Some Things to Consider

Content
Level
Target Reader
Formatting / Layout

Lettering / Font
Image–Text Dynamic
Style of Writing
Adaptability
Reading Lesson Format

- Before-Reading
- During-Reading
- After-Reading
Before-Reading

Preparing the Reader

- Activate prior knowledge.
- Go over vocabulary from the reading.
Before-Reading

Preparing the Reader

Little or no reader-text interaction
1 = I have never seen this word.
2 = I have seen this word, but I don’t understand it.
3 = I might know this word, but I’m not sure.
4 = I understand this word, but I can’t use it.
5 = I understand this word and I can use it.

<table>
<thead>
<tr>
<th>Word</th>
<th>Now</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>balance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crawl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>figure out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fluid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>measure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>miracle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>needle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>regular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relieved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>treatement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Score |   |               |
a. to go somewhere or do something very quickly
b. to discover the length, amount, size, etc. of something
c. to move on your hands and knees or with your body close to the ground
d. to gradually understand something or to solve a problem by thinking about it
e. a thin, hollow, pointed piece of metal that can be put in someone's body to put medicine in or take liquid out
f. a method that is intended to cure an injury or sickness
g. to gradually increase in size, especially because of an injury

1) ____ The best **treatment** for a cold is to get plenty of rest.
2) ____ Bob stepped on my foot. Now my foot is **swelling** up.
3) ____ The firefighters **rushed** to the building on fire.
4) ____ I don't like getting shots because I'm afraid of **needles**.
5) ____ A ruler helps us to **measure** length.
6) ____ I can't **figure out** what this word means. I don't understand it.
7) ____ Babies **crawl** before they can walk.
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>balance</td>
<td>a state in which your weight is evenly spread so that you are steady and not likely to fall</td>
</tr>
<tr>
<td>brain</td>
<td>the organ inside your head that controls how you think, feel, and move</td>
</tr>
<tr>
<td>fluid</td>
<td>a liquid</td>
</tr>
<tr>
<td>miracle</td>
<td>something extremely good that happens that you would never expect to happen</td>
</tr>
<tr>
<td>regular</td>
<td>usual or normal</td>
</tr>
<tr>
<td>relieved</td>
<td>happy or calm again because you no longer need to worry about something</td>
</tr>
<tr>
<td>spine</td>
<td>the line of bones down the center of your back</td>
</tr>
</tbody>
</table>

1) A substitute teacher is teaching us today because our __________ teacher is sick.
2) I didn’t study for the math test, but I still got a perfect score. It’s a ___________!
3) My back hurts. I wonder if there is something wrong with my __________.
4) When you have a runny nose, a __________ comes out of your nose.
5) In order to be a good dancer, you must have good __________.
6) I was so worried about my test score. Fortunately, I got a high score and now I feel so __________.
7) The heart, the liver, the stomach, and the __________ are some of the important organs inside your body.
Part B. How is middle school different from elementary school? How are they the same?
Most Likely 1 – 2 – 3  Least Likely

1a)  1 – 2 – 3  Raina will get a video game for her birthday.
1b)  1 – 2 – 3  Raina will get a pair of earrings for her birthday.
1c)  1 – 2 – 3  Raina will get headgear for her birthday.

2a)  1 – 2 – 3  The braces will not make Raina’s teeth hurt.
2b)  1 – 2 – 3  The braces will make Raina’s teeth hurt a little.
2c)  1 – 2 – 3  The braces will make Raina’s teeth hurt a lot.

3a)  1 – 2 – 3  Raina’s pierced ears will hurt a lot.
3b)  1 – 2 – 3  Raina’s pierced ears will hurt a little.
3c)  1 – 2 – 3  Raina’s pierced ears will not hurt at all.

4a)  1 – 2 – 3  Raina’s friend Jane thinks Raina’s earrings look ugly.
4b)  1 – 2 – 3  Raina’s friend Jane thinks Raina’s earrings look pretty.
4c)  1 – 2 – 3  Raina’s friend Jane thinks Raina’s earrings look okay.
Part A. Valentine's Day is coming up, and Raina's school will host a Valentine's Day dance. Read the sentences below. Do you think they will be TRUE or FALSE? Circle your guesses.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>My Guess</th>
<th>After Reading</th>
<th>Correct Guess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raina wants to go to the dance with Sammy.</td>
<td>True / False</td>
<td>True / False</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Raina wants to go to the dance with Sean.</td>
<td>True / False</td>
<td>True / False</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Sammy wants to go to the dance with Raina.</td>
<td>True / False</td>
<td>True / False</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Raina and Sammy go to the dance together.</td>
<td>True / False</td>
<td>True / False</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Raina and Sean go to the dance together.</td>
<td>True / False</td>
<td>True / False</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Raina has a good time at the dance.</td>
<td>True / False</td>
<td>True / False</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>
Part A. In today’s reading, Cece will be taking a hearing test. Have you ever taken a hearing test? What was it like? How were you tested?

Part B. Today, you will be taking a hearing test. Record the results of the test below.

My hearing age range is ____________.

My left ear hearing capacity is _______%

My right ear hearing capacity is _______%.

My Hearing Profile

<table>
<thead>
<tr>
<th></th>
<th>High Tones</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Left</td>
<td>8 kHz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 kHz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 kHz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 kHz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.5 kHz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.5 kHz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.25 kHz</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Low Tones</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Left</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
During-Reading

Aiding the Reader

- Give a purpose for reading.
- Check comprehension and clarify.
During-Reading
Aiding the Reader

Lots of reader-text interaction
Part A. Circle the correct answer.

1) Raina got ________________ for her birthday.
   (a) a video game
   (b) a pair of earrings
   (c) headgear

2) Raina’s teeth ________________ from the braces.
   (a) did not hurt
   (b) hurt a little
   (c) hurt a lot

3) Raina’s pierced ears ________________.
   (a) did not hurt
   (b) hurt a little
   (c) hurt a lot

4) Raina’s friend Jane thinks her earrings look __________.
   (a) ugly
   (b) pretty
   (c) okay
Part A. Valentine's Day is coming up, and Raina's school will host a Valentine's Day dance. Read the sentences below. Do you think they will be TRUE or FALSE? Circle your guesses.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>My Guess</th>
<th>After Reading</th>
<th>Correct Guess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raina wants to go to the dance with Sammy.</td>
<td>True / False</td>
<td>True / False</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Raina wants to go to the dance with Sean.</td>
<td>True / False</td>
<td>True / False</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Sammy wants to go to the dance with Raina.</td>
<td>True / False</td>
<td>True / False</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Raina and Sammy go to the dance together.</td>
<td>True / False</td>
<td>True / False</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Raina and Sean go to the dance together.</td>
<td>True / False</td>
<td>True / False</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Raina has a good time at the dance.</td>
<td>True / False</td>
<td>True / False</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>
1. Cece goes to a special doctor.
2. The doctor gives Cece’s parents a chart.
3. The doctor puts a blindfold on Cece.
4. The doctor puts headphones on Cece.
5. The doctor hits a bell.
6. Cece takes a hearing test inside the booth.
7. The doctor gives Cece a lollipop.
8. Cece goes inside a booth.
9. One week later, Cece goes back to the special doctor.
10. Cece can hear the doctor speaking.
11. The doctor gives Cece a special hearing aid.
12. The doctor turns on the hearing aid.
13. The doctor gives Cece a beautiful pouch for the hearing aid.
14. The doctor gives Cece another lollipop.
1) ___ p. 111
2) ___ p. 112
3) ___ p. 113
4) ___ p. 114 - 115
5) ___ p. 116 - 117
6) ___ p. 118
7) ___ p. 119 - 121
8) ___ p. 125
9) ___ p. 126

a. Looking for a Date to the Dance
b. Raina's Retainer and Stuck Food
c. The Transfer Student
d. The Gift from Sam
e. Back to School
f. Running into Sammy in the Hallway
g. Boys and Braces
h. See You There, Raina
i. The Valentine's Day Dance

Part B. Write a title for pages 122 to 124.

My Title:

__________________________________________________________________________
<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Location:</th>
<th>Dr. Dragoni’s Office</th>
<th>(Morning/Afternoon/Night)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Location:</td>
<td></td>
<td>(Morning/Afternoon/Night)</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Location:</td>
<td></td>
<td>(Morning/Afternoon/Night)</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Location:</td>
<td></td>
<td>(Morning/Afternoon/Night)</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Location:</td>
<td></td>
<td>(Morning/Afternoon/Night)</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; Location:</td>
<td></td>
<td>(Morning/Afternoon/Night)</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt; Location:</td>
<td></td>
<td>(Morning/Afternoon/Night)</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt; Location:</td>
<td></td>
<td>(Morning/Afternoon/Night)</td>
</tr>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt; Location:</td>
<td></td>
<td>(Morning/Afternoon/Night)</td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt; Location:</td>
<td></td>
<td>(Morning/Afternoon/Night)</td>
</tr>
<tr>
<td>Over Summer Vacation</td>
<td>On the First Day of School</td>
<td>Neither</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>band</td>
<td>g. went to the orthodontist</td>
<td></td>
</tr>
<tr>
<td>field trip</td>
<td>h. was called a freak</td>
<td></td>
</tr>
<tr>
<td>fell in love</td>
<td>i. zits</td>
<td></td>
</tr>
<tr>
<td>Girl Scouts camping trip</td>
<td>j. spent time with Grandma</td>
<td></td>
</tr>
<tr>
<td>yearbooks</td>
<td>k. road trip</td>
<td></td>
</tr>
<tr>
<td>played video games</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1.</td>
<td>___ George</td>
<td>a. Cece's friend</td>
</tr>
<tr>
<td>2.</td>
<td>___ Ashley</td>
<td>b. Cece's big brother</td>
</tr>
<tr>
<td>3.</td>
<td>___ Sarah</td>
<td>c. Cece's big sister</td>
</tr>
<tr>
<td>4.</td>
<td>___ Emma</td>
<td>d. Cece's father</td>
</tr>
</tbody>
</table>
1) ___ “Raina likes a tiny-tot sixth grader!”
2) ___ “We want you to have a full mouth of healthy teeth.”
3) ___ “My dad took me to see The Little Mermaid last night. It was really good.”
4) ___ “I finally know what I want to be when I grow up! An animator!”

a. Dr. Dragoni
b. Melissa and Karin (friends of Raina’s)
c. Raina
d. Emily (another friend of Raina’s)
After-Reading

Getting Beyond the Text

- Make connections between the reader and the text.
- Evaluate the text and form opinions.
After-Reading

Getting Beyond the Text

Little or no reader-text interaction
Characters’ choices and motivations
The Author's Choices
Theme
Main Idea
A Character’s Diary
A Letter as a Character
A Letter to a Character
To Raina.
Hello!
My name is Myeong-Jin Lee.
I heard about your tooth.
Your tooth was damaged, right?
That’s too bad.
But don’t worry.
New medical technology has developed.
So, you can receive medical care.
And your dentist can fix your tooth.
Good luck to you.
Good Bye

From Myeong-Jin Lee
A Letter to the Author
To Bell Cece,
Hello! My name is Min Young Baek.
I live in Seoul, Korea.
And I go to Jangwon Middle School.
In winter camp, I’m reading your book “El Deafo.” I like the part where Cece has fallen in love at first sight with Mike Miller.
But I’m angry about the part about Laura.
When Cece goes to hospital, it reminded me of the time I had an operation on my eye lid, and I felt sorry for Cece.
However, Cece got through it great.
Finally, I wonder when the most difficult part of your life, and how you overcame it, and how you became a cartoonist?
Thank you for reading my letter.
Bye Bye!

- 2016, 1, 20, Wednesday
From Min Young Baek.
January 21, 2016

Dear Cece Bell,

My name is Da Hee Kang. I live in Seoul, Korea. I go to Jong-won Middle School. I am participating in English camp. My teacher recommended your book, “El Deafo.” My favorite part is chapter ten. It was interesting when you met a good new friend, so I felt great. Before that she met Laura and Ginny, but they all had a weakness. But Martha doesn’t treat you differently.

Your life is different from my life, but I’ve seen people who have been discriminated. How’s your life now? Do you now live happily ever after?

Bye!

From Da Hee Kang
Dear Cece Bell

Hello. My name is E.June. I'm 16 years old and I live in Korea. I read your book "EL DEAFO" in class. I like the part where Cece meets a new friend, Ginny. It makes me happy when Ginny got angry with Laura for bossing you around. Also, I feel sympathy when your mother made you learn sign language. My mother makes me do things that I don't like, without asking me. And I have a question for you. Are you still friends with Laura and Ginny? I think Mike and Martha are still your friends. Am I right? Lastly, keep warm. It's cold outside.

Bye ~

by E. June
Dear James,

Thank you so much for sending along the notes and drawings your students wrote and drew for me back in January. I am just now getting through some correspondence, and I am so embarrassed by how late I am in getting back to you.

If you are still meeting with these students, please tell them that their drawings are absolutely astonishing! I am amazed at how talented every single one of them is. AND, please tell them that their English skills are amazing, too. They have a superpower I certainly don’t have—the ability to write and speak in two different languages. That is awesome.

It was really thrilling to see that a lot of them connected with *El Deafo* in so many different ways. It’s always wonderful to find out just how similar we all are. We are more alike than different, don’t you think?

I believe you sent me some candy, too. Korean candy is the best! Thank you for that, too.

I hope you have a wonderful summer, and please say hello to the students at your school if possible.

All my best to you and your students, and thank you again for sharing my book with them,

Cece Bell
Part A. The word *damage* can be used either as a noun or a verb. When *damage* is used as a noun, it means "physical harm." When *damage* is used as a verb, it means "to cause physical harm." Look at the sentences below. Figure out if the word *damage* is being used as a noun or a verb. Write N for noun or V for verb in the blanks.

1) ___ The storm damaged our house.
2) ___ Don’t shake the box. You could damage the things inside.
3) ___ You should always wrap fragile things to protect it from damage.
4) ___ Smoking can damage your lungs.
5) ___ Drinking alcohol can cause brain damage.

Part B. The noun *damage* is often modified by another noun. Sometimes this noun refers to the thing that was damaged. Sometimes this noun refers to the cause of the damage. What does the first noun of each phrase refer to? Write the letter in the correct column.

<table>
<thead>
<tr>
<th>Damaged Thing</th>
<th>Cause of Damage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adjust table column</td>
</tr>
<tr>
<td>a. brain damage</td>
<td>f. skin damage</td>
</tr>
<tr>
<td>b. water damage</td>
<td>g. earthquake damage</td>
</tr>
<tr>
<td>c. nerve damage</td>
<td>h. liver damage</td>
</tr>
<tr>
<td>d. sun damage</td>
<td>i. kidney damage</td>
</tr>
<tr>
<td>e. fire damage</td>
<td>j. property damage</td>
</tr>
</tbody>
</table>

Part C. The word *patient* can be used either as a noun or an adjective. When *patient* is used as a noun, it means "a person who receives medical care or treatment." When *patient* is used as an adjective, it means "able to stay calm and not get annoyed when waiting for a long time." Look at the sentences below. Figure out if the word *patient* is being used as a noun or an adjective. Write N for noun or A for adjective in the blanks.

1) ___ I hate waiting in long lines. I am not a very patient person.
2) ___ Raina is a patient of Dr. Dragoni's. She goes to Dr. Dragoni to get her teeth cleaned.
3) ___ It takes a long time for braces to make teeth straight. It's a slow process so you must be patient.
4) ___ It is important for teachers to be patient with their students.
5) ___ Several patients are waiting to see the doctor.
1) The soccer player **missed** the goal. His team didn't get a point.
2) My grandmother passed away last year. I **miss** her very much.
3) The bookcase is **missing** a few screws.
4) She **missed** a few days of school because of her cold.
5) The baseball player swung three times and **missed** the ball. That means he's out.
6) I'm sorry, I **missed** what you said. Could you repeat that?
7) Oh, no! The bus left already. I **missed** it.
8) Bill got a job in New York and moved out of his parents' home. He **misses** home a lot.
9) There are 10 desks but only 7 chairs in the classroom. We are **missing** some chairs.
10) I think we are lost because you **missed** a turn. Why don't you turn around and drive back the other way?

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Sentence Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>miss</td>
<td>to feel sad because you want to see someone or something that you cannot see</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to fail to be present for something because you were late or unable to come</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to be without</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to fail to hit, catch, or get something</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>to fail to see, hear, notice, or do something (usually because you forgot or were distracted)</td>
<td></td>
</tr>
</tbody>
</table>
Reading Lesson Format

• Before-reading
• During-reading
• After-reading
**CHRISTMAS**

**ON CHRISTMAS EVE, MY FAMILY MADE CHRISTMAS TREE.**

Wow! It's nice.

Hurry up.

DAD

ME

OK

SISTER

DAD

MUM

MY SISTER

**AFTER THAT, WE EAT DINNER, AND EAT CAKE FOR DESSERT.**

**AFTER DINNER**

**ON CHRISTMAS MORNING, I SEE MY CHRISTMAS PRESENT!**

Mom! I have my present.

Really? It's good?

DID YOU HANG YOUR SOCKS?

DAD

**MERRY CHRISTMAS!**

**IT’S TIME TO GO TO BED,**

Mom

YES, I DID

**WHAT DID YOU GET?**

IT'S SECRET!
Today is July 31st, 2012. Today is my birthday. As usual, I was going to my class.

I was the one who came the first to my class. But, there were 5 girls.

WHY? WHAT'S WRONG? WAIT FOR A SECOND.

WHAT'S ALL THIS? HOW DID YOU KNOW MY BIRTHDAY ANYWAY?

AFTER FEW MINUTES, EVERYBODY WROTE ME AT LEAST ONE SENTENCE TO ME.

I STILL REMEMBER THAT DAY. IT WAS MY BEST BIRTHDAY EVER.

THE END.
Choosing a Graphic Novel

- Content
- Level
- Page Length
- Number of Chapters
Choosing a Graphic Novel

- Easy-to-Read Font
- Right Amount of Speech / Narration
- Standard Spelling
- Color vs. Black and White
Choosing a Graphic Novel

- Content
- Level
- Page Length
- Number of Chapters
- Relatable Characters
- Interesting Themes
Katie Monnin’s Blog
Reading
Comprehension

Gene Yang’s Blog
Comics as Medium
of Instruction