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Reaching Out: A Publication Trend Analysis of Scholarly Articles Discussing Graphic Novels and Reluctant or Struggling Readers

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INTRODUCTION

Graphic novels combine short text and pictures to tell a story or convey information while still engaging the reader visually. This is a potentially useful tool for reaching out to struggling and reluctant readers. Struggling readers have difficulty reading and understanding what it is they are reading. Pictures allow for more context clues than just text alone, allowing for the potential for greater success in comprehension for struggling readers. Reluctant readers, on the other hand, may have more of a distaste for reading. In some cases, they are capable of understanding what they read, but they do not enjoy the activity and tend to avoid it. Graphic novels allow for a more visual experience when reading and potentially grabbing and holding the reluctant readers' interest.

The age group most often linked with reluctant and struggling readers is the young adult group. Young adults have a larger number of interests, as they are exploring new hobbies, and as a result, it can be harder to engage and keep interested in tasks that they find boring or difficult. “[T]o get teenage reluctant readers reading, we need to find the elusive reading material that provides interest. Many writers agree that graphic novels could be that special something that provides interest and that a teenager connects with” (Snowball, 2005, p. 43). Graphic novels have the potential to reach a segment of the community that libraries struggle to engage. Therefore, it might be useful to assess which specific issues or topics have already been addressed in the existing literature and which have not.

Purpose Statement

The purpose of this study is to analyze the publication trends in library and information (LIS) journal articles as well as educational journal articles that discuss graphic novels and reluctant or struggling readers, specifically publication trend over time, authorship, core journals, and the number of articles that are based on surveys or interviews.

Research Questions

R1. How many articles on graphic novels and reluctant or struggling readers have been published each year from 2007 to 2017?

R2. Who authored the articles examined in this study? Which authors are the most prolific?

R3. Which journals published the articles examined in this study? Which journals published the most articles on the given topic?

R4. How many articles report on surveys or interviews?

Definitions

Bibliometrics: Bibliometrics can be defined as “[t]he use of mathematical and statistical methods to study and identify patterns in the usage of materials and services within a library or to analyze the historical development of a specific body of literature, especially its authorship, publication, and use” (Reitz, 2013, para. 323).

Bradford’s Law: Reitz (2013) defines Bradford’s Law as “The bibliometric principle that a disproportionate share of the significant research results on a given subject are published in a relatively small number of the scholarly journals in the field” (para. 982).
Graphic novel: A graphic novel can be defined as “an extended narrative [...] presented as a continuous sequence of pictorial images printed in color or black and white and arranged panel-to-panel, with text given in captions and dialogue usually enclosed in balloons” (Reitz, 2013, para. 175).

Lotka’s Law: “The bibliometric principle that the number of authors making n contributions to the scholarly literature of a given field is about C/n^a, with C (the number making a single contribution) a constant” is Reitz’s (2013) definition of Lotka’s Law (para. 878).

Reluctant reader: Reluctant readers can be characterized as an individual that “chooses not to read, doing so only when necessary” (Reitz, 2013, para. 218).

Struggling reader: A struggling reader “experiences difficulty learning to read” (What is the difference, 2012, para. 7). Struggling readers have difficulty with the act of reading.

Young Adult: The term young adult encompasses people in their “late teenage years or early twenties” (Cambridge English Dictionary, n.d., para. 1).

Limitations and Delimitations
This study is limited to selected LIS and educational databases provided by the University of Southern Mississippi. Articles are limited to full-text, English-language articles that are peer-reviewed, published in academic journals, and published between the years 2007 and 2017.

Assumptions
It is assumed that the databases used in this study have appropriately and fully indexed the articles so that relevant articles are retrieved. It is further assumed that the information provided for each article, i.e., author name, journal title, article title, etc., is accurate and complete.

Importance of Study
The purpose of this paper is to examine the publication trend and methodology of scholarly LIS and educational articles that discuss graphic novels and reluctant or struggling readers. With this information, other researchers may have a more comprehensive understanding of the body of existing research and what areas have yet to be covered. Educators might also have a better idea of how to use graphic novels in their teaching to better reach reluctant and struggling readers. Librarians facing a challenge on a graphic novel may be able to use the results to help defend the graphic novel’s presence in the collection.

LITERATURE REVIEW
Graphic Novels, Reluctant Readers, and Struggling Readers
Heaney (2007) provides a comprehensive overview of the usefulness of graphic novels in school libraries. The author chose to approach the topic by conducting a review of the literature focusing on graphic novels and their relevance to school media specialists. This paper has a similar approach to the subject of graphic novels and their impact on reluctant and struggling readers. However, Heaney’s approach is more qualitative, analyzing the contents of a handful of articles, while this paper takes a quantitative approach of analyzing publication statistics.

Earl and Maynard (2006) examined what it means to be a reluctant reader. “The overall aims of the research were to determine what makes a child a reluctant reader and how this reluctance can be overcome” (p. 167). The authors conducted observations, surveys, and a small-scale study to answer their questions. “it is concluded that in order to overcome reluctance to read, a person-centered approach must be taken, rather than a reading-centered approach” (p. 177). Reluctant readers must also view reading activities as fun, or else other strategies meant to assist them will be unlikely to be successful.

The relationship between graphic novels and reluctant and struggling readers is introduced in Heaney’s article, along with the connection to the classroom. Downey and Davidson (2012) looked at
the relationship between graphic novels and library science course instruction and commented:
Most primary research about graphic novels has been limited to surveys of recreational readers’ habits and preferences, and has not addressed instructional faculty’s opinions and use. Recently there have been collection studies exploring the circulation holdings of graphic novels in academic libraries, in particular those with library and information studies or education degree programs. (p. 68)

Six years later, it is still challenging to find specific types of information on graphic novels beyond their relationship to libraries and schools. Graphic novels are becoming a popular tool for librarians to use, so much so that Downey and Davidson (2012) felt the need to write a scholarly article to prompt library science programs to add graphic novel instruction to their course lists.

To tie this concept to reluctant and struggling readers, Downey (2009) commented, “graphic novels today are being used increasingly by educators to engage reluctant readers, reach out to visual learners, and illustrate social and cultural themes and topics” (p. 181). Downey goes on to discuss the potential for using graphic novels in kindergarten through twelfth-grade classrooms. Ultimately the recurring concept in these articles is that graphic novels are becoming more popular with readers and, as a result, have many uses as far as teaching is concerned. Graphic novels can capture a reader’s attention through the combination of pictures and text, making them a useful tool.

In his 2011 article, Brinda discussed how to engage reluctant readers using a tool called the Ladder to Literacy. “The Ladder to Literacy highlights what the reluctant readers in my study want teachers to address when they try to get them to read” (Brinda, 2011, p. 16). This method uses nine steps to move reluctant readers towards avid readers. The steps are: introduce, encourage, comprehend, enjoy, motivate, discover, connect, discuss, and read. This method stresses the importance of support from peers, friends, family, and teachers as the reluctant reader moves through a book (2011, p. 11). It is not only important for reluctant readers to enjoy what they read but also to have time to warm up to the book with support from their teachers and their peers, as well as their friends and their family.

Howard (2017) addressed graphic novels and English language learners as a struggling reader group. “Findings revealed students were motivated to choose books peers recommended. ELLs’ preferred to read graphic novels and fiction books, but had negative feelings toward reading programs” (2011, p. 19). This study found that mysteries and graphic novels were the most popular checkouts for the students. However, the author mentions that these types of books are not often used in classrooms. Graphic novels are popular among struggling and reluctant readers but can often be underutilized in the classroom.

**Bibliometric Research**

Singh (2012) used a similar methodology as the one used in this paper. The study “focus[ed] on various aspects of LIBRI journal such as its year-wise distribution of papers, authorship pattern, subject-wise distribution of papers, geographical distribution, citation pattern and length of papers” (p. 55). The study looked at a 9-year time frame and a single journal; in that time frame, 221 articles were published. The author also found a significant lack of contribution to foreign journals.

Downey and Davidson (2012) conducted surveys of ALA-accredited LIS programs to determine how graphic novels were being used in the curriculum. The researchers “surveyed instructors in LIS graduate programs, specifically those who taught classes primarily focused on literature and materials for children and young adults” (p. 73). The results of this survey show that “graphic novels are in fact being assigned and taught (at least in the programs the responding instructors teach in), but we do not know how frequently or entirely in what context” (p. 79). There were no patterns revealed from this study as far as what characteristics the instructors shared.

Grandbois and Beheshti (2014) used bibliometric methodology to examine the scholarly LIS literature
related to open access. Their search in *Library and Information Science Abstracts* was conducted by “requiring that open access was found in the title of the record of English-language articles that were considered peer-reviewed published in scholarly journals within the specified year range” (para. 31). This study found that there was a gap in theory and practice for open-access articles. The authors remarked that while many researchers recognize open access as a positive change, there is a difference between recognizing something as good and actually pursuing it.

This study is similar to the previous bibliometric studies in that it examines the publication pattern of a body of journal literature on a specific LIS topic. It differs in that it specifically examines the publication trends as well as the research methodology of scholarly LIS and educational articles discussing graphic novels and reluctant or struggling readers.

**METHODOLOGY**

This study examined the publication trends in articles discussing graphic novels and struggling or reluctant readers. Three databases were searched for relevant scholarly articles. The *Library & Information Science Source* and *Library, Information Science & Technology Abstracts* databases were chosen because they are two of the most extensive library science-specific databases offered by the University of Southern Mississippi. *ERIC* is the largest educational database available at the University of Southern Mississippi. Together these three databases are likely to capture most if not all of the relevant articles for this study.

**Data Collection and Analysis**

The *Library & Information Science Source*, *Library, Information Science & Technology Abstracts*, and *ERIC* databases were searched for the terms ‘graphic novels’ AND ‘reluctant readers’ OR ‘struggling readers’ in the title field. The results were limited by the following:

- Articles published from 2007 to 2017
- Articles published in English
- Peer-reviewed articles
- Articles available in full text

Data from each retrieved article included author’s name, article title, journal title, publication year, and whether the author used surveys or interviews. This information was entered into an Excel spreadsheet then sorted and organized to answer each research question. Finally, the results were displayed in tables and figures to illustrate the findings.

**RESULTS**

**R1. How Many Articles on Graphic Novels and Reluctant or Struggling Readers Have Been Published Each Year From 2007 to 2017?**

The range for number of articles published on graphic novels each year from 2007 to 2017 is 8 to 23. The lowest number of articles published in a given year occurred in 2007, while the highest, coming in at 23, occurred in 2016. As seen in Figure 1, there was a steady increase in articles published on graphic novels from 2007 to 2010—the number of articles published then alternated between decreasing and increasing through 2017.

The mean number of articles on graphic novels published each year is 16; this is also the mode number of articles published in a year. The average number of articles published, 171 articles in 11 years, is 15.5, which also rounds up to 16 articles per year. Based on these numbers, after 2009, the number of articles published each year other than 2013 and 2015 were either average or above average.
R2. Who Authored the Articles Examined in this Study? Which Authors are the Most Prolific?

Of the 171 articles examined, there were a total of 398 different authors. Most of these authors, 345 of the 398 (86.7%), only published one article. While this percentage does not match the exact percentage of Lotka’s Law (60%), it does support the principle of the Law that a majority of authors only publish once on a given subject. Most authors published as co-authors with two or more authors for a single article, but several authors were the only author for their article.

The most prolific authors were Sharon Vaughn with eight articles, Daphne Greenberg with seven articles, and Timothy Rasinski and Lynne Vernon-Feagans with six articles each. As the number of articles published by an author decreases, the number of authors to have published that many articles increases. Most of the 398 authors have only published one or two articles on the subject of graphic novels and either reluctant or struggling readers.

R3. Which Journals Published the Articles Examined in this Study? Which Journals Published the Most Articles on the Given Topic?

A total of 76 different journals published articles on the given topic from 2007 to 2017; for a complete list of journal titles, view the Appendix. Of these 76 journals, the majority only published one article on the given topic. Almost all of the journals published fewer than four articles on the given topic in this 11-year time frame. The top three journals, in terms of the number of articles published on the given topic, are Reading & Writing Quarterly, Reading Teacher, and Reading and Writing: An Interdisciplinary Journal (Table 1). These three journals published a total of 44 of the 171 articles (25.7%) examined in this study. This number does not exactly match Bradford’s Law of Scatter, which states that about 33 percent of articles on a given subject are published in a few core journals, but is it close and supports the general principle of the law.

| Journal Title                                      | # Articles |
|----------------------------------------------------|------------|
| Reading & Writing Quarterly                        | 17         |
| Reading Teacher                                    | 14         |
| Reading and Writing: An Interdisciplinary Journal   | 13         |
| Learning Disabilities Research & Practice          | 8          |

R4. How Many Articles Report on Surveys or Interviews?

The majority of the articles published in this 11-year time frame used methods other than surveys and interviews. However, when looking at the articles that used surveys or interviews, the interview method was more commonly used (Figure 2).
Forty-nine of the 171 articles (29%) used either interviews or survey methodology. More than half of the articles used only interviews, 27 out of 49 (55%); 12 out of 49 used only surveys (24%), and 10 out of 49 (20%) used both interviews and surveys (75.5%). However, 122 of the 171 articles (71%) published on the given topic within the 11-year time frame used some other research method. Many of the articles used quantitative forms of analysis rather than qualitative. Some of the more common methods used involved comparative and statistical analysis.

**DISCUSSION AND CONCLUSION**

In summary, this study examined 171 articles that discussed graphic novels and either reluctant or struggling readers published between 2007 and 2017. The general publication trend was an increase over time. There were 389 different authors, the most prolific of which were Sharon Vaughn with eight articles, Daphne Greenberg with seven articles, and Timothy Rasinski and Lynne Vernon-Feagans with six articles each. These articles were published in 76 different journals. The core journals that published on this topic were *Reading & Writing Quarterly*, *Reading Teacher*, and *Reading and Writing: An Interdisciplinary Journal*. About 30 percent of the 171 articles used interviews and/or surveys, and interviews were used more often than surveys. Overall, there were more quantitative studies using some form of analysis than there were qualitative studies.

From 2007 to 2017, 171 articles relating to graphic novels and reluctant or struggling readers were located, which indicates this is not an overly-explored topic. On average, 16 articles were published each year on the topic in the library and educational research journals. There was a general increase over time in the number of articles per year. It is interesting to note that the three journals that published the most articles on the given topic have no obvious connection with libraries - they appear to be more focused on teachers and education professionals. This might indicate that libraries do not utilize graphic novels to support their struggling readers or that it is a topic of greater interest to teachers rather than librarians.

Sharon Vaughn was identified as the most prolific author with eight articles or 4.7 percent of the total. Only about one-third of the articles in this study used interviews or surveys, which indicates that more active research can be done on the topic. Overall, this study has shown that the amount of research relating to graphic novels and either reluctant or struggling readers is low.

A by-product of the study is a list of articles related to graphic novels and reluctant or struggling readers (Appendix). This list is a useful resource for educators and librarians interested in teaching or promoting literacy, and it may also be helpful for researchers and collection development librarians.
Future studies could focus on the content of published articles on the given topic to conduct a content analysis and analyze what conclusions have been drawn. Future researchers could also conduct interviews of local school and public librarians to determine how graphic novels are being used to support reluctant and struggling readers in different types of libraries. One final suggestion for future research is to repeat this study to see if the type of journals that publish articles on graphic novels and reluctant or struggling readers changes over time.

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## Appendix: Articles on Graphic Novels and Reluctant or Struggling Readers

| Pub Year | Author's Name | Article Title | Journal Title |
|----------|---------------|---------------|---------------|
| 2017     | Elleman, Amy M.; Olinghouse, Natalie G.; Gilbert, Jennifer K.; Spencer, Jane Lawrence; Compton, Donald L. | Developing Content Knowledge in *Struggling Readers*: Differential Effects of Strategy Instruction for Younger and Older Elementary Students | *Elementary School Journal* |
| 2017     | Bratsch-Hines, Mary E.; Vernon-Feagans, Lynne; Varghese, Cheryl; Garwood, Justin | Child Skills and Teacher Qualifications: Associations with Elementary Classroom Teachers' Reading Instruction for *Struggling Readers* | *Learning Disabilities Research & Practice* |
| 2017     | Johnson, Andrew P. | A Meaning-Based Plan for Addressing RTI for *Struggling Readers* | *International Journal of Whole Schooling* |
| 2017     | Garwood, Justin D.; Varghese, Cheryl; Vernon-Feagans, Lynne | Internalizing Behaviors and Hyperactivity/Inattention: Consequences for Young *Struggling Readers*, and Especially Boys | *Journal of Early Intervention* |
| 2017     | Grünke, Matthias; Leidig, Tatjana | The Effects of an Intervention Combining Peer Tutoring with Story Mapping on the Text Comprehension of *Struggling Readers*: A Case Report | *Educational Research Quarterly* |
| 2017     | Toste, Jessica R.; Capin, Philip; Vaughn, Sharon | Multisyllabic Word-Reading Instruction with and without Motivational Beliefs Training for *Struggling Readers* in the Upper Elementary Grades: A Pilot Investigation | *Elementary School Journal* |
| 2017     | Sukhram, Diana; Ellen Monda-Amaya, Lisa | The Effects of Oral Repeated Reading with and without Corrective Feedback on Middle School *Struggling Readers* | *British Journal of Special Education* |
| 2017     | Stover, Katie; Sparrow, Amanda; Siefert, Bobbi | "It Ain't Hard No More!" Individualizing Instruction for *Struggling Readers* | *Preventing School Failure* |
| 2017     | Kent, Shawn C.; Wanzek, Jeanne; Al Otaiba, Stephanie | Reading Instruction for Fourth-Grade *Struggling Readers* and the Relation to Student Outcomes | *Reading & Writing Quarterly* |
| 2017     | Madden, Nancy A.; Slavin, Robert E. | Evaluations of Technology-Assisted Small-Group Tutoring for *Struggling Readers* | *Reading & Writing Quarterly* |
| 2017     | Kim, James S.; Hemphill, Lowry; Troyer, Margaret; Thomson, Jenny M.; Jones | Engaging *Struggling* Adolescent Readers to Improve Reading Skills | *Reading Research Quarterly* |
| Year | Authors                                         | Title                                                                 | Journal                                      |
|------|------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------|
| 2017 | Stephanie M.; LaRusso, Maria D.; Donovan, Suzanne | The Simple View, Instructional Level, and the Plight of Struggling Fifth-/Sixth-Grade Readers | Reading & Writing Quarterly                   |
| 2017 | Morris, Darrell; Meyer, Carla; Trathen, Woodrow; McGee, Jennifer; Vines, Nora; Stewart, Trevor; Gill, Tom; Schlagal, Robert | How to Reach First-Grade Struggling Readers: An Integrated Instructional Approach | TEACHING Exceptional Children                |
| 2017 | Solari, Emily J.; Denton, Carolyn A.; Haring, Christa | Evaluating the Impact of a Multistrategy Inference Intervention for Middle-Grade Struggling Readers | Language, Speech, and Hearing Services in Schools |
| 2017 | Barth, Amy E.; Elleman, Amy                      | Effects of Intensive Fluency Instruction on the Reading Proficiency of Third-Grade Struggling Readers | Reading & Writing Quarterly                   |
| 2017 | Liebfreund, Meghan D.; Amendum, Steven J.       | Teachers' Experiences Providing One-on-One Instruction to Struggling Readers | Reading Horizons                              |
| 2016 | Rasinski, Timothy V.; Pagie, David; Rains, Cameron; Stewart, Fran; Julovich, Brenda; Prenkert, Deb; Rupley, William H.; Nichols, William Dee | Shared-Book Experience Using Science-Themed Books to Develop Scientific Literacy: An Interactive Approach with Struggling Readers | Language and Literacy Spectrum               |
| 2016 | Josephs, Nikki L.; Jolivette, Kristine           | Effects of Peer Mediated Instruction on the Oral Reading Fluency Skills of High School Aged Struggling Readers | Insights into Learning Disabilities           |
| 2016 | Rasinski, Timothy V.; Rupley, William H.; Pagie, David D.; Nichols, William Dee | Alternative Text Types to Improve Reading Fluency for Competent to Struggling Readers | International Journal of Instruction         |
| 2016 | D'Agostino, Jerome V.; Rodgers, Emily; Harmey, Sinéad; Brownfield, Katherine | Introducing an iPad App into Literacy Instruction for Struggling Readers: Teacher Perceptions and Student Outcomes | Journal of Early Childhood Literacy           |
| Year | Authors | Title | Journal |
|------|---------|-------|---------|
| 2016 | Rinehart, Steven D.; Ahern, Terence C. | Toward a New Model of Usability: Guidelines for Selecting Reading Fluency Apps Suitable for Instruction of Struggling Readers | Journal of Educational Technology Systems |
| 2016 | Stevenson, Nathan A. | Effects of Planning and Goal Setting on Reducing Latency to Task Engagement for Struggling Readers in Middle School | Journal of Behavioral Education |
| 2016 | O'Rourke, Diarmuid; Olshtroon, Aoife; O'Halloran, Claire | The Limerick Reading Initiative: A Reading Intervention Targeted at Struggling Readers in Primary School | Support for Learning |
| 2016 | Hall, Colby S. | Inference Instruction for Struggling Readers: A Synthesis of Intervention Research | Reading and Writing: An Interdisciplinary Journal |
| 2016 | Wise, Nancy; D'Angelo, Nadia; Chen, Xi | A School-Based Phonological Awareness Intervention for Struggling Readers in Early French Immersion | Educational Psychology Review |
| 2016 | Tichnor-Wagner, Ariel; Garwood, Justin D.; Bratsch-Hines, Mary; Vernon-Feagans, Lynne | Home Literacy Environments and Foundational Literacy Skills for Struggling and Nonstruggling Readers in Rural Early Elementary Schools | Learning Disabilities Research & Practice |
| 2016 | Jacob, Robin; Armstrong, Catherine; Bowden, A. Brooks; Pan, Yilin | Leveraging Volunteers: An Experimental Evaluation of a Tutoring Program for Struggling Readers | Journal of Research on Educational Effectiveness |
| 2016 | Miller, Samuel; Budde, Melissa Adams; Massey, Dixie; Korkeamäki, Riku; Kennedy, Eithne; O'Rourke, Maria; Korkeamäki, Riitta-Liisa | It Only Looks the Same from a Distance: How U.S., Finnish, and Irish Schools Support Struggling Readers | Reading Psychology |
| 2016 | Santoro, Lana Edwards; Baker, Scott K.; Fien, Hank; Smith, Jean Louise M.; Chard, David J. | Using Read-Alouds to Help Struggling Readers Access and Comprehend Complex, Informational Text | TEACHING Exceptional Children |
| 2016 | Richardson, Eileen M. | Motivating Struggling Adolescent Readers: An Action Research Study | Kappa Delta Pi Record |
| 2016 | Savitz, Rachelle S.; Wallace, Kelly | Using the Inquiry Process to Motivate and Engage All (Including Struggling) Readers | Clearing House: A Journal of Educational Strategies, |
| Year | Author(s) | Title | Journal/Publication | Year |
|------|-----------|-------|---------------------|------|
| 2016 | Tighe, Elizabeth L.; Schatschneider, Christopher | Examining the Relationships of Component Reading Skills to Reading Comprehension in **Struggling** Adult Readers | *Journal of Learning Disabilities* | 2016 |
| 2016 | Shanahan, Timothy | Averted Vision: How Common Core May Help **Struggling Readers** | *Literacy Research and Instruction* | 2016 |
| 2016 | Alvermann, Donna E.; Jackson, Glen | Alvermann & Jackson: Response to "Beyond the Common Core: Examining 20 Years of Literacy Priorities and Their Impact on **Struggling Readers**" | *Literacy Research and Instruction* | 2016 |
| 2016 | Cassidy, Jack; Ortlieb, Evan; Grote-Garcia, Stephanie | Beyond the Common Core: Examining 20 Years of Literacy Priorities and Their Impact on **Struggling Readers** | *Literacy Research and Instruction* | 2016 |
| 2016 | Mendez, Linda M. Raffaele; Pelzmann, Catherine A.; Frank, Michael J. | Engaging **Struggling Early Readers** to Promote Reading Success: A Pilot Study of Reading by Design | *Reading & Writing Quarterly* | 2016 |
| 2016 | Hagaman, Jessica L.; Casey, Kathryn J.; Reid, Robert | Paraphrasing Strategy Instruction for **Struggling Readers** | *Preventing School Failure* | 2016 |
| 2016 | Parenti, Melissa A. | Motivating **Struggling Middle School Readers**: Digital Images as an Aid for Self-Monitoring and Enhancing Retellings of Text | *Journal of Educational Technology* | 2016 |
| 2016 | Elish-Piper, Laurie | Elish-Piper: Response to "Beyond the Common Core: Examining 20 Years of Literacy Priorities and Their Impact on **Struggling Readers**" | *Literacy Research and Instruction* | 2016 |
| 2015 | Rupley, William H.; Paige, David D.; Rasinski, Timothy V.; Slough, Scott W. | Multi-Touch Tablets, E-Books, and an Emerging Multi-Coding/Multi-Sensory Theory for Reading Science E-Textbooks: Considering the **Struggling Reader** | *Journal of Education and Training Studies* | 2015 |
| 2015 | Stover, Katie; O'Rear, Allison; Morris, Carolyn | Meeting the Needs of **Struggling Adolescent Readers** | *Texas Journal of Literacy Education* | 2015 |
| 2015 | Barth, Amy E.; Vaughn, Sharon; McCulley, Elisabeth V. | The Effects of Blended Text-Processing and Linguistic Comprehension Interventions among **Struggling Middle-School Readers** | *International Journal for Research in Learning Disabilities* | 2015 |
| 2015 | Frankel, Katherine K.; Jaeger, Elizabeth L.; Brooks, Maneka | **Struggling Readers**? Using Theory to Complicate Understandings of What It Means to Be Literate in School | *Literacy Research: Theory,* | 2015 |
| Year | Authors/Co-authors | Title | Journal/Source |
|------|--------------------|-------|----------------|
| 2015 | Deanna; Randel, Maryl A. | Identification of Summer School Effects by Comparing the In- and Out-of-School Growth Rates of Struggling Early Readers | Elementary School Journal |
| 2015 | Zvoch, Keith; Stevens, Joseph J. | Comparing Relations of Motivation, Engagement, and Achievement among Struggling and Advanced Adolescent Readers | Reading and Writing: An Interdisciplinary Journal |
| 2015 | Klauda, Susan Lutz; Guthrie, John T. | "Do I Have to Leave?" Beyond Linear Text: Struggling Readers' Motivation with an Innovative Musical Program | Reading Improvement |
| 2015 | Bennett, Susan V.; Calderone, Cynthia; Dedrick, Robert F.; Gunn, AnnMarie Alberton | Story Grammar Instruction with Third and Fifth Grade Students with Learning Disabilities and Other Struggling Readers | Learning Disabilities: A Contemporary Journal |
| 2015 | Alves, Kat D.; Kennedy, Michael J.; Brown, Tiara S.; Solis, Michael | The Reading Fluency and Comprehension of Fifth- and Sixth-Grade Struggling Readers across Brief Tests of Various Intervention Approaches | Reading Psychology |
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