroom  
Graphic Novels and Comics in the Classroom  
Hacking Graphic Novels  
I'm Grumpy (My First Comics)  
Page by Paige  
Teaching with Comics and Graphic Novels  
Writing, Redefined  
Graphic Novels in High School and Middle School Classrooms  
Teaching With Graphic Novels: In Grades 4-12 Classrooms  
Building Literacy Connections with Graphic Novels  
Wham! Teaching with Graphic Novels Across the Curriculum  
Using Graphic Novels in the Classroom  
Using Graphic Novels in the English Language Arts Classroom  
Jane, the Fox and Me  
Reading With Pictures  
Exploring Comics and Graphic Novels in the Classroom  
Teaching Visual Literacy

Graphic Novels and Comics in the Classroom  
Teaching Graphic Novels in the English Classroom  
Teaching to Learn  
Teaching Graphic Novels to Adolescent Multilingual (and All) Learners  
Teaching Graphic Novels to Adolescent Multilingual (and All) Learners  
Graphic Novels in English Foreign Language Teaching  
Using Content-area Graphic Texts for Learning  
Teaching Early Reader Comics and Graphic Novels  
The Breakaways  
Teaching Graphic Novels  
Teaching Reading Comprehension with Graphic Texts  
You Can Do a Graphic Novel Teacher's Guide  
Don't Read the Comments  
Teaching Graphic Novels in the Classroom

*Teaching Graphic Novels  
In The English  
Classroom*

*Downloaded from  
[hl uconnect. hl u. edu.](http://hl.uconnect.hawaii.edu) by  
guest*

---

## **SANTOS GRACE**

---

**The Graphic Novel Classroom** John  
Wiley & Sons

Engage even the youngest readers with Dr. Monnin's standards-based lessons and strategic approach to teaching comics and graphic novels to early readers! Examples from a wide variety of comics and graphic novels--including multicultural models--and recommended reading lists help

teachers of grades K-6 seamlessly teach print-text and image literacies together. Teaching Early Reader Comics and Graphic Novels shows you how to address the unique needs of striving readers, connect reading and writing, teach the necessary terminology, and apply the standards to any graphic novel or comic for emerging through advanced readers. A companion blog, [www.teachinggraphicnovels.blogspot.com](http://www.teachinggraphicnovels.blogspot.com), offers free downloads, teaching tips, and updates on new comics and graphic novels you can use in your classroom. Tap into

the power of comics and graphic novels to engage all learners!

[Connecting Comics to Curriculum](#) IGI

Global

Sequential art combines the visual and the narrative in a way that readers have to interpret the images with the writing. Comics make a good fit with education because students are using a format that provides active engagement. This collection of essays is a wide-ranging look at current practices using comics and graphic novels in educational settings, from elementary schools through college.

The contributors cover history, gender, the use of specific graphic novels, practical application and educational theory. Instructors considering this book for use in a course may request an examination copy here.

[In Graphic Detail](#) Britannica Digital Learning

Here is the essential guide for librarians and teachers who want to develop a quality, curriculum-based graphic novel collection—and use its power to engage and inform middle and high school students. *Connecting Comics to Curriculum: Strategies for Grades 6–12* provides an introduction to graphic novels and the research that supports their use in schools. The book examines best curriculum practices for using graphic novels with students in grades 6–12, showing teachers and school librarians how they can work together to incorporate these materials across the secondary curriculum. Designed to be an essential guide to harnessing the power of graphic novels in schools, the book covers every aspect of graphic novel use in libraries and classrooms. It illuminates the criteria for selecting titles, explores collection

development strategies, and suggests graphic novel tie-ins for subjects taught in secondary schools. One of the first books to provide in-depth lesson plans for teaching a variety of middle and high school standards with graphic novels, the guide offers suggestions for differentiating instruction and includes resource lists of recommended titles and websites.

[Adventures in Graphica](#) Simon and Schuster

Comics have gone from "scourge of the classroom" to legitimate teaching tools, and the Common Core State Standards for scholastic achievement now explicitly recommend their use in the classroom. *Reading With Pictures: Comics That Make Kids Smarter* unites the finest creative talents in the comics industry with the nation's leading experts in visual literacy to create a game-changing tool for the classroom and beyond. This full-color volume features more than a dozen short stories (both fiction and nonfiction) that address topics in Social Studies, Math, Language Arts, and Science, while offering an immersive textual and visual experience that kids will enjoy. Highlights include *George Washington: Action*

*President* by Fred Van Lente and Ryan Dunlavey, *Doctor Sputnik: Man of Science* by Roger Langridge, *The Power of Print* by Katie Cook, and many more. Includes a foreword by Printz and Eisner Award-winning author Gene Luen Yang (American Born Chinese, *Boxers and Saints*). A downloadable Teachers' Guide includes standards-correlated lesson plans customized to each story, research-based justifications for using comics in the classroom, a guide to establishing best classroom practices, and a comprehensive listing of educational resources.

[Worth A Thousand Words](#) First Second Seminar paper from the year 2017 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 2,3, University of Frankfurt (Main), language: English, abstract: In the following chapters definitions and a short scientific reflection on graphic novels are provided, as well as the research study poster and the book presentation which were conducted in the seminar. Graphic novels - a term that is used diligently by educators, teachers, parents and their children in recent years. It is indisputable that graphic novels have an increasing fan base. One can find

graphic novel supporters advocating the use of it as a new text format in the classroom and opponents who are taking a skeptical view towards graphic novels. I personally have never been a fan of comics or graphic novels, because I never really got in touch with them during my school career. "Graphic Novels and Research" was the second seminar about graphic novels I attended at university to enhance my knowledge and especially on how to use comics in the EFL classroom. Graphic novels do not necessarily need text to be understood, the reader can freely interpret and analyze what the depicted story means to him. In the EFL classroom graphic novels should be used more often and well-considered, because students are animated to think about the content from another point of view. Some topics might be about sociology, history, gender or culture, many of those topics might be easier understood if adapted as a graphic novel. Students improve their reading competence, transcultural competence and their visual literacy. Hence, graphic novels are a creative, visualized way of approaching and teaching in the EFL classroom.

*Using Graphic Novels in the English Language Arts Classroom* Capstone Today's reading standards require K-12 teachers to teach multi-modal texts that combine print and images. Teaching Reading Comprehension with Graphic Texts: An Illustrated Adventure shows teachers how to read, understand, and teach the unique vocabulary and anatomy of the graphic text format alongside traditional, print-based literature and content-area selections.

**Lessons Drawn** Corwin Press Harness the power of graphic novels to promote literacy and engage all secondary students with Teaching Graphic Novels by Katie Monnin! Address print-text and image literacies, from navigating text features to creating standards-based lessons on reading comprehension, fiction/nonfiction, written response, critical thinking, and media literacy. Complete with examples from graphic novels, professional resource suggestions, strategies that can be used with any graphic novel, cross-indexes of middle and high school graphic novels and themes, reproducibles, and extra support for English-language learners. Teaching

Graphic Novels was a finalist for both the 2009 ForeWord Education Book of the Year and the 2010 AEP Distinguished Achievement Award in the 6-8 Curriculum and Instruction category!

*To Teach* McFarland

A teacher's companion to You Can Do a Graphic Novel.

*Teaching the Graphic Novel* National Council of Teachers of English (Ncte) 35th Annual Will Eisner Comic Industry Awards Nominee! This text will allow you to harness students' love of comics and graphic novels while increasing critical thinking and engagement in the classroom. Author Tim Smyth offers a wide variety of lessons and ideas for using comics to teach close reading, working with textual evidence, literature adaptations, symbolism and culture, sequencing, essay writing, and more. He also models how to use comics to tackle tough topics and enhance social-emotional learning. Throughout the book, you'll find a multitude of practical resources, including a variety of lesson plans—some quick and easy activities as well as more detailed ready-to-use unit plans. These thoughtful lessons meet the Common Core

State Standards and are easy to adapt for any subject area or grade level to fit into your curriculum. Add this book to your professional library and you'll have a new and exciting way of reaching and teaching your students!

### **Challenges and Advantages of Graphic Novels in the Classroom**

Teachers College Press

Imagine a classroom where students put away their smart phones and enthusiastically participate in learning activities that unleash creativity and refine critical thinking. Students today live and learn in a transmedia environment that demands multi-modal writing skills and multiple literacies. This collection brings together 17 new essays on using comics and graphic novels to provide both a learning framework and hands-on strategies that transform students' learning experiences through literary forms they respond to.

[Graphic Novels and Comics in the Classroom](#) Andrews McMeel Publishing

From the bestselling creators of Babymouse and Squish and the author of The Fourteenth Goldfish comes a new comic board-book series about feelings!

Eisner Award winners Jennifer L. Holm and Matthew Holm use panel frames, speech balloons, and thought bubbles to teach children how to read a story. In *I'm Grumpy*, a grumpy cloud upsets his friend Sunny and must make amends. A sweet, funny, and simple introduction to the impact that emotions can have on those around you.

*Hacking Graphic Novels* Taylor & Francis Capitalize on students' excitement about graphic novels while teaching literacy/language arts curriculum objectives! *Teaching With Graphic Novels* is for teachers who are fans of the genre as well as for those who are curious about graphic novels and are interested in trying something new in their classrooms. Through the teaching and learning activities suggested in this ebook, teachers will learn more about the potential of graphic novels for: motivating students to engage with texts teaching reading strategies teaching media literacy teaching critical literacy understandings [I'm Grumpy \(My First Comics\)](#) Harlequin This collection highlights the diverse ways comics and graphic novels are used in English and literature classrooms, whether

to develop critical thinking or writing skills, paired with a more traditional text, or as literature in their own right. From fictional stories to non-fiction works such as biography/memoir, history, or critical textbooks, graphic narratives provide students a new way to look at the course material and the world around them. Graphic novels have been widely and successfully incorporated into composition and creative writing classes, introductory literature surveys, and upper-level literature seminars, and present unique opportunities for engaging students' multiple literacies and critical thinking skills, as well as providing a way to connect to the terminology and theoretical framework of the larger disciplines of rhetoric, writing, and literature.

*Page by Page* GRIN Verlag

Use graphic novels to teach visual and verbal literacy While our kids today are communicating outside the classroom in abbreviated text bursts with visual icons, teachers are required to teach them to critically listen, think, and read and write complex texts. Graphic novels are a uniquely poised vehicle we can use to bridge this dissonance between student

communication skills and preferences with mandated educational goals. Worth a Thousand Words details how and why graphic novels are complex texts with advanced-level vocabulary, and demonstrates how to read and analyze these texts. It includes practical advice on how to integrate these books into both ELA and content-area classrooms and provides an extensive list of appropriate graphic novels for K-8 students, lesson suggestions, paired graphic/prose reading suggestions, and additional resources for taking these texts further. Provides research to back up why graphic novels are such powerful educational tools Helps you engage diverse student learners with exciting texts Shows you how to make lessons more meaningful Offers advice on implementing new literary mediums into your classroom Perfect for parents and teachers in grades K-8, Worth a Thousand Words opens up an exciting new world for teaching children visual and verbal literacy.

### **Teaching with Comics and Graphic Novels** Taylor & Francis

Every teacher knows that keeping adolescents interested in learning can be

challenging—The Graphic Novel Classroom overcomes that challenge. In these pages, you will learn how to create your own graphic novel in order to inspire students and make them love reading. Create your own superhero to teach reading, writing, critical thinking, and problem solving! Secondary language arts teacher Maureen Bakis discovered this powerful pedagogy in her own search to engage her students. Amazingly successful results encouraged Bakis to provide this learning tool to other middle and high school teachers so that they might also use this foolproof method to inspire their students. Readers will learn how to incorporate graphic novels into their classrooms in order to: Teach twenty-first-century skills such as interpretation of content and form Improve students' writing and visual comprehension Captivate both struggling and proficient students in reading Promote authentic literacy learning Develop students' ability to create in multiple formats This all-encompassing resource includes teaching and learning models, text-specific detailed lesson units, and examples of student work. An effective, contemporary way to improve learning and inspire students to

love reading, The Graphic Novel Classroom is the perfect superpower for every teacher of adolescent students!

*Writing, Redefined* McFarland

"To help teachers incorporate graphic novels into the school program the authors provide strategies using different dynamics -- independent reading, literature circles, guided reading, whole class shared reading, and curriculum and media links."--Back cover.

### **Graphic Novels in High School and Middle School Classrooms** Libraries Unlimited

Master's Thesis from the year 2017 in the subject English Language and Literature Studies - Literature, grade: 1,5, University of Siegen, language: English, abstract: In this thesis, the author scrutinizes the advantages of using graphic novels in teaching English as a foreign language, and tries to answer the following research question: 'In how far does reading and working with graphic novels improve the linguistic and cultural competence of German students in English as a foreign language (EFL)?' This thesis consists of two parts: a theoretical part that will acquaint the reader with the notion of

visual literacy, some basics on comic style theory, the development of intercultural communicative competence, and second language acquisition. In the second part, the author looks at two research projects dealing with the integration of graphic novels in ELT at a German grammar school. The first project is conducted in an eighth grade and investigates students' linguistic development through reading graphic novels and both students' and the teacher's appreciation of graphic novels. The second research project is conducted in an eleventh-grade and investigates students' development of intercultural communicative competence and both the students' and teacher's enthusiasm towards using graphic novels in language teaching. At the end, the author will answer the research question in the form of a conclusion.

**Teaching With Graphic Novels: In Grades 4-12 Classrooms** Random House Books for Young Readers  
Graphic novels are an excellent medium to motivate today's youth to become independent learners and thinkers. This practical guide shows secondary school teachers how to incorporate graphic

novels into content area instruction as a tool for meeting the needs of diverse learners and achieving the goals of the Common Core State Standards. The authors provide instructional guidelines with classroom examples that demonstrate how graphic novels can be used to expand content knowledge and literacy in science, social studies, math, and English/language arts. Teachers will appreciate the book's specific suggestions for selecting graphic novels and for employing responsive practices that will build students' reading, writing, speaking, listening, and media competencies. "The range and complexity of graphic novels being published right now is simply amazing to me. . . . They are part of what should be a balanced array of texts that all can read, enjoy, and learn from. In this volume, the authors point to this proliferation, as well as the educative potential of graphic novels. After reading its pages, I feel others will agree with me that they have done an excellent job pointing out how graphic novel creators such as Jim Ottaviani and Larry Gonick communicate much about history, science, and mathematics while also making

connections to comprehension and thinking skills that accompany both literacy and content-specific learning."  
—From the Foreword by Stergios Botzakis, assistant professor of adolescent literacy in the Theory and Practice in Teacher Education Department at The University of Tennessee, Knoxville "The authors have set forth on a task I feel long is overdue—connecting the literacy potential of graphic novels to the content areas. This book is a wonderful contribution to the field of content area literacy studies."  
—Michael D. Boatright, assistant professor, Department of English, Western Carolina University Book Features: Advice for selecting and evaluating graphic novels. Teaching strategies for each of the four major content domains. Guidance for aligning instruction with the Common Core State Standards. A list of educational graphic novels organized by content area. Study group questions. And more! William G. Brozo is a professor of literacy in the Graduate School of Education at George Mason University in Fairfax, Virginia, and author of RTI and the Adolescent Reader. Gary Moorman is professor emeritus at Appalachian State University in Boone,

North Carolina. Carla K. Meyer is an assistant professor in the Reading Education and Special Education Department at Appalachian State University.

**Building Literacy Connections with Graphic Novels** Teacher Created Resources

Presents practical suggestions for pairing a graphic novel with a traditional text or examining connections between multiple sources.

[Wham! Teaching with Graphic Novels Across the Curriculum](#) Maupin House

Publishing, Inc.

Art can be used in education to assist in engagement, comprehension, and literacy. For years, comics and graphic novels have been written off as simple sources of entertainment. However, comics and graphic novels have tremendous value when utilized in the classroom as unique texts that can be approached philosophically and cognitively. Exploring Comics and Graphic Novels in the Classroom highlights voices from a number of disciplines in education, showcasing research and practice using both popular and lesser-known examples

of comics across time in terms of publishing history and across geographic contexts. It explores comics from multiple viewpoints to share the efficacy of these texts in descriptive, narrative, and empirical ways. Covering topics such as intersectional identity representation, sequential visual art, and critical analysis, this premier reference source is a dynamic resource for educational administrators, teacher educators, preservice teachers, faculty of both K-12 and higher education, librarians, teaching artists, researchers, and academicians.