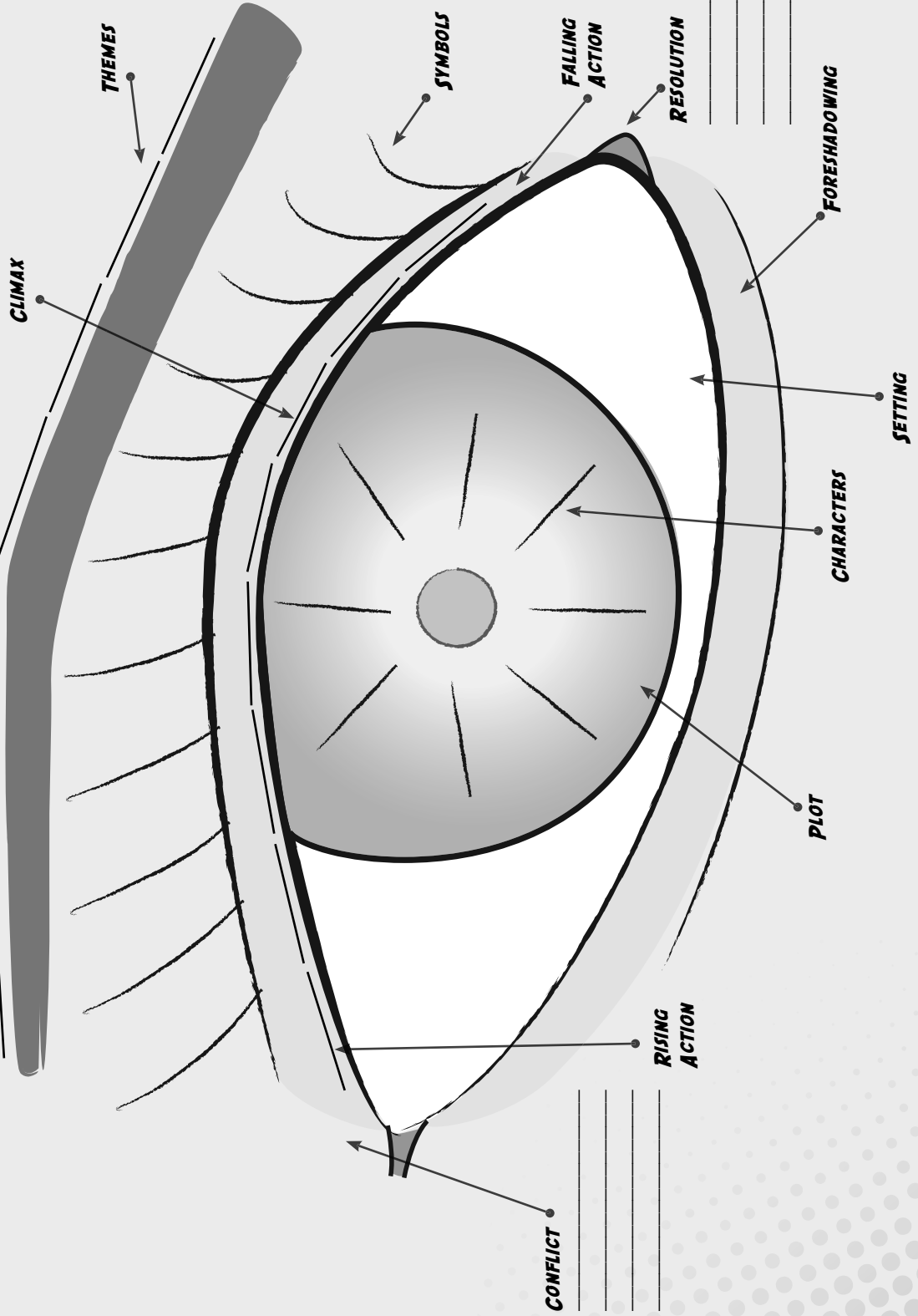


Figure 3.2: The Literate Eye reading strategy for middle school ELA students

TITLE OF TEXT: _____

Genre/ Type of Fiction: _____



To begin, students should receive a copy of **Appendix E**, which lists the elements of story they will be asked to know: plot, characters, setting, conflict, rising action, climax, falling action, resolution, symbols, theme, and foreshadowing. This information is also included below.

Next, students should be given two copies of the Literate Eye (**Appendix D**)—one for the print-text work of fiction and one for the graphic novel work of fiction.

Explained further in Lesson Idea 3.A, on the front side of the Literate Eye, above each eye, students will fill in the titles of the two works of fiction. If students are reading the two fiction selections recommended earlier for middle school, they would write *American Born Chinese* on one handout and *The Outsiders* on the other handout. Below that space, students will also write the type of format for each work of fiction. Again, given the two fiction examples *Teaching Graphic Novels* has suggested, students would write print “print-text fiction” below *The Outsiders* and “graphic novel fiction” below *American Born Chinese*.

Lesson Ideas 3.A and 3.B will provide further directions for using the Literate Eye reading strategy in middle and high school.

Appendix E: The Literate Eye reading strategy for middle school ELA students

PLOT — the primary sequence of events that setup or tell a story

CHARACTER — a person, persona, or identity within a fiction story

SETTING — where the events of the story take place

CONFLICT — the tension, disagreement, or discord that occurs in a story

RISING ACTION — the action or events in the story that stem from the primary conflict and lead to the climax

CLIMAX — the point of greatest intensity in a story, a culminating point, usually led up to by rising action and followed by a resolution

RESOLUTION — the final outcome to solve or address the conflict

SYMBOLS — an iconic representation that stands for something larger than itself

THEME — a main idea or emphasized aspect of a story

FORESHADOWING — a moment in the story when the reader feels like something to happen later in the story is alluded to or referenced

LESSON IDEA 3.A: TEACHING GRAPHIC NOVEL FICTION IN MIDDLE SCHOOL ELA

The graphic novel: Fiction graphic novel and print-text work of fiction of your choice; in the example that follows, Yang's *American Born Chinese* is paired with Hinton's *The Outsiders*.

The Standard: Middle school fiction

The Reading Strategy: The Literate Eye

Steps for Teaching Middle School Fiction with Graphic Novels

- 1.** First, students need to be introduced to the elements of story (see **Appendix E**).
- 2.** After reading through and discussing these terms, it is a good idea to ask students to write and draw their own explanations for these terms and definitions. Space is provided below each term. Please note that this space is divided into two sides. On one side, students should write out their own definitions for each term. On the other side, students should illustrate their definitions.
- 3.** After understanding the terms and their definitions, teachers should pass out the two Literate Eye handouts and ask students to fill in the titles of the two works of fiction and their format types (i.e., print-text fiction, graphic novel fiction).
- 4.** Reminding students to think first about the elements of story and second about their own responses to those elements, assign the students certain chapters or sections from the two works of fiction.

Note: The Literate Eye reading strategy works best if students read both works of fiction alongside each other, continuously (instead of one complete work of fiction and then the other work of fiction). Reading the two works of fiction alongside each other supports better fluency and stronger cross-text connections for students (intertextuality). Further, for each assigned section or chapter of reading, students should fill out a Literate Eye. This way, students have an entire chronicle of the elements of story and their own responses to those elements for both works of fiction.

- 5.** Once students have read their first set of assigned reading sections or chapters from the two works of fiction, ask them to think about the elements of story and label the eyes on the front of the handouts.
- 6.** After students fill out the eyes on the front of the handouts, ask them to: "Take a moment and think about how you, personally, feel about the elements of story within the two works of fiction. If you could respond to the author about each of these elements, what would you say?" Or, "What were you thinking about the elements of story when you read? On the back of the handout, on the second eye, write your responses to the elements of story for each work of fiction."