

Graphic Novels, Multiliteracies, Multimodalities

- Anstey, M., & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Newark, DE: International Reading Association.
- Carter, J. B. (2007). *Building literacy connections with graphic novels: Page by page, panel by panel*. Urbana, IL: National Council of Teachers of English.
- Cary, S. (2004). *Going graphic: Comics at work in the multilingual classroom*. Portsmouth, NH: Heinemann.
- Chun, C. W. (2009). Critical Literacies and Graphic Novels for English-Language Learners: Teaching "Maus". *Journal Of Adolescent & Adult Literacy*, 53(2), 144-153.
- Connors, S. P. (2013). Weaving multimodal meaning in a graphic novel reading group. *Visual Communication*, 12, 27-53.
- Dallacqua, A. K. (2012). Exploring literary devices in graphic novels. *Language Arts*, 89, 365-378.
- Dallacqua, A. K., Kersten, S., & Rhoades, M. (2015). Using Shaun Tan's work to foster multiliteracies in 21st-Century classrooms. *The Reading Teacher*, 69(2), 207-217.
- Griffith, P. E. (2010). Graphic novels in the secondary classroom and school libraries. *Journal of Adolescent & Adult Literacy*, 54, 181-189.
- Heath, S. B., & Bhagat, V. (2011). Reading comics, the invisible art. In *Handbook of research on teaching literacy through the communicative and visual arts* (pp. 586-591). Mahwah, NJ: Erlbaum.
- Hibbing, A. N., & Rankin-Erickson, J. L. (2003). A picture is worth a thousand words: Using visual images to improve comprehension for middle school struggling readers. *The Reading Teacher*, 56, 758-770.
- Jimenez, L. M., & Meyer, C. K. (2016). First Impressions Matter: Navigating Graphic Novels Utilizing Linguistic, Visual, and Spatial Resources. *Journal Of Literacy Research*, 48 (4), 423-447.
- McTaggart, J. (2008). Graphic novels: The good, the bad, and the ugly. In N. Frey & D. Fisher (Eds.), *Teaching visual literacy: Using comic books, graphic novels, anime, cartoons, and more to develop comprehension and thinking skills* (pp. 27-46). Thousand Oaks, CA: Corwin Press.
- Monnin, K. (2010). *Teaching graphic novels: Practical strategies for the secondary ELA classroom*. Gainesville, FL: Maupin House
- Norman, R. R. (2012). Reading the graphics: What is the relationship between graphical reading processes and student comprehension?. *Reading and Writing*, 25, 739-774.
- Öz, H., & Efecioglu, E. (2015). Graphic Novels: An Alternative Approach to Teach English as a Foreign Language. *Journal Of Language And Linguistic Studies*, 11(1), 75-90.
- Pantaleo, S. (2014). Reading images in graphic novels: Taking students to a "greater thinking level." *English in Australia*, 49(1), 38-51.
- Serafini, F. (2012). Reading multimodal texts in the 21st century. *Research in the Schools*, 19(1), 26-32.
- Shoemaker, B. (2013). Research for the Classroom: To Read or Not to Read--Five Approaches to Teaching Shakespeare. *English Journal*, 102(4), 111-114.
- Thompson, T. (2008). *Adventures in graphica: Using comics and graphic novels to teach comprehension*. Portland, ME: Stenhouse.
- Wood, M. (2015, January 1). The Effect of Graphic Novel Supplements on Reading Comprehension and Motivation in Secondary Students. ProQuest LLC,