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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Understanding The Writing Conventions of Deaf Urban Latino Youth

A Thesis submitted in partial satisfaction of the requirements for the degree
Master of Arts

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Mark Steven Negrete

Committee in charge:

Tom Humphries
Bobbie M. Allen
Carol Padden

2015

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The Thesis of Mark Steven Negrete is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California, San Diego

2015

DEDICATION

This master's thesis is dedicated to educators, families, and colleagues within the Deaf community and most of all Deaf youth. This project was inspired by my extensive experience in the Deaf Latino communities of the greater Los Angeles region and most importantly by the Deaf students of Marlton School. They are the reason that I am able to acquire, learn, teach and service in one of the most fascinating, intriguing languages of all times, American Sign Language. I am exclusively indebted and eternally grateful to the Marlton School students because they represent true underdogs who are confronted daily with extreme adversity. They are a living example of what it is to triumph and conquer under unfortunate circumstances. They are warriors surviving in a dominated hearing society that continues to shape my ability to provide them experiences and accessibility that others take for granted. I want to thank the staff, educators and colleagues of the EDS department of UCSD that authentically collaborate to inform the truth about the system of education, policy change, culture and linguistic diversity. This thesis is not only dedicated to Deaf youth of multicultural and linguistic backgrounds, however serves as a tool to inform willing people that desire to serve the Deaf community, specifically within the Deaf education realm. A special recognition to Ernie Epps and Scott Kramer as the veteran "O.G.'s" in the Deaf Ed. biz. They are personal mentors and significant leadership figures that I believe created an impact for Deaf youth and Educators. A special thanks to all of the supporters who understood my enthusiasm, sensitivity and passion for language and culture. I am sincerely devoted to this thesis and I believe will assist to strengthen literacy and target language acquisition for Deaf Latino youth.

EPIGRAPH

Knowing is not enough, we must apply.

Willing is not enough, we must do.

Bruce Lee

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ABSTRACT OF THE THESIS

Understanding The Writing Conventions of Deaf Urban Latino Youth

by

Mark Steven Negrete

Master of Arts Degree in Teaching and Learning: Bilingual Education (ASL-English)

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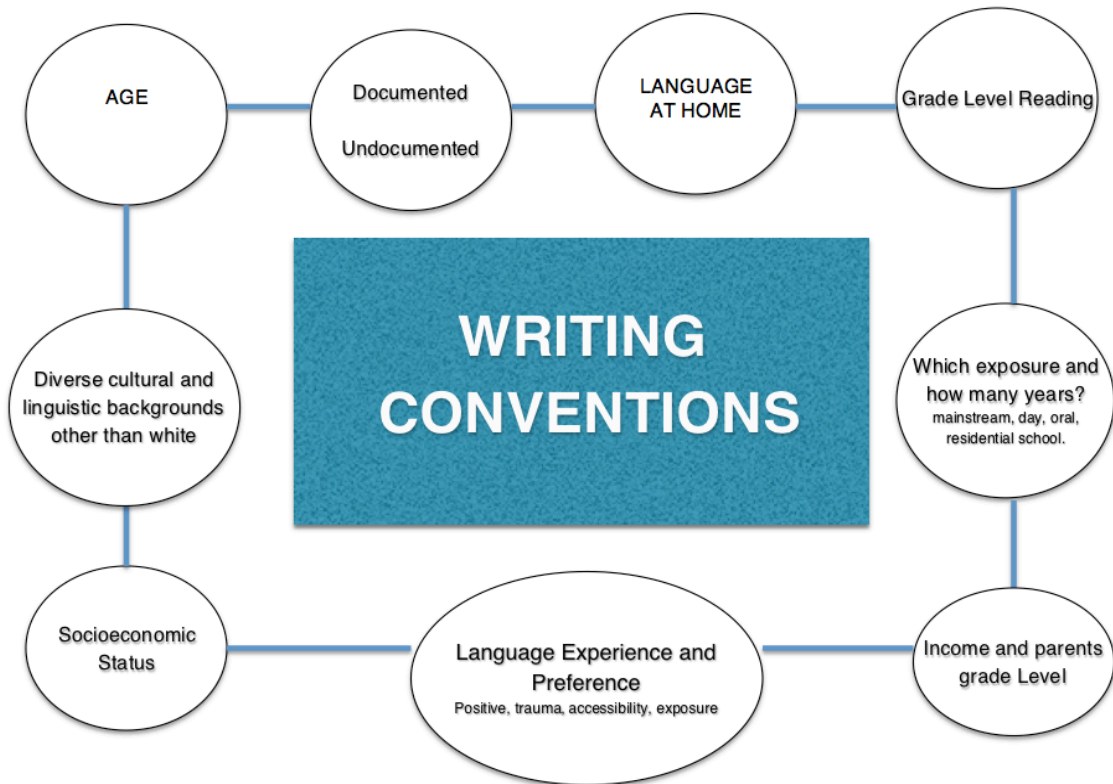
Professor Tom Humphries Chair

The thesis project analyzes the trajectory and components of English writing conventions of Deaf Urban Latino Youth. It is an analysis of writing features and strategies in punctuation, organization, paragraph writing, neatness and portions of English grammar. The lessons call for real world everyday experiences of communication for Deaf youth in conjunction with English writing. Deaf Latino students

in particular undergo a contention of acquiring English writing skills while experiencing other linguistic and cultural diversity, thus the need to develop an authentic bilingual approach to Deaf Education. The project goals reinforce student writing awareness, distinguishing social and academic language, glorifying students of their multicultural/language capabilities and using modern technology for their writing development. The curriculum executes the treatment of English and ASL as separate, distinct and unique languages during the teaching and learning process. Few of the many predictable and observable findings that were confirmed were habitual writing errors in common specific misspelled words, ASL and English syntax order, spacing and size of letters, plurals/singulars, paragraph writing and capitalization. Social dialogue draws attention onto their academic writing skills, demanding writing consciousness and defining linguistic cognizance in an ASL and English context. Do Deaf students understand the appropriateness and value behind the distinction of academic and social language? Do their multicultural/lingual knowledge distort target language acquisition? The thematic writing assignments include daily thought provoking journals known as *Daily Reflections*, however segmented into a schematic core known as *Texting Thursdays* and *Facebook Fridays* to strengthen their formal English writing conventions. The project creatively incorporates technology, the distinction of social and academic language, bilingualism of ASL and English and the variations of writing tasks through handwriting, typing and texting.

I. INTRODUCTION AND OVERVIEW

My thesis project is analyzing the trajectory of Deaf Urban Latino youth and their English writing conventions. It is an analysis of certain writing habits of Deaf Latino students in particular. These writing habits may be due to considerable factors as to explain the reason for the stagnation of progression in English writing development. The project is particularly focused on high school grade level but observations of writing habits have been noticed as early as 2nd-3rd grade level. It addresses the habitual writing pattern errors that students have been performing since elementary school. The influx of languages and social position may have an affect on student writing development for Deaf Latino youth. The interaction of a student's exposure to multi language, social and compromised academic situations, may influence certain writing errors that may be considered poor English writing skills at any grade level. Parents of a Deaf child have limited choices to schools that accommodate deaf services and at times are not always qualified. This project analyzes Deaf Latino students that face socially economic challenged situations at home and at school. I have observed these writing conventions with a group of students that I have taught, assessed over the course of their academic years starting since elementary school, middle school and finally in high school. For some reason there are certain error writing patterns that have been consistent throughout their schooling, thus the dire need to address these issues. Some of these components may or may not lead to the influence of writing conventions for Deaf Urban Latino Youth. Table 1 illustrates some of these factors that could perhaps rationalize the habitual writing errors and or convention.

Table 1: Analysis Diagram for Writing Conventions

The project focuses on Deaf Latino youth informants, specifically attending a Deaf Day School where the language of instruction is American Sign Language (ASL). My supported theories and logic can also be relevant to other day schools accommodating Deaf students, however primarily targeting Deaf urban Latino youth. It presents a Deaf Latino student's home life, socioeconomic status and how it relates to their literacy retention particularly focusing on their writing conventions. Their personal homelife is adjacent to the quality environment with the school they attend thus, the supplemental research of "Urban." I believe that all the variables (Table 1) involved in this research execute raw authenticity and pureness to understanding the learning

achievement of Urban Deaf Latino youth particularly focusing on their writing conventions and the reasons that draw on this phenomenon. The trajectory for the improvement of literacy for Deaf students has and will probably be on ongoing progression especially in this particular situation. Do ethnicity, environment and academic setting illustrate this contention? More than 90% of Deaf children are born to hearing parents (Mitchell 2004) and out of this statistic, how many parents actually use sign language with their child? What if the parents' have a foreign education background but did not go beyond the 5th grade? How about if the Deaf child is only exposed to a Spanish speaking home and only has access to ASL at school? Are cultural values, socioeconomic status and low-income locations responsible for such constraints? Or does it only specifically target Deaf urban Latino youth? I have observed the writing patterns and literacy cognition of the student demographic in this project. I have had experience teaching most of them since they were in elementary school. They are Deaf, Latino, and live in the inner city. *Approximately 10% of deaf students read beyond an eighth grade level* (Traxler, 2000). The challenge is to discover what factors distinguish them from unskilled readers (Belanger, Baum, & Mayberry, 2010; Chamberlain & Mayberry, 2008). The factors (Table 1) are some of the proposed variables that may contribute to the literacy challenges of Deaf students and in this case, Deaf urban Latino students and their writing conventions.

For a productive teaching and learning experience in this project, teachers must have strong linguistic knowledge, cultural and language connections in order to truly understand and determine the best teaching and learning process for Deaf Urban Latino youth. Four main goals that I want to achieve from this project are:

- a. Raising writing awareness for students so that they are cognizant and conscious of their own writing styles. They are able to recognize writing errors or develop other writing strategies of the interchange of ASL to English and English to ASL.
- b. Developing different writing strategies to address particular audiences by learning the difference of Academic and Social language. The importance of developing the social language of Deaf students so that it can transpire onto their academic writing strategies. Deaf students need to be aware of their social language in order to make sound decisions in their academic writing.
- c. Instill a sense of confidence and safe environment for students so that they are able to explore through writing without feeling any “language anxiety.” My goal is to glorify students of their multilingual capabilities and to establish ASL, English and Spanish as unique, separate and distinct languages so that they are conscious of transitioning languages in any context.
- d. Expose students to a wide array of writing techniques and styles through technology other than handwriting. Because the trend of social media, students are able to express opinions and expressive thought in writing through different components of technology devices other than a pencil and paper.

My project is about trying to understand the literacy fundamentals for Deaf students, primarily the writing skills and an attempt to create a curriculum where the

emphasis of need is based solely on writing conventions. The ultimate goal is to raise students' writing awareness. Students need to be *aware* of certain habitual writing errors so that they can develop other strategies to improve their English writing. My project includes the use of modern technology such as laptops, Ipads, a Weebly website, smartphones and EDMODO. There are three considerations for students when they are writing

1. Writing by hand (concentration on handwriting)
2. Texting or tapping on smart phone devices and or Ipads.
3. Typing on a keyboard of a laptop, or keyboard device for an Ipad.

Student tasks and assignments have a combination of descriptive, narrative, expository but most of all creative writing type systems. *The Daily Reflection* is combination of descriptive and narrative writing. *Facebook Fridays* are assignments based on persuasive, descriptive and expository writing. *Texting Thursdays* is dialogue narrative writing of students' experiences and transforming it academically.

Teachers must be able to penetrate the core of an idea and bring it to the surface in ways that make sense to students who have been denied an accessible language for too many years. Explicitness states the understated. Explicitness glues the languages users. (Livingston S. 1991) The operative words being "explicitness" and "language user." Teacher and students are part of a cohesive yet expandable metalinguistic environment, cognitively and socially and academically, thus the importance of this project and the invaluable linguistic and cultural connection. There are influxes and infiltrations of language, thus language interaction and relativity through all three ASL,

English and Spanish have a tremendous effect on writing and is determined by a student's linguistic knowledge and awareness. This is also relevant to the teacher who needs to evaluate a Deaf student's academic and social skills. What kinds of pedagogical techniques are used in the classroom to improve a Deaf Latino's English writing skills when there is a multicultural/lingual scenario of the Deaf student in question?

I have worked as a freelance trilingual interpreter at different day schools while working as a long-term substitute teacher in various DHH programs. I am well versed in spoken Spanish language and literacy and talk to parents on a consistent basis. I am also a male, "brown", minority who share the same cultural values as Latino families. I have created a safe environment for students and families and demonstrated that I am dedicated to educating the Deaf community. I am aware of most parents' education background and their linguistic skills in Spanish and English. I have observed this through phone texts, personal letters and conversation. I have relied on my Spanish skills to inform parents through important notices and my translation skills have played a huge part in evaluating variables and dynamics between Deaf students, hearing Spanish speaking parents and school. Because of this unique dynamic, I have conjured up a teaching approach that will demonstrate to be effective in targeting Deaf Latino youth in urban situations and their writing.

Considering my own high school academic experience, I have participated in a school of what would be considered a low income socially economical statistic of demographics however, I also have experienced a "privileged," high end academic setting with a variety of resources. This experience has also enhanced my observation

methods into my professional career in the Deaf community with educating and interpreting for Deaf youth. The project investigates Deaf Latino students attending a particular school located in one of the dangerous parts of Los Angeles and their compromising living situations. During my years as a DHH substitute teacher and interpreter for Deaf youth, there were observable errors and patterns in deaf students' English writing, thus I decided to create a curriculum that was designed to improve the writing development for Deaf students and to instill positive writing habits. Some of my data demonstrate that there is a cognitive relationship with ASL, English and Spanish (Table 1). There seems to be social and academic factors that affect the writing conventions of Deaf Latino youth. I have extensive experience with particular deaf groups and I have observed their social and academic growth. I have noticed that some of their writing patterns in elementary school transfer over onto the high school academic years. Why is there a continuous use of specific writing errors?

II. THE TEACHING APPROACH

We need to consider the learning context and cultural situation of the Deaf child to effectively strategize the teaching approach. This is also contingent with the school, classroom culture and the major players involved e.g. principal, district, aides, staff, and parents. The child's learning context can be based on his/her academic strengths, cultural identification and language attitude. Again, this specific project analyzes Deaf Urban Latino students at a K-12 Deaf Day school in passing period classrooms and ASL exclusive as the language of instruction. Consider the fact that Spanish is the dominant language in the home spoken by all family members except for the Deaf child. The Deaf child is not accustomed to Spanish and only receives partial acquisition if any. The Deaf child prefers ASL/English because of the language exchange and content learning at school. Does this mean that the child's L1 is skewed since it is not frequent at home? A Deaf child in these circumstances manifest language abilities according to the Cummins Model (1979) of language interdependence. The two-fold threshold hypothesis model suggests that the competence in a second language is a function of competence in the mother tongue (Hamers 58). If the lower threshold is not attained (L1), a below normal level of competence in both languages might result (Cummins 1979). According to some of the circumstances of Deaf urban Latino youth (Table 1) what would be considered the mother tongue of a Deaf Latino child that received formal ASL instruction late? The weakness or an undistinguished L1 can explain some of the habitual writing errors that Deaf urban Latino students perform in English (L2), thus bilingual proficiency is deficient.

Deaf students undergo an influx of multiple languages and communication modes that have affected the acquisition of language, and for these particular students, they do not have a strong foundational L1 or L2.

We also take into consideration that the home of residence and the school are subject to socially economic hardships, status and income. The unique linguistic differences of the languages that most deaf students are exposed to at home (Spanish and home signs) are not explicitly taught in the classroom. Students are developing in languages whether English, ASL or Spanish and have not really mastered an L1, whatever language that is supposed to be. This idea can lead to some of the explanations concerning the struggle or stagnation in achieving bilingual fluency. I believe the bilingual approach to assessing a multilingual/cultural situation is to treat the languages as unique but separate. There are a variety of bilingual education practices and in this context I have combined a multicultural approach, developmental bilingual education, additive bilingualism and reactive approaches to teaching Deaf Urban Latino youth.

My teaching approach to the education of Deaf children in this context is the combination of multicultural teaching methods with the combination of Developmental Bilingual Education. The multicultural approach in conjunction with developmental bilingual education model appears to be an ideal strategy, however because of the context of the demographics, I modified the method slightly.

This group of students represents the “new majority,” underscoring the idea that Deaf Latinos are a subculture within a subculture. They are exceedingly challenged culturally and most of all linguistically in comparison to their Deaf Anglo peers. This is important because the teaching approach should be assessed differently or at least modified. If a Deaf Latino student is receiving the bare minimum sign language at home and the dominant language at home is Spanish, full language competency is a challenge. Considering Cummins threshold hypothesis is relative to this group, the first

threshold of language should be reached in *order to avoid an intellectual handicap*, and if it is not attained, *a below normal level of competence in both languages might result* (Hamers 58). This theory may help explain the challenges that these Deaf Latino students have with English literacy and their struggle with using writing conventions appropriately. Bilingual/multicultural education emphasizes that culture and language strive to create confidence in deaf students by exposing them to multiple languages and culture.

Developmental bilingual education is when both L1 and L2 are equally taught for biliteracy. It is considerably an appropriate teaching strategy for Deaf students at day schools. My interpretation of this method is teaching for ASL development and English literacy emphasizing writing skills more than the other modalities. Dual language programs may have different systems where languages are taught 90/10, 50/50, 80/20 model etc. In some cases in Deaf Education approaches can promote a subtractive method of teaching. e.g. oral, SEE, simcomming. I partially support the developmental bilingual education approach in day schools for Deaf students, because again it depends on the learning context of students and school culture servicing Deaf students, however DHH teachers need to accommodate ALL students in the classroom and I have experimented with a 50/50 model of ASL as the language of instruction and the other half in spoken English with a certified interpreter and not an assistant in the classroom. This is relevant to the context of students and the situation. If there is a variation of students that are mainstreamed, this could be a one of the methods of pedagogy. If for instance at a residential school or a deaf day school, then the preferred language of instruction is ASL

Another supplemental teaching approach targeting multicultural/lingual students conducive to this project are elements of additive bilingualism and reactive approaches. Additive bilingualism is better termed as the *ethnic* additive bilingual approach, most pertinent and appropriate in this context. I am implementing pedagogy by way of text features and social media as the learning resources for content related integration. According to some researchers' opinions, *the additive approach fails to help students understand how the dominant and ethnic cultures are interconnected and interrelated* (Cumming McCann 2003), however this is in support of the multicultural education pedagogy. This additive approach promotes positive cognitive outcomes and the enrichment of language, culture and ethnolinguistic identity at a societal level (De Mejia 42). It is plausible that these teaching approaches for Deaf urban Latinos can be successful. Referring back to the linguistic and cultural context for Deaf Latinos, the second language whether ASL, English or Spanish *acquire an additional language at no cost to their home language or culture and without detracting from the maintenance of his/her first language* (De Mejia 43). Based on the curriculum, scaffolding methods of feedback, pair shares and "on the spot corrections" (errors that are quickly noticed, brought to the student's attention and processed promptly) are prescribed so that student application and knowledge is checked and balanced. Teachers should not wait to correct or grade student work and give back a week later. In this particular situation, teachers are to correct errors "on the spot," so students acknowledge their errors while "caught in the act." *Teachers react to formal aspects of their student's production* (De Mejia 49). This is an attempt to help them to pay more attention to their assertion in the second language (English) when students are writing to reflect on them and to correct

them. “On the spot” editing is conducted not only by the teacher but by students as well and serves as a collaborative functionality rather an individual effort.

According to Cummins (1979), Deaf students struggle with transferring their L1 schemas to the L2, an interaction of both languages that influence each other is referred to as Cross Linguistic Transfer (Garcia 2009). In other words, all languages have unique and separate linguistic systems, thus applying the second language may appear to have influential L1 features. This is extraordinarily apparent in Deaf student writing. These two sentences demonstrate how the students map ASL onto English writing.

1. Go to the park me can.
2. boy best friend name Jericho.

In my experience, Deaf students have difficulty in their writing tasks and often mix the grammars of ASL and English. *It is imperative to utilize bilingual techniques such as translations and codeswitching* (Andrews 2006). This was one of the inspirations for this designed curriculum.

The goal of my curriculum is to parallel both languages (ASL, English) so that they are treated uniquely, separately but mutually cross linguistically. According to renowned scholar Barbara Gerner de Garcia (1995) specializing in Deaf Latino studies and teaching, *“a Spanish literate deaf child should continue to get support and instruction in Spanish while learning English.”* This is a plausible theory for an exceptional Deaf child that received Spanish instruction in the school and at home. In my experience I have witnessed a considerable amount of Deaf Latino students enroll in school at a later age. Some have not received schooling even in their country of origin

and are exposed to ASL as late as eleven years old. *Competence in ASL does not eliminate the importance of reinforcing academic content in Spanish* (Gerner de García 1993b, 81). Although the topic relates to this research curriculum, the demographic in this project are not Spanish literate and even if they were, there are no teachers available to continue the Spanish language support that is completely relative to Cummins theory. ASL should be the foundation and the 1st language of emphasis, which creates the bridge to other language(s) development and achievement. As I have discussed in the teaching approaches, bilingual/multicultural, developmental bilingual education and elements of reactive and additive methods is suitable for Deaf Urban Latino students attending urban day schools.

III. JUSTIFICATION AND ASSESSMENT OF NEED

There is an estimated 38,225,590 people in the United States. 13% of the population are Deaf according to the 2012 census from the Gallaudet University Library, 1.5% are Deaf in California. Investigating previous further research, the 2000 U.S. Census estimated that Latinos made 12.5% of the general population, fifteen million being school aged children twenty one years and younger (U.S. Census Bureau). Thirty three point nine percent of Deaf Latino students are entirely on the West coast. The Deaf Latino student population is the largest ethnic minority in Deaf education. The dominant language used in most of these students' homes is Spanish (Delgado 2001). As the general Hispanic/Latino population increases, so will the deaf Hispanic/Latino population. Ten percent of Deaf children have at least one deaf parent in the family.

In California, *73 percent of students are nonwhite, but only about 29 percent of teachers are nonwhite* (Ulrich 2014). Does a huge diversity gap create a disconnect between teacher and student relationships? What can explain the achievement gap in an urban location servicing Deaf diversity? Teachers that are confronted with marginalized students from racial and ethnic minorities, migrants and immigrants and those attending public urban schools emphasize the need for highly qualified teachers (Nieto 2005). These groups of students are considered the "new majority" and considering this trajectory, Nieto ceases to mention deafness (Nieto 2005). Her work is based on a Hearing Latino youth demographic and does not include or mention the contingent minority of being Deaf. This project focuses on a group of Latino students according to Nieto, are *marginalized* because of their ethnic backgrounds. With the addition of deafness these students should be considered a double minority (Table 1).

Although a teacher may have good intentions entering the field of Deaf education, is that person “truly qualified” to tackle these added challenges linguistically and culturally? For an optimal teaching and learning experience in the classroom, specifically considering the “new majority,” DHH teachers must be able to connect with students so that the exchange is meaningful and developmental. Hearing educators for the Deaf take for granted that Deaf students need to be proficient in what we believe is supposed to be their native language (ASL). Thus, DHH educators need to approach the profession from a linguistic and cultural perspective. It is the teacher’s duty to transfer knowledge of communicative and social competence to students. *The teachers in the classroom may have insufficient linguistic skills and training to provide appropriate language modeling and or assist in the language learning* (Andrews 2006). This is especially true for teachers of trilingual and multicultural children and the need for training target strategies for language development so that the teaching and learning process is effective.

I want to illustrate the demographics of Deaf youth in comparison to teachers for the Deaf and hard of hearing. Exploring the statistics of Deaf Latinos, 33.9% are located entirely on the West Coast. This is a staggering percentage compared to the whole Deaf population and because Deaf Latino youth is the largest ethnic minority, it may translate into severe implications for Deaf Education (Delgado 2001). What does the consensus say about the DHH teacher demographic? There has been no formal research determining this statistic but it is no secret that Hearing, White, women dominate the teaching field in general and this statistic should be scrutinized to justify some of the contentions concerning Deaf education. There is a need for culturally and linguistically knowledgeable service providers for not only Deaf Ed but in the Deaf community.

Teachers particularly focusing in the DHH field need to be superior or especially proficient in both languages, culturally and linguistically (English and ASL). If a Deaf student's circumstance is not the "ideal" situation, e.g. lack of language communication, social economic status, regional compromise etc. the pedagogical and assessment challenge increase. If a Deaf student experiences Spanish as the dominant language and culture at home, it creates more of a challenge to the non-aculturated hearing teacher. Deaf Latino youth in general are short changed by teachers in the field who are not truly ASL proficient or not as culturally knowledgeable in diversity subsequently creating a perpetual learning gap. This demonstrates some of the cultural and linguistic disconnection that may impede the teaching and learning achievements.

My observation of Deaf Latino students with their academic performance over the years has forced me to confront an enduring controversy about their English writing skills. These particular student informants in this project seem to possess observable writing conventions from a young age that have hopelessly carried onto their high school academic years. Here are a few examples:

- The letters "B" and "D." There are errors with fingerspelling from reading English text. In written form, the "B" or "D" is written backwards. I have seen early in 3rd grade and as late as 9th grade.
- The confusion of ASL and English syntax order. ASL encompasses several syntactical features where English has a standard Subject Verb Object SVO word order. This could explain the varied written grammar errors or students' schema transfers.

- Students are not aware of passive and active voice writing or the different styles of writing that may be required by common core standards.
- The use of quotation marks. When and when not to use them. When are quotation marks acceptable in academic writing? Does ASL sign for quotations cross linguistically transfer to English writing?
- The use of prepositions and definite articles, e.g. *to, from, on, at, it, a, the* from an interpreter perspective, these are also known as *minor lexical items*. Deaf students completely leave it out or confuse it in usage or word order.
- Spacing and size of letters. Words are close together and sizing of letters are random. They are not consistent, rhythmic or aesthetic. This has been observed as late as middle school and 9th grade.
- The difference between plurals and singulars. This is more significant in middle school yet still apparent even in 12th grade.
- Capitalization and punctuation. High school students tend to dismiss the period or the comma and these conventions are not apparent in elementary school grades.

In my experience, Deaf students have difficulty in their writing tasks and often mix the grammars. *It is imperative to utilize bilingual techniques such as translations and*

codeswitching (Andrews 2006). This was one of the inspirations for the presented curriculum. In contrast to Andrews' bilingual techniques, I do not think particular Deaf students have sufficient linguistic awareness so that they are able to perform the skill task of codeswitching from ASL to written English and vice versa. This is in relation to a Deaf child's language and culture attitude. The students in this project benefit from a multicultural / bilingual approach of teaching because it intensifies the L1 schema while developing the L2 or L3, thus creating effective production and success of language. Nowadays there have been tremendous gains to dual language development for both hearing and deaf bilinguals e.g. devices that portray children signing in conjunction with reading material, bilingual literacy books and ASL conducive reading software. Considering the context for learning and situations for Deaf Latino youth (Table 1), is communication with parents by text messaging or lack thereof, distort competent English writing skills? Adhering to Cummins model (1978) of language interdependence and the language threshold theory, can this explain the influence of English writing skills of Deaf students when they are not receiving ASL at home? Cummins model claims that (L1) knowledge can be positively transferred during the process of second language (L2) acquisition and the *L1 linguistic knowledge and skills that a child possesses can be extremely instrumental to the development of corresponding abilities in the L2* (Vrooman 2000). Again, because the L1 is quite ambiguous (ASL, Spanish) it is plausible to determine that the L2 is significantly affected. It seems that there is no explicit instruction or constructive criticism from teachers or peers concerning these observable habitual writing errors as mentioned previously to justify this need. Overall, these are some of the observable behaviors and or questions

that I believe may be social constraints or limited resources that contribute to the development of Deaf student English writing.

IV. REVIEW OF EXISTING CURRICULA

In order to implement a teaching approach, one has to fully understand the demographic audience. *Most deaf children are born into a unique linguistic situation and most times they are unable to fully participate in the interactions with family members which is tremendously crucial to language development* (Erting, J. 2002). Not only is this a detriment to what is supposed to be their native language but also creates an added conflict of acquiring another language, thus the perpetual contention of teaching practices and education with Deaf Latino youth. Most of, if not all the Deaf Latino students at a Deaf day school are from only Spanish speaking homes, however live in trilingual/multicultural worlds. *The academic achievement is lower than their Deaf Anglo peers* (Garner de Garda, B. 1995). The former paradigm illustrates these loose statistics but fails to mention other variables that may create other drawbacks such as students being undocumented, having limited resources and enrolling in school almost as late as high school which is a common situation I have personally observed over the years within Deaf Education. We cannot reprimand Deaf students for incorrect grammar or habitual writing errors, if it has been subjected since the beginning (elementary). The basis of the curriculum is to use modern technology and a Deaf student's real live experiences to develop effective English writing conventions and not to criticize or blame the use of these devices to make fault of Deaf student writing. The basis and development of the curriculum is therefore constructed to administer to Deaf Latino youth focusing on student writing techniques and conventions that is appropriate culturally, linguistically and experimentally. *Is social media and texting negatively impacting high school students?* This statement would be true to the trajectory of hearing students living in a modern technology society. According to The Association of American

Educators (2012), *students and the general public are beginning to embrace shortened "text-speak" as part of an overall trend of using bad grammar, bad punctuation and bad spelling.* However, in the context of Deaf students, if communication methods of visual technology are not available...what then? A teacher's experience with technology and social media claims that his/her hearing students have a dramatic decline in their writing abilities due to Tweeting, Facebook and tweeting (Lytle 2011).

"They do not capitalize words or use punctuation anymore, even in e-mails to teachers or on writing assignments, any word longer than one syllable is now abbreviated to one."

This would be plausible if Deaf students had other alternatives to communicating with friends but this has been the method of communication for Deaf students since text features have existed. I have seen the text messages that students send each other, other hearing peers, parents etc. I have observed the posts of prior Deaf Latino students on Facebook. I have received text messages from parents and handwritten letters concerning their Deaf child. These are special communication dialogues that are shared within a certain community, thus a frequent social dialogue for Deaf students. Does anybody in a Deaf child's social context correct and advise them about their writing? Or is it only a teacher? Some of these writing features in a social context e.g. Facebook, texting, home language of Deaf Latino youth transfer over onto their academic writing assignments. Do students understand the difference between social and academic language in ASL and English writing? The goal is for students to improve their writing convention development. I need to know what elements are involved. What manipulations need to take place? If I am expecting a breakthrough, will parents be on board with this scenario? To make this project successful and that learning is consistent and continued, should parents be reinforced of simple English techniques so that their

children are adapting to this shift of learning through text and social media such as Facebook, Instagram etc.? The need for this project and curriculum is to create more effective pedagogical techniques to improve writing conventions for Deaf students.

There are a couple of curriculum guidelines that will help me create the lesson plans for English developmental writing for Deaf students. There is a five-step conceptual model, interactive writing modules and Culham's writing traits (2005). These are general developmental writing guidelines for children, however most curriculums are constructed for a general student population rather than a Deaf Latino demographic as in reference to this project. *Interactive Writing is a program for teaching writing in which the teacher shares and guides the writing process with a group of students as they work together to compose and construct a written message. Interactive Writing supports students in making connections among oral language, writing encountered in reading and written language. (Fountas, McCarrier, & Pinnell 1994).* This interactive writing approach, combined with my proposed curriculum of *Texting Thursdays* and *Facebook Fridays* discussed later in section VI and VII should be successful.

Scaffolding the tasks is critical to this model and I have explicitly administered feedback methods to students so that they are aware of any mistakes. With this feedback, the student will be able to apply their knowledge of conventions and rectifying errors and retention of learning. Positive peer feedback was one feature I wanted to incorporate in the classroom and I did a ten-minute lesson of this characteristic for students. Positive peer feedback was one feature I wanted to incorporate in the classroom and I did a 10-minute lesson of this characteristic for students. *We are able to give each other positive feedback and criticism as well. EDMODO has been invaluable*

in promoting digital citizenship for my students, and an awareness of appropriate, but exciting, online participation (Rubin 2013). I would encourage more student peer feedback among students especially undergoing an activity that is considered as a social tool such as EDMODO. The activities assigned with EDMODO would be a perfect opportunity to teach positive social feedback among students or how to deliver constructive criticism on a peer basis. I believe it enhances the learning curve and motivation factor to improve student writing. Not only is the goal for individual student writing awareness, students are able to observe writing from their peers. In my experience with education, it seems that teachers generally use EDMODO as a teacher/student based reference tool to present homework, quizzes, questions about any assignments etc. I am using EDMODO as a social/academic writing-learning tool and content for learning in the classroom and not just for classroom information accessibility.

The five step conceptual model is a cohesive and effective model for the Deaf student writing process. Assessments, scales and analysis of student writing are developed under a sequential method of teaching and learning. The objective seems to be geared towards a writing curriculum for the beginning of the year. I would like to modify this module slightly with an informal writing assessment prior to the writing curriculum. *“Most of the informal assessments are done by the steps students go through and the strategies they use as they work in writing”* (Isaacson 1996). The conceptual model is based on the framework of the process, the product of writing and the purpose, thus there is a relationship of writing through social media that is proposed in this curriculum for Deaf Latino students. Students will interactively discuss ideas and learn how to organize thoughts before documenting written language. These specific

strategies will be explicitly taught e.g. *think alouds, chaining, pair share activities, student correction feedback etc.*

Although my project is assessing Latino Deaf high school students, this is a basic writing instruction for primary grades, which is relevant since most of them are at a 1st-5th-grade literacy level. This resource guide is a valuable assessment for observing and assessing student strengths and weaknesses in ideas, organization, voice and word choice. I will adhere most of Culham's writing scoring guides to assess student writing. The 6+1 writing traits emphasize ideas, organization, voice, word choice, sentence fluency and conventions (Culham 2005). Interactive Writing, the 5-step model and the 6+1 Writing Traits provide some to the many resources available. I will refer to these models during the deliverance and process of the writing curriculum. These three models are generally administered to the majority hearing population, however they do offer invaluable elements to the process of effective English writing achievement. Again, I will modify these models so that it empowers the students in this project. I will assist them with their English writing development focusing on their habitual writing pattern errors. The student informants and the curriculum are based on a foundation with a set of learning theories and innovative technology resources that parallel to increase the learning productivity for Deaf Urban Latino Youth. Educators claim to be a little worried about the literacy rate of America blaming electronic devices as the decline of student writing skills (Tomasewski 2015). Deaf students in particular are experiencing an advanced digital dialogue also known as cyber slang that seem to take affect in society and may be deemed as socially acceptable, thus transfers it to their academic writing assignments. Even though there are mixed opinions about social media deprecating formal writing skills for students, I am incorporating what Deaf students already rely on

for their communication methods and creating a curriculum where they know when to appropriately use social and academic dialogue. The project serves students to be conscious of their habitual writing errors and to determine their audience so that they develop more formal academic strategies in their writing. Shravan Goli, president of dictionary.com states claims that there is a lot of value in leveraging technology for educational purposes (Tomasewski 2015). This project emphasizes obligatory device methods for Deaf students and promoting it as a vehicle for teaching students the proper way to communicate. In the context of English writing, other classroom teachers are emphasizing proper English grammar, eliminating any social dialogue in what should be indicated in their “academic” assignment as is stated in the following quote.

“I have instructed my students that they are to use proper English grammar and structure when communicating. No BRB or L8TR or U for the word ‘you.’ I am looking for capital letters at the beginning of sentences, punctuation at the ends of sentences and proper spelling of words” (Glass 2013).

Teachers who are using EDMODO are instructing students that they are to use proper English grammar and structure when communicating. In the writing tasks of my curriculum, students are encouraged to comment socially to encourage their natural way of communicating. However, when it comes to the distinguished paragraph essay that includes their opinion and proving facts, it should be serious and academic. As in other teachers’ experience using EDMODO, they are looking for **capital letters at the beginning of sentences, punctuation and proper spelling of words** (Glass 2013). This is a similar version to my vision for students in an English context, however I incorporated the use of handwriting in this activity and limited to just typing (refer to VI and VIII). Students are creating skills that demand handwriting and typing

simultaneously and developing strategies to organize their ideas to determine social and academic contexts.

V. KEY LEARNING THEORIES

The learning theories are categorized according to the requirements of the curriculum and the context for learning of students in the project. The foundational learning theories for curriculum adhere to Cummins (1984) CALPS and BICS models for social and academic language in conjunction with teacher and student intrinsic and extrinsic motivation. The second segment is relevant to the learning theories of the learning context of students according to Cummins (1978) Language Interdependence and Vygotsky's (1978) Zone of Proximal Development.

An effective framework of student learning in accordance to the curriculum Cummins' influence of the distinction between academic and social language otherwise known as CALP and BICS (Wright 2013). Cognitive Academic Language Proficiency refers to formal academic learning and conducting academic related tasks such as comparing, evaluating, identifying in an academic language context. I have respect for spoken language, however in the context for Deaf students, I expect deaf students to understand 'visual' (ASL) and written (English) modes in an academic lexicon. For Hard of Hearing students who prefer oral methods, this may not be applicable. CALP *includes listening, signing, reading, and writing about subject area content material* (Wright 2013). Student cognitive measurement would be administered through the ASL development scale, rubrics of Bloom's taxonomy action verbs, the common core standards and writing assessment scales. According to the CALP's model, students need time and support to become *proficient in academic areas and usually takes from five to seven years* (Wright 2013). In this particular research of Deaf urban Latino students, I understand this is a greater challenge for them to attain grade level academic achievement in content related areas.

This is relevant to their special circumstances such as delayed schooling, influx of social language or no exposure to formal language (Table 1). Similar to the need of interdependence in language development, which is the dependency of languages in a bilingual context, this relates to the social and conversational language. It is the day-to-day language needed to interact socially with other people (Wright 32). A Deaf residential school, a Deaf day school or mainstream schools serves as the main conduit for optimal social interaction among peers. Deaf urban Latino students of hearing families are at a disadvantage because they are not so much able to employ BICS skills at home. The Deaf Latino child in question is literally experiencing a non-stimulating language environment and lacks communication with the family, thus feels isolated. The environment is safe so that students apply BICS without any formal corrections, and language occurs in a meaningful context. The situation is in direct relation to applied learning theories and supports the development of the relevant curriculum for the students in this project.

The external motivation factors are a classroom's student rewards system, impressing your teacher and peers, and or receiving praise. I refer this to as impressing your boss that one is doing a good job at work or people pleasing characteristics that motivate people to do positive things. The curriculum calls for extrinsic motivation so that hearing and Deaf peers alike reach out and create a positive atmosphere of communication by way of social media. In general, people are judged from grammar errors so just imagine how society judges people who write comments on social media. We cannot have discrimination within a subculture that already feels the effects of oppression from a hearing society. Deaf students are not as confident to make remarks or deliver friendly feedback to peers because

1. They are not confident in their own writing skills and are challenged to make such comments.
2. English writing skills are not viewed as important because of a student's school /language attitude and experience.
3. Simply just do not care about excellence or effort in English grammar because they are able to communicate with the Deaf social peers especially in a Deaf day or residential school.

Are students using modern technical devices to motivate themselves to actually “care” about their writing conventions when texting or posting to Facebook? Instilling internal motivation for writing will develop Deaf Latino youth to genuinely create a meaningful learning experience. How often do Deaf students authentically like what they are doing or enjoy the tasks they are performing? Do they do it to please their teachers, parents or coaches? I am predicting that their intrinsic motivation will be varied. With today's technology devices such as smart phones, Ipads, interactive media, the internet and text messaging, I would predict students to be internally motivated to communicate. Deaf students in particular have access to learn information that is at their “fingertips” thus, the lesson for *Texting Thursdays* and *Facebook Fridays* (**Appendix A**). The social media gives students an incentive to use their everyday resources (phones) that can interface with their academic goals as emerging bilinguals. My goal is to have students communicate on a social level that subsequently makes them conscious of the writing, motivates them to write and thus transfer this knowledge onto their academic writing skills. I am using their “real world” experiences and transforming it into a conceptual and metacognitive tool to advance and make students conscious of their writing so that they

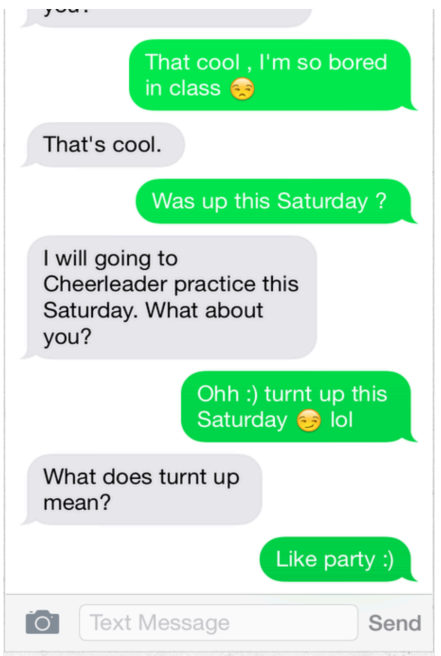
care about it and feel confident with the interaction of other peers Deaf and hearing. There are of course social constraints. If the masses in a certain social setting are continuing habitual writing errors, as a teacher, how will I manage to shift the masses? Do students continue to write as they do because there is an implied understanding that writing in the classroom and writing social media tools are considered to be the same environment and correct for both environments?

One of the main goals for students is to acknowledge the difference between academic and social language. I am going to strive for students to “practice” their social writing and maintain a consistent English writing convention model to develop skills that can transfer onto their academic development. The curriculum project is to provoke developmental writing for students by way of modern technology in an academic setting yet being able to express conceptual understanding and critical thinking skills socially (BICS). Although these are two different theories, my goal for students is to invoke an internal, academic thinking skill within their social language. Table 2 and Table 3 illustrate text features of 12th grade Deaf students in a social context. The text sentences in Table 2 and 3 depict social dialogue between the same two students discussing of their weekend endeavors. Do both students acknowledge the formal English translation of the acronym “*wyd?*” Are both students able to ‘reword’ their social dialogue such as “*was up this Saturday?*” to appear more appropriate or academic like? Do students unconsciously text incorrect English grammar such as “*I playing soccer with my brother*” and not been explicitly introduced to the “be” verb or English structures of the present progressive?

Table 2: Text message 1



Table 3: Text message 2



If you have ever seen social media dialogue among Deaf students, there are continuous habitual writing errors in the “social” dialogue of English and the project will determine if students are able to *explain*, or *rewrite* their social dialogue text to appear formal. More samples of text messages of the students in this project are featured in Appendix B4a *Texting Thursdays*. This method of instruction and learning is to encourage writing awareness among students. I really want to elicit students to think about what they are writing even in a social context. I am trying to have students improve their social knowledge in writing so that this can transfer onto their academic tasks, thus a desired “habit” of writing overall.

In this particular situation, we are assuming that Deaf students are proficient in ASL (L1), thus their acquisition of English (L2) literacy and writing are supported by their L1. . Cummins argues that proficient acquisition in the L2 is entirely dependent on how competent an individual is in the mother tongue L1 (Hamers 1998). Cummins theory (2000) states that acquiring and achieving maximum potential in a second language is relevant to the superior competency of the first language. The two part threshold theory according to Cummins mentions that if the *lower threshold (ASL) is not attained, a below normal level of competence in both languages might result* (Hamers 59). This theory is completely relevant of ASL and English performance during my observations of Deaf students at Deaf day schools throughout southern California. Students have a variety of levels in ASL and English skills that it seems to influence their literacy skills. The hypothesis appears to support the fact that many Deaf Latino students are behind in grade level expectations. These scenarios and statistics are significant and can impact the development of L1 and L2,

1. The majority of Deaf children, 96% are born into hearing families that are NOT familiar with sign language.
2. Most Deaf Latino babies are born to only Spanish speaking parents who are also not familiar with sign language.
3. Some Deaf babies are raised in culturally diversified environments with an influx of *spoken* languages.
4. Some Deaf Latino children attend schooling late in age.

We can postulate the obvious of a child being late in language development if there is no strong basis of an L1. These variables that are depicted as an achievement deficit, provide strong evidence to support Cummins theory of acquiring the L2. Would this perhaps pertain to the pedagogical theory behind a no signing classroom for cochlear implant children in the context of acquiring English? The teacher only speaks in English to cochlear implant children and never uses ASL. The students are rarely exposed to sign language in the classroom and at home. In relation to the specifically designed academic instruction in English SDAIE otherwise known as *sheltered instruction* (Wright 84), this would be a good method for a Deaf child in a mainstream setting just so the student is able to receive sufficient and adequate support for English language development as an emerging bilingual. Not all Deaf students have the opportunity to be in exclusive Deaf classrooms with ASL as the primary language of teaching and learning. The SDAIE approach emphasizes that instruction is different from regular instruction in English, thus specifically designed for the student so that it is comprehensible and at their grade level (Wright 84). A deaf child involved in this

scenario wouldn't necessarily establish English as their L1 per se, however will have stronger English language features than ASL, thus the continuum of bilingual development experience. According to Cummins model, and the Deaf child is experiencing English as the language of instruction with sheltered approach strategies, it may suggest that English will develop to be the strong language of emphasis L1 so that students will be able to acquire and be competent in L2. That is also assuming if parents or the Deaf individual want to be involved in attaining L2 (ASL). If this was the case, what if cochlear implant students are still not proficient in English? Does that mean that they just missed almost a decade during their childhood language development of acquiring a second language; or at least attempting to be bilingual or develop in another language? Because there was an absence of a bilingual approach, were Deaf students shortchanged from divergent thinking and stellar performances in cognitive tasks that bilingualism promotes? There are relevant points to Cummins theories, but variables shift once they are applied especially considering the circumstances as listed in the three statements below:

Relevant to Cummins model, let us reverse the scenarios.

1. A deaf child is born to deaf or hearing parents that are *familiar* with sign language.
2. A deaf child's environment is strong or *familiar* in sign language.
3. Language of instruction is strictly in ASL not TC, simcom etc. and sign language is a common language in the home.

We can assume that the Deaf child is proficient and competent in L1 (ASL).

According to Cummins model, does that mean the child will eventually master L2 (English)? It is important to include Cummins model because of the wide array of

theories and pedagogical methods and philosophies so that teachers in the DHH field are not necessarily resistant but aware and more capable of assessing and processing rather than forcing one technique. I have observed both types of scenarios. A Deaf or Hard of Hearing adult has a strong oral background, hearing aids etc. eventually goes back to learn ASL and wants to be more involved in the Deaf community. The latter scenario of highly educated Deaf adults making minor yet significant English writing errors and or confirming English clarity in writing etc.

Effective coaching and guidance (scaffolding), learning results can be tremendous. By teaching certain writing conventions, students may still not understand the reason or continue to develop ineffective strategies to hurdle over some of habitual writing errors. Using the texting and Facebook concepts as real world experiences, I am going to try to work within the student's competence and then effectively scaffold the situation through generalizing, editing, pair shares, predicting, inferencing, using their real world experiences, co-participating and reducing choice activities. The only setback I see with this scenario is that students have limited real world experiences so that they can develop on top of what they already know. The idea of ZPD is not learning a new concept but *adding on to, or changing an already "learned" one*. According to the laymen's definition of ZPD, *the **zone of proximal development** (ZPD) has been defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers"* (Vygotsky, 1978, p. 86). Also take for instance the theory behind cultural ecosystems as explained by Edward Hutchins (2013). The philosophy that humans are cultural animals and human cognition is embedded from cultural cognitive ecosystems (Hutchins 2013). The

idea that we are “products” of our environments and that we learn from our physical surroundings, thus neighborhoods, particular frequent locations that drive our experiences. I maintain these two philosophy systems, extracting elements from it and tweak it to conform thoughts I have in relation to cognition of Deaf Urban Latino youth. The demographic of Deaf students that are investigated (Table 1) exemplify this learning theory. In my experience, Deaf students that live in inner city neighborhoods rarely frequent the beach if not at all. Most of them know just taking the bus from their home to the school location to and fro and for the most part, dwell in a 2.5. square mile radius surrounding their neighborhood limiting other deaf social peer access. Common Core Standards demand that elementary school children are tasked with making *inferences* with previous experiences. There are pros and cons to this pedagogy because some students have not yet developed some of these experiences. e.g. a book about a train and students are tasked with questions such as where have you traveled on a train? Have you been on a train? What was your experience and what do you remember from that trip? Of course making connections to characters and other subtle inferences but what about students who have never been on a train? What happens when Deaf students are subjected to deficient content learning when they have not developed these real world experiences based on their socially economic circumstances? I have come up with my own logic of combining the learning theories of ZPD and a cultural ecosystem to explain the trajectory and literacy levels for Deaf urban Latino youth. Learners are as good as their environments, therefore the need for teachers to develop authentic real world experiences for Deaf children in urban environments so that the learning development is continuous. This may or may not explain the stagnation of certain habitual writing errors due to lack of stimulating experiences so that students can expand

in their reading comprehension and or writing. *Virtually all learning phenomena resulting from direct experiences can occur on a vicarious basis through the observation of other people's behavior and its consequences for them* thus, the vicarious reinforcement theory (Bandura 1963). Deaf children will learn from their parents, peers and staff and the culture that surrounds them, thus learning in the zone of proximal distance. We live in a texting and social media society thus, will learn by direct experience in a social context even for the socially isolated, Deaf introvert. This scenario has an impact of the social learning theory and can create more of a setback for the Deaf student. Vygotsky's theory *was an attempt to explain consciousness as the end product of socialization*. In learning a language whether ASL, English or Spanish, the exposure is interaction (socialization) with peers and or adults for the purpose of communication. Once it is internalized, it becomes second nature.

VI. DESIGN AND DESCRIPTION OF THE CURRICULUM

The curriculum is based on a series of five units. Units one to three present the core and method of implementation. Prior to lessons going underway, there are mini writing lessons that are supplemented during the beginning of class which also enhance writing potential. These are known as *Daily Reflections* and encourage students to write freely on the topic of the day e.g. *If you could have any special power what would it be and why?* It is a teaching and learning process for solely on writing and student writing awareness. The curriculum is designed to encourage development in their English writing skills.

Students are introduced to English writing conventions and are taught a series of lessons 1-3. They are made aware of their writing skills such as texting, typing and handwriting. Students are exposed to a PowerPoint presentation that discusses social and academic language and their language experience. They are to create two creative essays that present their ideas and experiences. They are to organize their ideas on a Venn diagram and transfer it onto an essay. This is a method as a pre-assessment writing tool to discover what students' strengths are and what is lacking. This provides the teacher the context for learning of students and in relation to the thesis, the understanding of a student's writing skills that will set the tone for the rest of the curriculum.

Unit 1 establishes the context for learning. It elicits the child's learning experience and language attitude and gives the conceptual meaning of academic and social language.

Because Unit 1 sets the tone of the curriculum, Units 2 and 3 set the method of work on how students are to accomplish the goals of English content by way of smartphones, laptops and or pads. *Texting Thursdays* presents learning to write in a social context through dialogue writing (texting) through smartphones and then transferring onto a writing task. This will develop students to understand and be aware of their social language, the meaning of it and tasked with creating *another way* of writing the social dialogue (academically). *Texting Thursdays* discusses the trajectory of the texting social phenomena within the Deaf community especially with Deaf Urban Latino students. This unit raises the awareness how students write to peers (unconsciously) and then to present their work and create it academically.

In order to create the desired writing styles for students, the learning theory of motivation and the intrinsic motivators such as using technological devices through their real world experiences such as texting provides a context for students to actually do the task. It is providing an effective contextual material that will build good writing styles intrinsically, thus raising writing awareness and knowledge. Deaf Urban Latino students use these technological devices on a daily basis in a social context and to communicate with their Spanish Speaking parents so why not use this context as a teaching tool to reinforce better English writing habits so that they are able to recognize distinct language patterns in writing. This curriculum presents writing consistency for students that is frequented outside of the classroom subsequently altering previous redundant writing strategies, thus creating new “habits” that transpire academically as this quote suggests:

“We are what we repeatedly do. Excellence then, is not an act, but a habit.”

Aristotle

I am attempting to alter Deaf students perception of social writing to create ways for students to recognize their writing styles so that they can achieve success in the classroom and to better perform to academic standards. Students understand the social and academic context we have been processing since Unit one. They are tasked with typing/writing assignments so that students can feel comfortable, but be put to the task when writing is demanded seriously. Unit three *Facebook Fridays* is giving the students the context of creating social dialogue in an enjoyable and safe environment while giving them context, however delivering an end product that is academic and serious. Unit two *Texting Thursdays* is the same concept using a different fine motor skill, however “rewording” the social dialogue into formal, academic and acceptable written English standards. Once students have the idea of Units 1-3, the teacher has the opportunity to introduce grammar within those specific assignments.

Unit 4 encompasses English grammar features to introduce within those lessons. It involves the distinction of ASL and English and how they are separate languages. The bulk of unit 4 discusses an ASL and English language content e.g. verb tense, word order, ASL/English translation, chaining etc. Unit 4 involves in depth English grammar tasks for students. This unit discusses how to organize ideas before writing a paragraph essay, which was one of the main components of the writing section. Part 3 of Unit 4 had been exposed in Unit 1 in the introductory part. Unit 4 is mainly for in depth English grammar conducive to grade level standards etc.

Unit 5 involves some but not limited to the many mini lessons from the observations of the pre-assessment writing of students. Teachers are advised to observe one (1) writing error that students share in common then elaborate from one of

these lessons. This is to guide teachers so that they are able to conduct short mini lessons to correct on the spot grammar/punctuation mistakes from Units 1-3. Lessons can range from commas, capitals, interrogatives, punctuation games etc. Overall, the curriculum is designed to develop a students' English writing skills, raise awareness so that students are conscious of their writing and to use real world experiences such as technology so learning engagement is continuous.

VII. EVALUATION PLAN

My evaluation plan is to determine what students know. Aside from the predictable writing features that I know from their past, what are the new findings that I will discover with Deaf student writing? What kinds of characteristics would I notice when students write? e.g. Do they think first then write, write instantly, consult with a peer? etc. There are components to an evaluation plan that I have implemented to elicit student writing success. These were evaluation plans that were implemented on all four groups of Deaf student informants 10th-12th grade.

1. Pre-assessment writing

a. Daily Reflection

The Daily Reflection journals are evaluating a student's strength in their sentence fluency, English language structure, word choice, spelling and punctuation.

b. Language Attitude and Experience

The Language Experience lesson encompasses tasks that determine how students organize their ideas before writing, how they write a paragraph, their writing style, punctuation and neatness.

c. Social and Academic Language

The Social and Academic language lesson is investigating if students are conscious of their 'audience' when they write. Can they make that differentiation of social and academic language? The tasks include increasing the

writing length to two paragraphs by comparing and contrasting *academic* and *social* contexts, organizing their ideas before writing and neatness.

2. **Formal Assessment:**

a. Facebook Fridays

The Facebook Friday lesson, unit 3 requires students to create a graphic organizer and demonstrate their skills in expository and narrative writing.

b. Texting Thursdays

Students are required to rewrite their social dialogue on their smartphones to appear more appropriate and formal. They are to 'text' their written version of social dialogue between peers and then 'reword' their social dialogue into academic, formal handwritten English.

c. English mechanic usage and grammar

Students will practice conjunction and connecting clause sentences. Students will differentiate the language structures of ASL and written English in Unit 5.

3. **Summative Assessment:**

a. The learning accumulation is accomplished during students' final exams. They will perform the content learning of what they have learned so far.

b. One of the main components in their final exam is the knowledge of writing a narrative and expository essay.

1. Students will be experiencing a development enhancement of English writing through social media and dialogue messaging which will subsequently transpire onto their academic writing skills making students more conscious of their writing and linguistically aware of distinguishing ASL and English word order. My observation

data is evaluating their skill set in handwriting, typing and texting. Students are evaluated on their organization of ideas, paragraph writing and punctuation skills.

2. Students will distinguish social and academic language. They will understand the appropriateness of language in different context among peers, adults, professionals, school, parents etc. I am referencing Ruth Culham and Jim Cummins pedagogical techniques along with my own personal experiences in conducting this proposed curriculum. Students will be evaluated on organization of ideas, paragraph writing skills, competence in paragraph writing and punctuation.
3. Students will write a comparative and contrastive essay determining whether students are able to organize ideas, thoughts and portray them onto a paragraph essay. Students will be evaluated on organization, sequencing, neatness etc.
4. Students will go through a series of writing tasks such as their *Daily Reflections*. This is a ten-minute writing segment for students to perform everyday. This is a short piece of student work for teachers to recognize writing patterns among students on a daily basis. The observable writing conventions will determine their knowledge and skill level in capitalization, spelling, punctuation, spacing, word choice, sentence fluency etc. e.g. *If you can have any superpower, what would it be and why?* Students are tasked to explain their answer in written English and during a pair share activity to express their responses. This task emphasizes and reinforces the distinction between ASL and written English. Conducting the project with ASL content provides students to consciously distinguish ASL and English patterns,

especially when the teacher is explicit in the content. High School Deaf Urban Latino students are challenged with academic demands of grade level English and because of their circumstances; teachers sometimes have to teach writing at the elementary grade level. *It is challenging for students to express their ideas through stories, information and pictures* (Culham 2005). This is true even at the Deaf high school level of writing, thus the logic of teaching writing at a fundamental level despite the academic demands of grade level writing. Deaf Urban Latinos, especially transferring to the U.S. as an immigrant experience this type of pedagogy. *Helping a young writer go from making rudimentary representations of text to competently writing traditional letters, words and sentences* (Culham 2005) is apparent in the writing of Deaf Urban Latino students in the high school level (**Appendix B 1a**).

The evaluation plan calls for proper observation, documentation and feedback from teachers and students. One of the main collections of data is through the *Daily Reflections* Journal and segments of the pre-assessment writing phase to give me an understanding of the writing background and the context for learning of students. The pre-assessment phase indicates students' knowledge and their writing strengths and gave me an idea on how to evaluate students and to determine what the writing goals should be. This determines what kind of writing conventions or English grammar should be bolstered or introduced. Being assertive on student writing tasks and development is key so that students are not on a writing plateau. Most student work depending on the subject matter is recorded and uploaded on the school Weebly and consistently accessible. Students also have access to the engrade system where assignments are posted and grades are documented. Students can socially compare their work efforts.

Students are given a student comprehensive work folder and a final writing journal folder. Student writing such as the paragraph writing tasks are graded on a writing rubric scale. Constant knowledge of collected and productive work is crucial to indicate student improvement and or development. This also indicates if terminal learning objectives or academic goals for writing were satisfied. Some of the many writing assignments were graded on a rubric scale inspired by writing measurement scale (Table 4) according to Culham (2005).

Table 4: Writing Rubric Scale (Culham 2005)

5	<p>High use words are spelled correctly and other are easy to read. Applies basic capitalization rules with consistency Punctuation marks are used effectively to guide the reader One or more paragraphs with indenting are present. Standard English grammar is used. Conventions are applied consistently and accurately.</p>
4	<p>Spelling is correct or close on high use words (kiten saed, want) Sentence beginning and proper nouns are usually capitalized Uses end punctuation and series commas correctly. try more advanced punctuation (dashes, ellipses, quotation marks) but not always with success.</p>
3	<p>Spelling is inconsistent (phonetic spelling e.g. sitn, sed, wtn) but readable Upper and lowercase letters are used correctly Capitals mark the beginning of sentences. End punctuation marks are generally used correctly. Writing correctly follows simple conventions.</p>
2	<p>The words are unreadable to the untrained eye (quasi phonetic Kn sD Wt) There is little discrimination between upper and lowercase letters. Spacing between letters and words is present. The writer experiments with punctuation. The use of conventions is not consistent.</p>
1	<p>Letters are written in strings Letters are formed irregularly. There is no intentional use of upper and lowercase letters Spacing is uneven between letters and words. Punctuation is not present. The piece does not employ standard conventions.</p>

VIII. IMPLEMENTATION OF PROJECT

Marlton School for the Deaf

My project was conducted at Marlton School is a K-12 Deaf day school under the Los Angeles Unified School District in California. It is a unique location is in South Central Los Angeles situated safely near the extravagant Baldwin Hills Estates but also compromised to danger from adjacent neighborhoods also known as “The Jungle.” Some streets and alleys, walking distance from campus are notorious for drug dealing and other iniquitous acts. Marlton School is the only non-residential school serving Deaf and Hard of Hearing youth since 1968. It is considered a School Parent Assisted Network school (SPAN), special Ed site with an elementary school code. Special programs include the formerly known Community Based Instruction program (CBI) to the recent transition to Pathways Career College (PCC). Students are transported from all regions of the greater Los Angeles. Some are local from the Crenshaw and Watts regions and travel as far from East L.A. and the San Fernando Valley. It is considered a bilingual based program. The language of instruction is in American Sign Language and has been actively participating in the ASL/English Bilingual Education and Research program (CAEBER). Educators of Marlton School had a selected group for what is also known as the ASL/English Professional Development (AEBPD) team. Students are on a block schedule which means students do not have an instructional period with the teacher everyday but every other day.

The Participants

My teaching and learning strategies were sectioned into already sectioned four groups of students. There were varied learning levels and have been grouped previously May 2014, a year before this thesis project curriculum was implemented. Students were involved in a Tier instruction system, based on their reading and proficiency skills, which efficiently differentiated instruction for students. Tier 1 signified that students have potential elements to qualify for a “diploma track” route. In the past, I was able to participate in Tier grouping among other qualified educators and administration. It is a highly comprehensive and thorough selection process for students that considers their IEP goals, academic and life endeavors. Tier 1 groups are implemented with highly trained teachers so that students receiving instruction show successful results of proficiency levels. Marlton uses a method called MAP measured academic performance and students are grouped according to their reading level and proficiency skills among other considerations. Tier 2 groups were considered potentially capable to transfer onto Tier 1 but needed to demonstrate proficient work skills in order to be considered for transfer. The Tier 3 group was assessed and grouped according to the assessment of the school psychologist.

- | | |
|---|--|
| 1. Tier 1 11 th and 12 th grade | 1 st and 2 nd period |
| 2. Tier 1 10 th graders | 3 rd and 4 th period |
| 3. Tier 3 (Alternative Curriculum) 11 th grade | 5 th and 6 th period |
| 4. Tier 2 10 th grade | 7 th and 8 th period |

1. There were nine students in total consisting of six seniors and three juniors. The juniors were combined with seniors every other day. There were four girls and five boys ages 17-19. All students in this group were Latino and one African American. One 12th grader is considered Tier 3 (AC). Most students were on a 4th-5th grade reading level and a few on a 3rd-4th grade reading level.

2. Third and fourth periods were the 10th graders tier 1 group. There were five boys and one girl. Two students transferred from mainstream schools in Middle School and one student came from Mexico in elementary school. Again, all parents spoke Spanish. All students are on a 3rd-4th grade reading level.

3. 5th and 6th period is the Tier 3 alternative curriculum group of 11th grade students that are considered on a lower reading grade level. Most of them were born in Mexico and transferred to the United States at a later age. There were four boys and two girls. These students are on a 1st-3rd grade reading level.

4. The 7th and 8th periods group were Tier 2 10th graders. Learning is varied and the classroom consists of all Latinos from Spanish speaking households and one African American student. One student transferred from El Salvador and is older than his peers in the classroom. There are about two –three students in this group that should be transferred to the Tier 1 group as discussed with the cooperating teacher. There are five boys and four girls and primarily consists on a 1st-2nd grade reading level.

T.K. is the classroom assistant and employee of the school for over thirty years. She is Hearing and has been in this particular classroom for four years. She is knowledgeable in ASL and Deaf culture. She assists me as much as possible and I effectively use the instructional aides for many learning opportunities for students. M.T. was the cooperating teacher and has had eighteen years experience at the school. He identifies as being Deaf and grew up oral. He has been an English teacher for many years. Instructional Aides vary and were in and out of the classroom and vary from period to period. I made sure they were put to work and were used effectively to create a collaborative learning/ social learning environment not only between youth but adults as well.

The Context

The demographics of students are Deaf, living in inner city L.A. from low-income backgrounds and the majority ethnicity being from Latin American countries. The content is English and the language of instruction is ASL. The context for learning varied with students because they were at such different learning levels within each group. Typically a student teacher focuses on one grade level or one particular group of students, however I decided that I was responsible for all students' learning engagement and I assessed it as such. I did not short change any students' learning experience and students received most of the content that was delivered or anticipated in the proposed curriculum. My main goal was to motivate students and to deliver effective pedagogy with my implemented curriculum. Some of the setbacks included not enough laptops, unserviceable keyboards and access to a main computer. I adapted and overcame and

did not make any excuses due to minor inadequacies based on the Deaf child's learning experience.

The Constraints

Some of the unexpected issues were the C.T. manifesting some minor power control issues in the classroom. I would have implemented his class curriculum in correspondence with mine, however there were some conflicts and led to some inconsistency for students. The issue of when I can and cannot take over was a bit frustrating in the beginning. Although I have mutual respect and a great rapport with the C.T, I think understandably was still observing me as a teacher in his class. Despite these issues, I felt that I adjusted professionally, as a Deaf student advocate and accommodated accordingly.

During the "student teaching" placement experience, every cooperating teacher had a different style to administer the process. I am better acquainted with and accustomed for the CT to relinquish all teaching obligations with a few exceptions so that I can implement my teaching style to students to be familiarized or in this case enhance their learning experience with my pedagogy style and delivery. The CT had been teaching the whole time and I would introduce some of the curriculum without a full class period here and there. The students and I had experienced a meaningful teaching and learning experience in the short amount of time that we had. Implementation was introduced the first week of May 4 - 8 2015 with some of the core curriculum. The introduction to writing conventions and some bits and pieces of the activities were started the last three days of April 2015. I had less than thirty days of full teaching experience to implement the curriculum, determine the outcome, grade the student work samples, give feedback, record student grades and give back to students.

The high-speed technological resources were limited at the school site and for students. There were only a limited number amount of laptops and pads for the whole school K-12, teachers and staff must share accordingly. There were not always readily available for students to use because another classroom is using them. Connection speed is usually slow and some were unserviceable. Pairing was crucial and backup plans were a must. I valued my teaching time for the sake of student learning and classroom management was key for student learning engagement.

Daily Lesson Plans and Reflection

Day 1: Establishing *Daily Reflection* Journals

The first day of my presence was setting up classroom management and expectations. The student informants were classified into four groups of students on different learning levels. (1) Tier 1 11th-12th graders, (2) Tier 1 10th graders (3) Tier 3 Alternative Curriculum 11th grade (4) Tier 2 10th grade. I gave a brief introduction to writing and what would be the daily chore of *Daily Reflection* journals, the ten minute writing activity to “jump start” the writing process for evaluation and assessment. This was interactively modeled so that there is no question of what students are to do everyday, once they enter my classroom. *Daily Reflections* are thought provoking questions enforced students to “talk,” and to subsequently write about it. During the 2nd-3rd week of the *Daily Reflection* segment, the assistant and I noticed how we were editing less on student work, thus realizing changes in writing features during our “on the spot” editing portion. Language talks started to happen among students (**Appendix B 1a-1c**). The following are questions that students had inquired about their work. This was an indication to me that they sincerely *cared* about the work they produced and

actually questioned their task and performance. This led me to believe there was success in the pedagogy of the curriculum.

What is the difference between this and those?

*Why is it **ed**? Is it because I put yesterday?*

I am not comfortable with the question, do you have another one I can do?

I was intrigued with the motivation and the constant questions that these particular students had with their work. I felt they actually cared about it. Granted, this would not happen everyday but I noticed that the grammar errors were becoming less after the 2nd / 3rd week. The team and I agreed that this activity encouraged their writing practice helped them find their learning curve and their strengths in writing and maybe notice their habits, thus creating the ultimate goal of achieving student writing awareness. Some of the dilemmas with this activity is that it could take over ten minutes of student discussion that would sometimes draw away from the learning objectives for the day because the topics were so engaging and students wanted to elaborate. I had to modify some of the thought-provoking questions for groups 3 and 4. There were times where I completely eliminated the question to create a new one for these two particular groups. The questions were too complicated and had to change the topic according to the groups' level. I was able to witness some Spanish influence of writing in one particular student (**Appendix B 1c**). This daily activity made me observe the daily writing habits of students. How students spaced words, letters, word choice, capitalization, word order etc.

Unit 1:1a The Language Experience

One of the first lessons implemented was determining the students' language experience and attitude. I honestly predicted that the majority of students would respond that they "*don't like English*" and the recorded responses were interesting such as "*need to because of school*", "*read*", "*to talk with hearing people.*" This was an additional assessment-writing task to give me an idea of a student's background of language. What their experiences were like and what was their learning approach to the English language was revealed through this lesson. I wondered if they would have a good attitude about it or have any different language learning experiences that would affect the lesson. This pre-assessment gave me an understanding on how to approach the teaching delivery of the curriculum (**Appendix B2a-2c**). This demonstrates for all the key teaching elements mentioned. This was a project done for all Deaf high school grades. All students' language experiences are different but very unique and interesting. e.g. Spanish-"*negative experience*," English- "*grew up oral*", ASL- "*hard to find work*" English-"*continue to improve.*" If I am teaching language content, the students' statements really gave me an understanding of the sensitivity when approaching this subject. It also gave me an idea of how students were taught in the past and what they have learned so far. The goal was English writing for Deaf students and the results of the pre-assessment led me to approach the writing lesson in very organized and structured ways, however I was compassionate and not overbearing when analyzing the student experience. How are we going to emphasize teaching/learning English if Deaf students have experiences that are sometimes not always positive? Some of the varied statements from students of their language experience were "*a lot of lip reading,*" – English, "*beautiful language*"-ASL and "*language for Latinos,*"-Spanish. Some

students had a really good attitude about English and are willing, while some think it is “*boring*”, or “*forced to read*” OR it is only “*hearing words.*” It seems that mostly all students had a mixed, half and half motivation and compromised experiences with English. All of the students in this project stated the obvious that they preferred ASL rather than English or Spanish and the majority of positive statements outweighed negative ones for ASL.

This teaching/learning writing assessment also gave a clear understanding of what common characteristics students share in their writing performances. A common feature that I have noticed was the misspelling of common words. The following lexicon were common words in their writing that the majority of students misspelled during the written English and ASL fingerspelling portion. Students know the sign however spelling concepts were weak.

- | | |
|------------------|---|
| 1. Communication | ” <i>communion</i> ” |
| 2. Social | ” <i>socal</i> ” |
| 3. Friend | ” <i>frend</i> ” or ” <i>fiend</i> ” |
| 4. Experience | ” <i>exproience</i> ” or ” <i>experence</i> ” |

This was a clear indication that there seems to be a common writing phenomena with the “*i*” vs. “*e*” placement of letters or the use of the letter “*i*” as it is the frequent letter in all these words. An interesting discovery was how students spelled the word “*always.*” This was a writing feature I found evident 10-12th grade. A handful of students spelled the word always without the letter “*s*” e.g. *alway*. I found that particularly interesting because I wondered if students felt that was an English contraction of a verb or mistook

it for a singular/plural concept. Students had free range to write however, I did specify to write it paragraph style. If students felt they wanted to separate their language experiences in three different paragraphs, students had the right to do so. I wanted them to feel comfortable in their writing performance.

Unit 1 served as a pre-assessment, getting to know your students and their ASL and written English potential. This is in reference to their language attitude, experience and personal feelings about language (ASL, English and Spanish). Groups 1, 2, and 4 were especially motivated to express their language experiences. All students expressed that ASL was their language of preference. More than half of students had personal sentiments towards English. Some students held a negative attitude towards the learning of a second language (English). Other students concluded that Spanish was spoken at home yet did not understand or did not even attempt to use the language. My lessons led me to believe that students were engaged in activities with the language of instruction in ASL. Students were responsive to the lesson and began to express their ideas in ASL that were initially constructed on a Venn diagram using English. I had introduced some chaining techniques with students who struggled in fingerspelling the signed vocabulary e.g. *confused, communication, important etc.* Although chaining is an instructional tool (Humphries 2008), I had incorporated this technique among students with misspelled familiar words so that they can practice the ASL connection of fingerspelling with the written work of English.

Group 4 was tasked with creating a 5-10 sentence paragraph essay with the ideas expressed on the Venn diagram this was with explicit instructions on how to do the assignment. When homework was turned in, I noticed some students wrote only three

sentences or four, one or two students wrote only one sentence. When asked what happened with the other sentences. The reply was “*I don’t know.*”

Writing a paragraph is something that should be explicitly taught. Students were confused about writing a 4-5-sentence paragraph. Some students wrote their paragraphs in numbers. The following is an example of a student (**Appendix B 2c**) that exemplifies his language experience and another indicator that there is Spanish influence in his learning and somewhat sentiments towards English.

5. “*Kinda sign language for ASL.*”
6. “*I cant read book.*”
7. “*I can sentence Spanish.*”
8. “*I can speech for ASL.*”
9. “*I save buct tough English test.*”

Students should be connecting sentences in their paragraphs. His initial strategy of creating a paragraph was *numbering* his sentences. Since this was the strategy of most students, I understood that I needed to be explicit with the act of paragraph writing and the components that go with it.

The 1st / 2nd period students were tasked with a pair share activity to retell their experience with ASL, English and Spanish. The language attitude of all students was ASL as their number one source of communication for all. It seems that English is “forced upon” yet a handful of students want to improve their English skills. Some students stated that it is *useful in hearing society* and they are eager to *improve their*

English skills in reading and writing. When they were tasked with the writing portion, a couple of students wanted to refer back to the Venn diagram. They mentioned that they wanted to add more things to their options. I explicitly stated that a Venn diagram was used to organize their ideas so that they could later refer to it when writing an English paragraph essay.

The seniors were diligent in their assignment. They automatically indented and were eagerly writing away. They seemed to refer back to the Venn diagram to compare and contrast in reference to their writing. A couple of students ask me “*how do you spell?...*” students know the sign yet seem to be unsure or forgot the spelling. I had informed all classes that I want them to feel comfortable in their writing schema. If you feel that you made a mistake, make a conscious note and come back to it later. I used a technique of having students explain the word e.g. Student K.F. wanted to know how to spell “*motivation*” I ask her to explain to me what it means, if she mentioned one example, I would tell her to give me another one so that I am able to determine if the students were conceptually aware of the meaning. If I determined that she understood the meaning conceptually, I still challenged the student to try to spell it on their own even though it means guessing the first letter. Then I wrote it on their board for accessibility to all students. M.T. had a similar situation with the word *exposure*. I used the same technique as I did with K.F.

I discovered that students sometimes have a vague conceptual understanding of certain signs e.g. *experience, interpreting, pair share, success* etc. Students had difficulty explaining what it meant or giving examples. This was common with students when they inquired about the spelling of a certain sign. I would then ask what does it mean? And usually had difficulty expressing the meaning of a certain word. Student

K.F. admits that in her written English, she forgets the lexical markers such as *the, of, as, at, on, to* because she is not used to doing it in ASL. I noticed that the seniors have a “thicker” writing vocabulary and writing length in contrast to the underclassmen, which led me to construct the content for learning accordingly to grade level and strengths. About four to five sentences more in length compared to the higher-level advanced 10th graders.

Fifth and sixth period is group 3 and are 11th grade students Tier 3, alternative curriculum. They started a project about Los Angeles (**Appendix 8a-8b**). They were to create or express things that they knew about L.A. This was an ongoing project and my research was based on what they have already learned about L.A. They started with an ASL pair share activity with retelling their experience with the city of L.A.

Unit 1:1b

Social vs. Academic language

Tier 1 10th, 11th and 12th grade students were also tasked with writing an essay about social and academic language (**APPENDIX B 3a-3b**). They were to compare and contrast the ideas from the Venn diagram that we had developed as a whole class to create the essay. This was one of the first lessons introduced within the curriculum. I wanted to observe if students were exposed to the phrase “*compare and contrast*.” This is a 1st-9th grade common core standard in the English Arts section. Do students know how to produce an essay with those important writing features? We spent a productive class period discussing about social and academic contexts with strong visual support and group discussions. I reviewed the lesson before introducing the writing task, then segued into the compare and contrast essay. It was quite surprising to discover of what

the Tier 1 10th grade students created. Even though their Venn diagrams were attached to their essays, Group 3 students individually developed a completely new topic to compare. Most of them “titled” their paragraphs (**Appendix B 3a-e**), which indicates that they were accustomed to this style of writing and developed the “habit” of writing their title on top of the paper with quotation marks and when asked why they did that, the reply was because *“it is a title.”* The compare and contrast production of writing was interesting because the Tier 1 10th grade students in particular were willing to create a completely different subject matter to compare and contrast. These results demonstrated that it was imperative and fundamentally required when teaching DHH students that they need:

1. Explicit instruction
2. Strong visual support
3. Effective modeling

Even though I felt my ASL instruction was clear, especially when I checked for understanding from students, the outcome was completely different than what I expected. This was with somewhat minimal explicit instruction, however I checked for understanding of students. This group was equipped with their Venn diagram so that they were able to transfer their ideas to create a paragraph essay. The final product was not the task desired and I took full responsibility for the misunderstanding of the assignment (**Appendix B3a students a-e**).

Student A wrote about relationships in the compare topic. It seems he is comparing the pros and cons of being single and being in a relationship. In the contrast segment, he is talking about hearing and deaf culture. I felt that Student A was referring his knowledge of his language experience from the previous lesson.

Student *B* seems to contrast ugly and beautiful and what beautiful means to her. I think she wanted to express these terms metaphorically versus physically and how it pertains to an individual's life. She also wanted to compare Deaf and Hearing cultures. Even though students had the Venn diagram, it seems that the instruction concerning comparing and contrasting, might have confused them and deterred them from the Venn diagram activity which were brainstorming the ideas of social and academic language. There is a presentation of Student *B*'s final product after a second round of instruction (**Appendix Ba B.**) and evidence in her second trial of the assignment. She expresses her ideas in a successful final draft of the difference between academic and social language.

Student *C* understood somewhat of the assignment. He seems, however that he is referring back to the previous assignment of an individual's language experience and he is contrasting English and Spanish in his written assignment.

In the contrast segment of student *D*'s essay, he wanted to express his knowledge about cars. "*A fancy car and a * car.*" He then wanted to compare oranges and apples and was actually able to describe the taste, which is an indication of higher thinking skills. Again, I completely take full responsibility for the lack of explicitness of the assignment. All students were to express a compare and contrastive essay of academic and social language. I felt that we had a successful teaching and learning experience of introducing our brainstorming ideas on our Venn diagrams prior to the written paragraph portion of the assignment, however students understood it to be a different task and created a whole new conceptual understanding of what they wanted to compare and contrast.

Student *E* believes that there is an extreme contrast between Marlton School for the Deaf and Riverside school for the Deaf. He was comparing the two schools in this segment and provided examples. In the comparison section, he wanted to basically report on gangs. He is especially knowledgeable of gangs because of his unique background. I think because I wanted students to have free range of writing, this may have transpired these particular students to write whatever they wanted in reference to *comparing* and *contrasting*. It was apparent that my pedagogy for group 2 was not successful of what I wanted to elicit. Groups 1 and 4 completed the task successfully. I think the reason for the undesirable results of group 2 was due to the lack of inexplicit instruction.

Students were informed that their essays were not exactly as expected, however praised their efforts. We reviewed the academic and social language lessons and basically reinforced the knowledge, thus the need for effective and strong visual support. The use of sentence frames on the Weebly provided strong support to the success of the task, which was to create a two paragraph compare and contrast essay of social and academic language. I attempted a second trial of instructing the task for group 2 and the results were amazing and satisfying. Their essays were complete, neat, clear and produced their ideas from the Venn diagram and from the effectively modified visual support models. My approach calls for the dire need for students to understand the difference between social and academic language. In this writing task, I failed to communicate or deliver the task effectively, thus the belief that teachers must have strong linguistic knowledge, cultural and language connections in order to truly understand and figure the best teaching and learning process for Deaf youth. There must have been a moment in the pedagogy where my presentation was not clear. I think

it could have been my resistance of giving students too much information to elicit critical thinking on their own but as the results show, it was not the desired outcome during the first round. This lesson gave me the understanding that students know when it is appropriate to use social language and when it is appropriate to use academic language. It also gave me the understanding of the various social technological resources Deaf students use nowadays to communicate. Group 1 Tier 1 11th and 12th grade were instructed to type their final drafts (**Appendix 3b h**). I was not able to capture students' typed final draft for grade deadlines except for student *H*. It was the only evidence of the final draft. All students were met with individually to discuss any annotations, editing marks and questions they may have. The seniors who were on their way out seemed a little bored with this lesson and I knew why. I had spent too much time on this subject by introducing it in bits and pieces, thus when it came time to implementing this specific lesson, students knew what to expect. You have to really have a strategic *attention getter* to engage student interest and my biggest fear of teaching students is when they display boredom. Because of the context for learning of group 3 and the already implemented curriculum, the social and academic language lesson was not introduced. The academic and social language lesson was particularly insightful for all groups. This lesson was conducive and segued into the next unit *Texting Thursdays*.

Unit 2 Texting Thursdays

The lesson for Texting Thursdays are for students to develop and continue their social language, however recognize their habitual writing errors and features when they are tasked to rewrite their social language into more English acceptable phrases. This includes eliminating "short cuts" in their writing and could also be known as cyber

dialogue e.g. *OMG, IDK, OFC, TTYL* etc. The goal is “writing awareness,” and students are to recognize their habitual writing errors so that they were able to enhance and develop their writing conventions in a socially and academic context.

The explanation of the task may have created some confusion. Although students were excited to text one another, when it came to the “academic” learning lesson, it was quite frustrating for me. The evidence presented (**Appendix B4a**), seems that students understood the task of just “copying” their text messages without actually rewording, adding, deleting or conforming to other ways to “change” their dialogue. The goal was to activate their thinking skills in this task to elicit critical or creative thinking in rewording their social written English language. Most of this Unit 2 was focused on the Tier 1 Group 1 and 2, 10th-12th grade students.

For the most part, students were not embarrassed or shy about their text messages posted on the Weebly. There was only one student who felt a little hesitant. I explained they had free range to express whatever they wanted; however everyone would publicly view this. The CT understood the concept of the task and was fully on board, however it was not until the second or third trial that the assistant understood the goals for students, thus it was a project assignment that might have taken two-three days to fully explain the goals behind the lesson and a thorough explanation to the team in the classroom. My teaching delivery in ASL unfortunately becomes fast paced when I know I am being pressed for time, thus students suffer from the lack of learning the content. I genuinely felt I ran out of valuable instruction and learning time for students due to the “setting up” of the lesson and other prioritized content of the curriculum.

I truly believe Texting Thursdays was an amazing activity and the Tier 1 students were really engaged and began to understand the concept I was eliciting from them, thus

developing strategies to “reword” their text message. I decided to drop the activity after the 1st trial with the group 1 and the second trial with group 2 because of the CT’s priorities with those students. I felt that I could have attempted the activity with the Tier 3 students, however I had other intentions for them based on my assessments and evaluations. I would have been more specific with eliciting more “work” from this group. I knew their skill level that I did not necessarily force the challenge.

Unit 3 Facebook Fridays

For students to get comfortable with the *Facebook Fridays* activity, the initial setup was a bit tedious. Students needed to have an email account in order to activate their accounts. I had them read all the articles that I had posted and to comment in the reply section. The tier 1 10th-12th grade students experienced this project lesson of *Facebook Fridays*. This was previous before the first trial was launched with the Tier 1 10th graders. Students took a liking to this activity and had somewhat of a familiarity with EDMODO. One teacher at the school informed me that she uses it to communicate with her students about homework or assignments. I am using EDMODO as a writing tool to improve writing conventions and the differences between social and academic dialogue. Students had free range to type any comments and to literally “play around” with the website. My observation led me to believe that they are relying on photo captions of assigned article readings and associated some of the words to create a sentence or comment. I started off the comment blasts with my personal comment on an article I posted. Students had fun with this activity and seemed to really enjoy inputting their thoughts and opinions. Some students would put more than 2 comments (**Appendix B5a-5d**).

Unit 3 also demanded four literacy tasks mainly involving writing. Here's an example of one of the prompts that were provided.

1. Comment on the title of an article in a 5-10 word sentence. Make a prediction. What do you think the article is about from reading the title?
2. Read the article and create a graphic organizer to record facts, people involved and your personal opinion.
3. Create an expository essay relating facts from the story to create your own opinion or judgment.
4. Lastly, record your information and type it onto EDMODO account in the reply section.

I asked both groups if they liked the activity. They explained to me that they genuinely enjoyed it and I asked them what they liked about it. Students informed me they especially liked reading each other's comments and posts. One student in particular informed me that she was not comfortable with people seeing her post. She is a shy student, but socially competent student among her peers. Once she saw how engaged her peers were she was more than willing to participate. Why are we doing this activity? Student would respond, "*English improve*" and or "*enjoy social.*"

Students understood that they could be "social" when commenting on such articles (**Appendix B5a-d**). Students had been taught a different technique of note taking to organize ideas. They have initially learned how to organize their thoughts through an "interrogative organizer" referring to *Who? What? Where? When? Why? How?* when analyzing texts of an article that students are reading and wrote their responses on a specific folded 8x11 sheet of paper. The "conventions" part, as far as neatness,

capitalization, punctuation, can be further improved with practice as students become more accustomed to this project. After the edited version of their written essay, students are to type their final product into the reply section of EDMODO/Facebook. Students had a discussion with me to confirm any questions, concerns and any other miscellaneous questions before typing. They were to project their “written” version of the article onto a “typed” social/academic version onto EDMODO. I tried to limit my editing so that students could feel “accomplished” or rewarded without too much criticism.

Group 2 had undergone three trials with the EDMODO assignments. They were completely motivated with the subject matter, however one student in particular expressed that he was not too fond of the activity. The student was absent a lot and was experiencing problems at home. (**Appendix B 5b student A**) He informed the staff and I that he does not like EDMODO and that it was boring. He had inserted other irrelevant comments and this was his way of “not caring” about the project, however managed to complete all assignments and is actually considered the highest level out of the group. He understood the task of note taking but it seems that he rather just type onto EDMODO like all the other students wanted. Moments like that were anticipated and I noticed that he had influence over other students and I quickly assessed the situation so that it does not effect the learning environment.

Student *B* for some reason was documenting word for word texts from the article. It could be possible that he didn't understand the assignment or was attempting another technique of writing according to the notes section. He is also considered one of the highest of the group of students. He used oral communication as well as ASL (**Appendix B 5b student B**). The final entry seems he documented a word for word sentence from the article, which he normally does not do. This could be an indication

that this particular assignment was uninteresting or he was frustrated, thus copying down the article. Student *C* was an amazing note taker and clearly understood the directions. His performance with Task #2 shows that he transferred a fact and then summarized his opinion or thought from that sentence. He created 4 sentences as the assignment requested. Student *C* made an attempt to write and even edit his spacing errors. I believed he understood the concept, however the transition, process or my directions from note taking to paragraph writing may have confused the class as a whole.

The EDMODO writing activity included four tasks, however in TRIAL 2 for group 2, task #2 was altered for the introduction of a new technique of organizing ideas versus the interrogative organizer. This could have thrown students off to create a paragraph essay. It seems that more of the students who were confident in English, tend to ignore the graphic organizer and go straight to typing. If they had a choice, they would rather conduct the experiment on EDMODO versus do a writing/typing activity. They rather type the activity. I was introducing too much in a short amount of time. I felt that exposing a new strategy of organizing ideas would have stimulated their learning curve, however I think in this situation, it would be best to have stuck with one strategy.

Evaluating and comparing the three trials, I was able to notice the increase of understanding, conceptualizing the directions and student writing soared. Take for instance student *B* (**Appendix B 4c third trial**) the length of his writing increased compared to the other two trials and writing assignments. He is able to conjure up at least 3-4 more words in his graphic organizer and added more ideas in each box. My observation is that his neatness and length of writing has increased which was a desired

goal for both of us. I could notice the variations within the trials of the assignment. One day a student is excellent at carrying out the assignment and then the next day is mediocre at it. (**Appendix B 4d**) You can tell the difference between the sophomores and the seniors in their work. I was pleased to observe the elaborate responses from the seniors on their interrogative organizer and their essays. Again, it seems that seniors are able to produce more “lengthy” writing examples in their work in comparison to the underclassmen. There is a maturity level to this meaningful piece of student work.

All the technical features ready to present was key to student engagement and time management. In my experience, this particular school is as effectively equipped with resources conducive to this curriculum. Introducing the EDMODO page to group 2, the students were well engaged. There were six students total which made it perfect for pair shares activities. Most students had a Facebook account and I asked them what they thought of Facebook and most replied that they liked it, enjoyed conversing with their friends. Group 2 was motivated and eager to begin. The set up time with an EDMODO account almost took a whole class period. This group is socially comfortable with each other that I could have done specific convention lessons from student work to teach as a whole class. As much as I tried to address students individually, I tried to balance it with observing common errors as a whole class and addressing it to them accordingly. One of the challenges I had of students, as a whole was that they do not write enough. Or at least that is what I thought and that is why there were times I had to emphasize and specify that I wanted at least five to six sentences. I had to explain what a sentence is, where does the capital letter go, make sure to put a period at the end etc.

It seemed that there were time where I needed to go “back to the basics” of writing. I encountered a minor discipline problem with one student in particular but addressed the situation accordingly and had a meaningful conversation with him so that the learning and productivity of the class is under way with no unnecessary distractions. One of my main goals for students was learning retention. I had learned that once you notice that there is progress and slight improvement in a certain task or observable behavior, it could all of a sudden change drastically or regress slightly. Although I may have thought I have failed, students were still learning me as a teacher and they were still learning their own strategies.

Unit 4 English grammar / English and ASL language structures

In the pre-assessment units, there were some ASL word order features when the students transferred their ASL sentence into an English sentence. This task determined if students could distinguish English writing and ASL (**Appendix B 6a**), thus the explicitness with treating ASL and English as separate so that students can internally make linguistic connections and separations. Students were tasked to look at a picture. A picture may include an animal, person or inanimate object doing or not doing an action e.g. a dog running on the grass, a man buying a new car, a boy playing basketball, a computer with a smashed screen etc. The ASL content of the lesson calls for students to create a sentence in ASL during a pair share activity. For example, if there was a picture of a small rabbit depicted on the weebly website, students would respond *rabbit, cute* in ASL or maybe *rabbit, scared* or *rabbit, small, cute* during their expression of ASL during a pair share activity. Students are then tasked to *handwrite* their ASL expressive sentences and change it into written English e.g.

The bunny is cute.

A bunny is cute.

My mom's bunny is so cute.

There is a bunny that looks so cute.

The rabbit is scared.

The small rabbit is very cute.

Students were then tasked to write their ASL explanation in a written English sentence. This triggered students to make them more consciously aware of their bilingual skills on how to transform their ASL explanation to an English written sentence. This activity can pinpoint some observable writing habits. This could be an activity to introduce the definite article, the conjunction words of *because*, *and* or *with*. The second trial of the lesson was also incorporated with the CT's teaching of composite subject and predicate. This segment of the lesson was conducted with groups 3 and 4. Students took a liking to this activity because of the ASL content. Students actually got to express their imaginative expression in ASL from a picture but take that exact expression in ASL and translate it into written English.

Unit 4 English Usage: The conjunction because

Some of the findings that were common with students was using the conjunction *because* not as a subordinate clause but to start in the beginning of a sentence. The introduction to subordinate and independent clauses are too advanced I observed a common habitual writing error with the conjunction *because*. It was common habit for students to begin the sentence with the conjunction *because* as in the following example:

1. *I like going to the store. Because my mom likes to shop there. Or*

2. *My favorite museum is the Natural history because.* (**Appendix B 8b 2nd trial student B.B.**)

I wanted to prevent any further writing fragments for students so these lessons emphasized using *because* as the subordinate clause. *e.g. I like going to the store because my mom likes to shop there.* When the ASL content learning objective was underway of this lesson the production of sign reinforced my belief of confusing ASL word order onto English written sentences. During our ASL segment of the lesson, student B.B. was signing *house, fire, why? because, fireman.* His strategy of signing was including the interrogative in the sentence and indicated my argument that ASL transfers onto English student writing emphasizing to students that ASL and English should be treated separate and distinct languages as stated in the justification segment of the thesis.

The 5th and 6th period Tier 3, Alternative curriculum 11th grade students were a particular group that displayed significant variation of learning. The learning task for these students was productive and I felt this group benefited from this project curriculum. I made the conscious decision of dropping the *Texting Thursdays / Facebook Fridays* segment of the curriculum with this particular group and focused on units 4 and 5 of the curriculum and focused more on handwriting. Students were never measured through typing or texting skills, yet their learning on paragraph writing, organization, ASL / English distinction etc. I modified the pedagogy and enhanced the creativeness for the content. The context was the story *“Going Up in L.A.”* with English writing content and pedagogy.

1. Paragraph writing

2. Organizing Ideas
3. Spacing
4. Title

If time permitted, I would have frequently segued into more in depth with ASL / English word order, subject verb agreement and ASL / English distinction. I would have also introduced *Facebook Fridays* as the literacy content of writing. The context for the *Daily Reflections* would have been modified. The diploma track students received teen level thought provoking questions. Even though I did modify the everyday writing task of the *Daily Reflection* for the AC students, I think I should have simplified it even more. I would have taken at least 10-15 minutes of the beginning of class to focus on an ASL content then supplement it with the writing task. I did the opposite and sometimes the routine would vary or reverse. The drawback to consistency is that you do not want students to be “hardened” because the change will be difficult for students to adjust. I think I facilitated the activity accordingly, yet there were some routines that still needed to be activated.

One criticism from the CT that I accepted and reflected on was “emphasizing a negative” to students. When I was reviewing a particular task, students looked at me with blank stares. I responded “negatively” as, “*You forgot?! “We have been doing this for a week now.” “You do not remember how to organize your ideas?”* This was extremely important for students’ self esteem. I could have easily done a quick 5-minute review to activate student knowledge on the content but I think I was going at a fast pace, inappropriate for this particular group. Students were motivated and were especially engaged with a visual aid device (laptop) to supplement their learning experience. I believe it provided support and guidance and reinforced their learning process. I

decided to drop the *Texting Thursdays* content of the curriculum of this group because I predicted that it would not be relevant. The conceptual understanding of the activity would be overwhelming for this particular group. The English / ASL language structure activity was successful. I believe this was an effective resource to assess a students' distinction of ASL and English word order and response. Although I was not able to implement it, the composite subject / predicate content could be incorporated into this activity as I did with 7th / 8th period Tier 2 10th grade students.

What were some key teaching components that I realized were successful for me during the implementation?

1. Effective visual support

The supplemental Weebly on the laptop provided tremendous language and visual support for my students. My issue is how much support do students really need? I do not want to give them too much but then every time I give too little, it is not a desired outcome. I think it is giving them visual support accordingly. When presenting visual aides in the classroom, the Weebly website provided the extra support that Deaf students need since they can access the information at their fingertips and "follow along."

2. Checking For Understanding

Check in with students to make sure everybody is on common ground. When assigning a task I like to conduct quick pair shares so that all students understand. Check in with their neighbor.

3. Modeling

Even if it seems monotonous or unnecessary, modeling is crucial and essential to all student-learning tasks. I do not believe this is a waste of time. I used assistants

every class period to model student learning task as much as possible. I believe it is highly effective and the student outcome is tremendous. My challenge is if an adult is not present and the picking and choosing of students to present a pair share modeling feature.

4. Bilingual content

If there is an English language goal, there should be an ASL content goal. When students are informed that both languages are separate but unique, the outcome improves exponentially.

IX. FINAL RESULTS, EVALUATION AND CURRICULUM GOALS

The pre-assessment phase of the curriculum has given clear illustrations of the writing conventions, writing strategies and writing features that Deaf Urban Latino students tend to perform. It had also confirmed some of my early predictions that I had stated during the beginning of the thesis towards the justification of the curriculum, but also discovered new findings with habitual writing errors with Deaf urban Latinos. This is observed by all participants and has given me the impression to deliver the proposed pedagogy accordingly. I was able to categorize students according to their writing tendencies, which catapulted my knowledge of the curriculum to implement alternative pedagogical methods according to the different learning levels of the student informants.

The predicted and early justification for the proposed curriculum and the results.

- The letters “B” and “D.” Students’ writing errors with capital and lower case letters “b” and “d.” I have seen this early in 3rd grade and as late as 9th grade. Signing or fingerspelling errors with the letters “b” and “d.”

This certain writing feature has manifested during the course of the curriculum. Two students from group 3 have displayed this in their writing and other students in general have displayed this in their writing and fingerspelling. Results indicate that this is a writing error apparent as late as 11th grade. New findings: writing errors in letters “i” vs. “e.” The placement of both letters are misused, deleted or misplaced in words such as social, experience and communication.

- The confusion of ASL and English syntax order. ASL encompasses several syntactical features where English has a standard Subject Verb Object SVO word order. This could explain the varied written grammar errors or students' writing schemas.

ASL to written English was not consistent or parallel to students' ASL expression. ASL production was clear, however written English did not mimic the ASL sentence. Groups 3 and 4 either produced completely different English sentences from their ASL sentences or did not write enough vocabulary words. Students tend to "write" as they "sign." Students tend to confuse their written English word order strategies with their ASL expression.

- Students are not aware of passive and active voice writing or the different styles of writing that may be required by common core standards.

This is a more advanced level of writing for these students. Students are not aware of active or passive voice writing styles. Passive voice writing was not apparent and I did address this issue in the course of the curriculum. I believe students wrote active voice English sentences, however are unconscious of the conceptual meaning behind it.

- The use of quotation marks. When and when not to use them. When are quotation marks acceptable in academic writing? Does ASL sign for quotations cross linguistically transfer to English writing?

It seemed that more than half of all students associate the ASL sign for "title" as in title of a book or when creating a paragraph essay to insert quotation marks to indicate their title. We did not discuss other scenarios when to use the ASL sign quotation marks or air quotes.

- The use of prepositions and definite articles. E.g. *to, from, on, at, it, a, the* also known as *minor lexical items*. Deaf students completely leave it out or confuse it in usage or word order.

These were significantly apparent in all writings of the student informants. Two twelfth graders still make the mistake of eliminating or inserting unnecessary prepositions. They informed me that it is still a challenge for them and do not have a clear concept of when or why to use them.

- Spacing and size of letters. Words are close together and sizing of letters are random and are not consistent, rhythmic or aesthetic. This is as late as middle school.

My observation has lead me to believe that this convention is apparent as late in 10th grade, however all upper grade students in the 11th and 12th grade displayed no signs of errors with spacing or size of letters. The only group where this issue was most apparent was the alternative curriculum 10th grade group. The neatness, spacing and aesthetic look to where writing is legible was no problem with the other groups. The AC 11th grade displayed amazing aesthetic paragraphs, spacing and size of letters were appropriate. Some students in all groups did not regard their writing within the margins.

- The difference between plurals and singulars. This is more significant in middle school and below than high school yet still apparent even in 12th grade.

*Students sometimes delete the s for a singular/plural context in an English sentence. A handful of students spelled the word **always** without the letter “s” e.g. alway. I found that particularly interesting because I wondered if students felt that was an English contraction of a verb or mistook it for a singular/plural. I usually will present an English grammar issue to the whole class if I notice a common mistake that all students are making e.g. the word always.*

- Capitalization and punctuation. High school students tend to mostly dismiss the period or the comma and never apparent in Elementary school grades.

It seems that the 10th grade alternative curriculum students were inserting too many commas and upper grades were randomly inserting commas or still did not know when to use them and or other handful of students would not insert commas at all. We had exercised a few elementary comma-writing activities to introduce conceptual understanding to the use of commas, however a significant amount of students from the alternative 10th grade group had scored really low.

One of the most common habitual writing errors during this project was the constant misspelling of words whether it was fingerspelled or written. One of the pedagogical techniques I used was the “chaining” method. We conducted numerous pair share activities with chaining just to activate student knowledge with the ASL and written English feature.

The main academic and student goals for this curriculum are as follows:

- A. Raising writing awareness for students so that they are cognizant and conscious of their own writing styles. They are able to recognize writing errors or develop other writing strategies of the interchange of ASL to English and English to ASL.

I felt I was able to achieve this goal with all students, which was evident in the work they produced towards the end, however it seemed that the majority were the seniors. It seemed that the 10th and 11th graders never really questioned their work unless you had a conversation with them about the reasons behind English grammar. Students asking questions about their written work indicated that they were aware of their errors or writing conventions in general. Some of the questions that were asked from various students were, *“Why do I put e-d at the end?”* or *“What is the difference between this and those?”* *“Do I put a comma here?”*

- B. Developing different writing strategies to address particular audiences by learning the difference of Academic and Social language. The importance of developing the social language of Deaf students so that it can transpire onto their academic writing strategies. Deaf students need to be aware of their social language in order to make sound decisions in their academic writing.

This goal was not met with *Texting Thursdays*. The concept of rewording social language into acceptable formal English language did not manifest in this unit activity.

Unit 2 was not introduced to the alternative curriculum groups for reasons of limited

vocabulary and the specific learning objectives concerning academic and social language. Again, the seniors were excellent in executing ideas and written tasks concerning this segment of the project.

C. Instill a sense of confidence and safe environment for students so that they are able to explore through writing without feeling any “language anxiety.” My goal is to glorify students of their multilingual capabilities and to establish ASL, English and Spanish as unique, separate and distinct languages so that they are conscious of transitioning languages in any context.

This goal was half met of inspiring students of their linguistic and cultural capabilities. Treating language as separate was a challenge and was apparent in their ASL/English Unit 4 and 5 activities. *“Many students have little self-confidence when they write because teachers have been too quick to point out their errors instead of praising their ideas first.”* I was explicit to students about their language and cultural strengths, thus the Unit 1 learning context so that their tasks are not to be felt “forced” rather natural. *This problem can be solved by having students share first drafts in a positive, conversational atmosphere that focuses only on the content of their writing, with no correction of errors”* (Cunningham, Hall, and Cunningham, 2003). Students appreciated this approach and emphasized that we are all here to support each other thus, lessons in constructive criticism.

D. Expose students to a wide array of writing techniques and styles through technology other than handwriting. Because the trend of social media, students are able to express opinions and expressive thought in writing through different components of technology devices other than a pencil and paper.

I achieved this goal by providing extensive language and visual support for students. Students had access to laptops, ipads, smartphones, and a weebly school website. Students were tasked to produce writing skills other than handwriting.

What worked?

Few of the many components that worked to my advantage in the delivery of this project were classroom management, data collection, knowledge of students and enthusiasm. My transitions and relevant content was continuously engaging. The utilization of technology and other creative works showcasing content related material was key to the success of the project. Although I did experience a time constraint, I felt I made sound decisions because of my time management and what I felt were priorities for students. Pedagogical delivery was effective and establishing student expectations and behavior were also components of trying to express a teacher's curriculum.

What were some unexpected or predicted issues?

Certain elements of the curriculum e.g. *Texting Thursdays* and *Facebook Fridays* were a little drawn out and lengthy such as the protocol of setting up an account, having an email address, uploading to the school Weebly account not having a smartphone.

Other dilemmas include introducing content without segueing completely on a tangent. During the course of the curriculum, there was other student writing patterns that I wanted to address in addition to methods of pedagogy delivery such as:

When was it appropriate to teach contractions?

Do I use one pair of student's example to clarify an acceptable sentence?

Should I do it individually to pairs or as a class whole?

Because of the time constraint, should I have just concentrated on one common writing feature and address it for the whole class?

Once I have caught one "texting" feature. Do I stop the class as a whole or work with the pair individually?

Should I have gathered all feature errors and then spend that period teaching subject verb agreement, the present perfect, the "to be" verb etc.

There was a realization that I may have introduced too much content and tasks for the sake of measuring student-learning retention over time versus in the moment.

What would have I done differently?

I would have created the school Weebly website to be more student navigation friendly especially for the Tier 3 alternative curriculum students. A little far fetched, but I would have incorporated a field trip if I would have known the type of students a head of time and the material being taught. If time permitted I would have dedicated the whole class period of 'rewording' social dialogue and 'audience.' There would have been more backup elements involved for *Texting Thursdays* specifically. I think I would have

concentrated on one or two writing conventions especially if it was a habitual writing error displayed with all students.

What would have I done better?

1. More modeling time.
2. The enactment of writing and the use of writing conventions. I had a fear of intersecting writing conventions in fear of confusing students but I think if you remind students of when to put the *periods*, *capitals* and *spelling* in between lecturing that it would actually reinforce good habits.
3. I could have used the English/ASL lesson to reinforce the grammar section of subject and predicate, which could have lead to student knowledge and/or a lesson in English grammar.
4. Created more effective and specific content relatable rubrics.
5. Depending on the context, taught at a slower pace.
6. Provide a step-by-step process of account set up for *Facebook Fridays*.
7. Provide a step-by-step process of expectations and account set up for *Texting Thursdays*.

X. CONCLUSION

Overall, I felt that I had accomplished a lot for my students in a short period of time. Writing, writing, writing was the prevailing factor in all of the project goals and I feel that Deaf students in general do not write enough. From day one, students and staff knew I meant business and I was determined to give those students a unique, creative and meaningful learning experience with writing in the context of language, culture and identity with the use of technological resources. I had an advantage implementing this curriculum because I have known most of these students ever since they were in elementary school. One of the projects goals was to provide other ways of enhancing writing skills through social devices such as texting, Facebook/EDMODO and other social media contexts that most Deaf individuals depend on for communication. The idea is to make writing fun so that students do not feel it is such a school forced driven task. I was familiar with some of their literacy strengths that I was undoubtedly prepared to assess, deliver and expose valuable content. Knowing that, effective and strategic scaffolding is imperative to elicit the “next best thing” for the student.

Although I am a hearing brown male, I have a connection with this specific minority group because of our shared language and cultural backgrounds, thus the inspiration for this thesis. I am conscious of the hardships they endure and they undoubtedly deserve the best learning experience. I felt that I possess a strong language background that administering this curriculum was flowing, however the time constraint did not allow me to fully observe progressive learning retention. This experience has been an amazing accomplishment and I felt that my project curriculum was a success in the ultimate goal of raising writing awareness for students, so that Deaf urban Latino students in particular in connection with their multicultural/lingual

backgrounds are conscious of their writing skills and to make those distinctions with their language capabilities. What meant a lot to me is how the project was well embraced by DHH colleagues, coworkers in Deaf Ed. and most of all the Deaf Latino student population. I am graciously acknowledging the EDS department of UCSD for the valuable pedagogical information concerning technology and media. I very much appreciated how students enjoyed their learning experience and honesty of the constructive dialogue and feedback between teacher and students. If you have worked in the Deaf Education field in Southern California, I strongly believe you can relate to this thesis. I am forthright in the elements and the truth that the thesis entails and the inspiration of this project is largely due to my substantial experiences within the Deaf Urban Latino population in Los Angeles and most of all, Deaf Latino youth in the education systems. Although I have specified a certain group within the Deaf community, I have learned that the pedagogical techniques within the curriculum can be transferred over onto Deaf students in general. In my opinion, in order to truly implement a bilingual approach in DHH classrooms concerning ASL and English, it should be treated uniquely, however separate and distinct. There were decisions that I made during the course of teaching the curriculum that I felt were necessary to include or take out. There is no doubt in my mind that students could have really benefitted from some of the core elements of the project if time permitted.

As a bilingual teacher, the thesis reinforces the idea of respect and courtesy for language and culture. The intentions of the thesis does not only inform readers of language and culture within an academic standpoint specifying a particular minority group in the Deaf community, however it also serves to inform the teaching and learning contentions within Deaf Ed. According to the analysis diagram in Table 1, can we

speculate the constituent factors having direct influence in the writing conventions of Deaf Urban Latino Youth? Or is it just a few of the variables that perpetually affect literacy achievement for Deaf students? I will conclude that most of the factors listed rather than a few have tremendous effects on the writing success for Deaf students in general. What I have hoped for in developing this thesis project was to enlighten the public with purposeful information and innovative methods to create breakthroughs in closing the achievement gap for Deaf youth.

APPENDIX A: The Curriculum

UNIT 1

Introduction to Writing Conventions

LESSON 1:1

Grade: 9-12th grade

Content: Language Arts / English / Pre introduction to Writing Conventions

Date for implementation:

Lesson Title: Introduction to Writing Conventions

- a. Daily Reflections Journals
- b. Social vs. Academic Language
- c. Language experience and attitude
- d. Constructive criticism

Instruction: whole group

Standards:

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Students will perform a daily writing journal with thought provoking questions so that they can reflect and build on their writing development. Students will also create a Venn diagram to organize ideas before they write a 2-3-paragraph essay about their personal experiences with languages along with the context of distinguishing social and academic languages.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Techniques include creating a Venn diagram and or graphic organizer in creating a written English essay.

Teacher be advised, the initial Unit 1 activity is to assess the context for learning of students, see what they know, want to know and what they are interested in. This segment doesn't necessarily focus on explicit instruction unless given the task again for writing strength development and for retention of learning. It is for the teacher's understanding of student's English and ASL writing strengths etc. Implement the Daily Reflection Journals, which is a daily writing activity during the first 10 minutes of class.

Content Learning Objective: Students will understand and know how to

- a. Compare and contrast the difference of social and academic language on a Venn diagram.
- b. Compare and contrast their language experience and attitude with the use of ASL, English and Spanish on a VENN diagram.
- c. Create a 2-3-paragraph essay on the compare and contrast of social and academic language.
- d. Create a 2-3-paragraph essay on language experience and attitude.

ASL Language learning objective: Students will have an understanding and know how to:

- a. Identify what *social* and *academic* language is and what does it mean to you.
- b. Distinguish academic and social language in an ASL and *hearing* English context.
- c. Discuss in their language experience, attitude and the difference of academic and social language.

English Language learning objective: Students will have an understanding and know how to:

- a. Create a Venn diagram to organize thoughts and ideas of social and academic language.
- b. Create a Venn diagram to organize thoughts and ideas of their language experience.
- c. Create a 2-3 written English paragraph essay of the differences and similarities of social and academic English.

d. Create a 2-3 written English paragraph essay of the differences and similarities of student language experience and attitude.

Materials Needed:

PowerPoint presentations for social vs. academic
Language experience

Formative Assessment Tasks:

Create a student pair share activity. The comparison and contrast of the terms:

TASK #1 *English vs. ASL vs. Spanish*

When initiating this sequence of the lesson, be advised this is initially a free-range discussion to get students engaged. Let the students express their thoughts and make it clear there are no right or wrong answers. Questions for students can be as follows...

Step 1: What do you think of (English, Spanish, ASL)? When do you use it? Do you like it? Which language do you prefer? When do you use it? Who do you use it with? Which one is the most difficult?

Step 2: Give students about 1-2 minutes so they can discuss the differences. Present the Venn diagram on the PowerPoint. (ASL skill development).

Step 3: After the student pair share, direct students to discuss as a whole class. Teachers pick a pair to express one idea. Write them on the board to provide English language accessibility.

Step 4: Students are now tasked to write their ideas and explain the differences on a Venn diagram.

Step 5: Conclude the Venn diagram writing activity. Observe what students have written. Determine if students “copied” from the board or created new ideas. Determine if students “rearranged” words or directly copied from the board. Determine student

comprehension, the task and the concept. After their writing task, conclude the segment by asking each individual student to express some of their ideas as a whole group discussion so peers can compare and contrast with each other.

Step 6: Segue into the writing segment. Students are tasked with writing a 2-3-paragraph essay about their language experience and the difference between three languages. Assist students in creating a title of the essay, however let students create and arrange their style of writing however they want.

Step 7: Collect the writing tasks.

This is one of two writing tasks that students are to complete. The writing tasks will determine where students are in their English writing conventions. Teachers are to observe their organization skills, references from the Venn diagram, capitalization, punctuation, word order etc. This is without any EXPLICIT instruction. Have students process the writing task on their own, so that teachers can observe student strengths and weaknesses.

TASK #2 Social vs. Academic

Step 1: The second writing task is just another segue into another writing task but with another subject. Understanding what students know and think about language *socially* and *academically*. Refer to the PowerPoint.

Social language... let students respond. Remember to make explicit of no right or wrong answers.

Academic language... let students respond.

Step 2: Present the rest of the PowerPoint slides. Some of the pictures will depict and hint ideas if students are stumped or confused with the concept. Give students about 1-2 minutes so they can discuss the differences.

Step 3: Show the examples of....

https://www.youtube.com/watch?v=jT3_JwusovE	1:51	Academic Decathlon
https://www.youtube.com/watch?v=Arl0ZMIAixA		Matt Hamill interview
https://www.youtube.com/watch?v=9B-x_8iYFtQ		writing composition
https://www.youtube.com/watch?v=PHi68tAvwrY	0:10	Facebook writing
https://www.youtube.com/watch?v=CevdfAJYEWc		Gallaudet University
https://www.youtube.com/watch?v=yj9IbBR4ONY		friends talking
https://www.youtube.com/watch?v=mG1aDTgRJRE		friends talking 1:02

Step 4: Pair shares activity on the differences of social and academic language. MODEL the activity with the assistant.

- a. Hi. What do you think of social language? When do you use it? With who? Why? What are some things that make language social?
- b. Answer.
- a. What do you think of academic language? When do you use it? Why? When? What are some things that make language academic?
- b. Answer.

SWITCH

Step 5: As a whole group, refer to the Venn diagram segment. Ask students what they think about social and academic language. Refer to the PowerPoint presentation and repeat the same task as in TASK #1. This is just another writing activity to determine where students are in their writing and organization skills. The introduction will most likely be a 3-5 day task.

Summary:

Students have four pieces of work. Two Venn diagrams or graphic organizers and two paragraph essays. This is student work without any real hard-core explicit instruction. Again, this is to determine where students are in their writing skills. I will make it clear that there are no right or wrong ideas, however delivering good written work that they are to take serious and attempt with their best effort will task students. The introduction of writing conventions will start from there.

These initial student works are a guideline for the measurement of development in English writing skills for the 3-month segment. This task can be used again towards the end of the teaching segment.

Summarize what students have done. They have completed a graphic organizer to compare and contrast ideas. Ask students if they like organizing ideas with writing *big circles* and jotting short notes on either side of the bubble. They have taken those ideas, organized them and referenced it to a paragraph essay. Is their ASL communication comprehensive when they transfer onto English writing? Are students aware that as they communicate in ASL and reference their ideas that English grammar or simple conventions correct? Make it explicit to students that ASL and English are separate and unique segue into the writing conventions segment.

Teachers have now finished two writing subjects that have cross-referenced features for language. Without any explicit instruction, teachers will have an understanding of where students are in their writing conventions. Are students able to conjure a title? Are they consistent with punctuation? Are they able to organize their ideas in a cohesive essay? What is their grade level of writing? Do they reference their essays with their graphic organizer?

Teachers are presenting the difference between social language and academic language. They are also eliciting a student's language attitude, which is important in the English writing approach to Deaf students.

Now is the time to segue into the explicit instruction of WRITING CONVENTIONS. Teaching students to be fully conscious of their writing and their audience. Teachers are to explicitly teach when to use certain writing features and ASL features; the previous tasks have set the tone for the curriculum.

Social and Academic Language

Students have been introduced to the PowerPoint presentation of academic and social language. Students acknowledge and are aware of the comparison and differences of both languages in a given context. I felt the student engagement as we introduced the Venn diagram again. They are to know that they use this when they write their essays. Again, these two writing tasks set the tone for the curriculum. The teacher is able to assess what kinds of conventions should improve, delete or implement, in comparison to the previous tasks. The teacher is able to pinpoint some rules.

LESSON 1:2**Grade:** 9-12th grade**Content:** Language Arts**Date for implementation:****Lesson Title:** Introduction to Writing Conventions

- a. Weebly website
- b. Edmodo / Facebook
- c. Texting

Instruction: whole group**Standards:****Content Learning Objective:** Students will understand and know how to

- a. Access the student based website for Writing Conventions.
Marltonschool2015.weebly.com or a weebly website that the teacher has created.
- b. Access the EDMODO / Facebook page
- c. Access to smartphone devices and or Google docs, shared docs.

ASL Language learning objective: Students will have an understanding and know how to:

- a. Access technological means for lessons to go underway.

English Language learning objective: Students will understand and know how to:

- a. Access all the required websites and technological means for the lessons.

Materials Needed:

Laptop, smartphones, Internet access, pads.

Introduction: Writing Conventions

Ask students what they thought of the previous activities. What did they learn? Do they feel that communicating their thoughts in ASL supports their English writing? Help them write more? Or less? Students have conjured up their own ideas and written their essays ON THEIR OWN. Would you be able to know how to edit or correct essays? English grammar?

Punctuation? What is it?

Capitals? What is it? Why do we need it? Why should we even put it?

This is the opportunity to introduce the core curriculum of writing conventions. Make it explicit that students will do A LOT of writing. They will be writing so much they are tired of it. Make sure that the English segments are not entirely on conceptual knowledge of material, but *how* a student *writes*. Emphasize the distinction between ASL, a signed language and English a written component to language and that they are UNIQUE but SEPARATE. Students are challenged to distinguish both so that they can write sound English essays and improve their writing skills.

Step 1: Refer to the websites. The Weebly, EDMODO, and texting Power points. Inform students that they will improve their social language through texting and Facebook so that they can overall develop and improve their academic writing in the classroom thus, developing good writing conventions.

Step 2: Review the weebly. Navigate the weebly so that students are able to access it from home. Inform students of all the features on the weebly. Ask students if they have any questions and encourage them to access it at home.

Step 3: Review the Edmodo website. Inform students of what is expected of this exercise refer to the EDMODO and Weebly at the same time since the article pages are

listed on the Weebly for students to access.

Step 4: Refer to the smartphones. Ask students how many people have phones. If students do not have phones, set up a Google docs page for them and pair students. Encourage students to take pictures of lessons on their smart phones especially with charts or useful knowledge. e.g. Venn diagrams or vocabulary words.

Summarizing: Lesson 1:2 covers the introduction to Writing Conventions. The way students write. Some students have strengths in certain areas. Some students have superior ASL skills and challenges in writing and vice versa or somewhere in between. Emphasizing that ASL and English structures are different and that we are to develop good writing habits so that it can transfer academically. Students are tasked to improve their social language so that their written academic language is automatic. Give students the opportunity to ask questions, make them feel like they are part of the teaching and learning process. Encourage the students to access the websites and have questions ready.

Ask students if there are any questions. Ask them if going online is difficult or if the Weebly/EDMODO will motivate them to learn or do not care for it etc. Manipulate the learning tasks so that students are drawing from their real life experiences so that they are to apply their knowledge or skills automatically.

Ask students to teach it back to you:

- What are the names of the websites for the lessons we are going to learn?
- What are writing conventions?
- What is the difference between social and academic language?
- Why are we learning about writing conventions?
- Why are we using smartphones or Facebook to learn English?

Lesson 1:3**Grade:** 9th-12th grade**Content:** Language Arts**Lesson Title:** Positive Feedback / Constructive Criticism**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.L.6.2**

Demonstrate the command of the convention of Standard English capitalization, punctuation and spelling.

Students will learn how to recognize each other's writing habits and or errors and administer positive feedback and or constructive criticism.

Content Learning Objective: Students will understand and know how to

- a. Correct and edit self tasks
- b. Correct and edit other student tasks
- c. Realize the reason for correcting mistakes and to learn from mistakes. Emphasize the context of academic and social language and the concept of friendly feedback.

ASL Language learning objective:

- a. Vocabulary includes feedback, editing, correcting,
- b. Applying ASL to converse about writing habits and features in writing.
- c. Discuss their learning why do they correct papers

English Language learning objective: Students will

- a. Recognize their correcting skills and how it applies to their learning capability.
- b. Apply their English spelling knowledge in a writing task of the terminology.

Materials: Editing and criticizing slides.

Teachers, be advised to conduct the peer editing and constructive criticism segment after one of the punctuation lessons. You have a choice for one of the several punctuation lessons. Just remember to quickly implement the student peer editing and correction lesson so that students have an idea and conceptualize the importance of “learning from our mistakes” and how other people judge our writing etc.

Step 1: Refer to the criticizing slides after the comma worksheet lesson. Students are going to learn how to correct another student’s paper.

Step 2: Be EXPLICIT of students NOT doing extra. Students like to put checkmarks and X’s that make another student’s paper hard to distinguish which one is right or wrong.

Step 3: Before handing out the students’ tasks hard worksheet that they just completed, do a PAIR SHARE activity of the positive feedback in the PowerPoint.

Step 4: Ask students WHY? It is important that students know how to correct, edit, give student peer feedback etc. Observe how students respond.

Step 5: Refer to the positive feedback slide. Do a pair share activity in ASL. Have students look at the written English accessibility. MODEL the phrases, and then have students perform it with their partner. Model this with the assistant.

Step 6: Hand out students a piece of paper. Make sure they write their name. Challenge the students and have them write the title.

Step 7: Students will write three positive feedback statements.

This segment is flexible for the teachers. Segue into the constructive criticism section. See what students sign for this particular subject. Be explicit of how students should receive constructive criticism. Create scenarios and model the subject. Create “praise. Correct.. Praise” environment. Students should have a variety of positive reinforcement with constructive criticism.

Step 8: Repeat step 5-7 in another pair share activity with the constructive criticism segment and have them write three more on a piece of paper.

Summary: This lesson is for students to be proactive on criticizing their peers on an academic level. Deaf students are to observe sentences that promote positive feedback and constructive criticism. Refer to the weebly website and have students practice accessing this site so that students have access to this lesson. Students will be able to conjure up sentence phrases that promote positive feedback and constructive criticism.

UNIT 2 Texting Thursdays

LESSON 2:1

Grade: 9-12th grade

Content: Language Arts / English / Writing Conventions/ Texting English

Date for implementation:

Lesson Title: Introduction to Texting Thursdays

Instruction: whole group

Standards:

CCSS.ELA-LITERACY.W.3.10

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Students will be using their smartphones to be conducting real live English written scenarios in a social yet academic context. Students will understand when and who to address social and academic language. Students will understand that they need to improve their knowledge and confidence in social language in order to extend into academic language, thus developing skilled writing conventions.

CCSS.ELA-LITERACY.W.4.2.C

Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

Students will try to include linking words and phrases in a social context to improve their social language. Using the minor lexical markers in a social setting will draw attention to students' academic writing. Using phrases of linking words will help students to remember to include them in their academic writing if tasked to do this in their social setting.

CCSS.ELA-LITERACY.W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others

Students will use their smartphones to produce writing and collaborate with peers in a social learning context. Scaffolding is imperative in this section of the curriculum.

CCSS.ELA-LITERACY.W.3.8

Recall information from *experiences* or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Students will recall their work and experience from their “text messages” on their smartphones. They will make inferences from their initial text messaging into an editing and correcting of written English. Students will be able to recognize and rectify mistakes from a compare and contrast from learning content etc. They will be able to recognize their own writing. This makes writing awareness, as I like to term it so that these particular students are able to consciously construct sound English sentences.

Content Learning Objective: Students will understand and know how to

- a. Distinguish “texting” English from Academic English.
- b. Acknowledge writing skills within a texting context.
- c. Write minor lexical markers and or link ideas with phrases in their text messages.
- d. Improve social written English language in a social context such as texting.

ASL Language learning objective: Students will understand and know how to

- a. Improve their written English social language in a texting context.
- b. Improve writing habits by conversing in ASL about English writing experiences.
- d. Discuss and translate some of the social texting language that may be constructed in ASL and change it to English.

English Language learning objective: Students will know and understand how to

- a. Rewrite their written social language into sound English written sentences.
- b. Compare and contrast ASL and English word order constructions.
- c. Develop a conscious awareness of their English writing skills in a social context.

Goal: To provide students the tools and editing skills to improve there English writing conventions to Deaf students by drawing onto their real world experiences

Materials Needed:

Refer to PowerPoint presentation 1 and Texting PowerPoint.

Introduction**TASK #1**

STEP 1: Is a pair share activity to determine the different types of fine motor skills that students use everyday. Introduce a chaining method in this activity. MODEL this activity with an assistant. This is a very simple activity.

Student A: spells t-e-x-t-i-n-g < *What is it?*

Student B: signs texting and then explains when how and why they use it.

Student A: spells t-y-p-i-n-g < *What is it?*

Student B: signs it and explains why, how and when to use it.

Student A: spells w-r-i-t-i-n-g < *what is it?*

Student B: signs it and explains it why, how and when to use it.

See how students respond to this question during the first group segment. Make sure to interrupt to emphasize SOCIAL and ACADEMIC language. BILINGUALISM ASL and English.

STEP 2: switch roles

STEP 3: Introduce the Venn diagram students will make connections. It will consists of three parts

- Cell phones, Facebook, handwriting

STEP 4: Create a Venn diagram to record student ideas on what they think of cell phones, Facebook and handwriting. To do a compare and contrast activity that will segue into their writing assignment. Record their ideas. Students will also have access to a Venn diagram as well. They will write their ideas.

STEP 5: They are now tasked with writing an essay consisting of all three categories. Assist them in their organizing. But this is another writing assignment to assess and determine their strengths with writing conventions.

STEP 6: Students now write an essay consisting of at least two paragraphs consisting of their knowledge and experience with texting, cell phones, Facebook, typing and schoolwork and writing. Collect these papers for later evaluation and correction.

LESSON 2:2

Grade: 9-12th grade

Content: Language Arts / Cell phone usage

Date for implementation:

Lesson Title: Introduction to Texting Thursdays with cell phone

Instruction: whole group

Standards:

CCSS.ELA-LITERACY.W.3.10

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.5.6

With some guidance and support from adults, use **technology, including the Internet**, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills (texting skills) to type a minimum of two pages in a single sitting.

Content Learning Objective: Students will understand and know how to

- a. Set up their cell phone and email address for the Texting Thurs. activity.
- b. Practice good academic skills in a social context.
- c. Take a picture of their text messages and sends it to the teacher's email.
- d. Create and establish a learning environment for cell phone usage to learn English writing conventions.

Goal: The goal is for students to effectively and efficiently set up the learning environment of using cell phones and or Google docs in this Unit lesson. This is to quickly process learning English writing conventions in a different context (texting).

Introduction to cell phone use

Step 1: Make it explicit that we are only using cell phones for an in class activity. Cell phone use is not allowed in the classroom. Converse with the high school students on an adult level and emphasize that this type of activity will help them acquire or make conscious of their writing habits.

Step 2: Have them take their phones out. Pair students according to if they are friends or comfortable with each other. Make sure you have total control of your classroom and your students. Have the assistants in the room scrutinize students with this activity. Tell them for about 1 minute they are going to text each other. Model the activity with an assistant. Then show the text messaging on the overhead projector. If all else fails, we can use the Google doc features with the laptops.

STEP 3: Make it EXPLICIT that the class WILL see these texts. So make sure that students behave accordingly. Have them text each other however they want. Talk about what they did morning, weekend, a movie etc.

STEP 4: For the students that do not have cell phones, pair them up and sync them with the Google docs method. Retrieve their email addresses and add them on to the Google doc messaging system.

STEP 5: Taking the picture. Students will be tasked with taking a picture of their cell phone conversations so that they are able to scrutinize their text messages. This will be sent to the teacher's email address so that the class as a whole can see everybody's text messages. This can be done all at once.

Summarization: This lesson is basically for students to set up the learning environment for this particular day and for the future. When students know it is "Texting Thursdays" the set up is ready to go. This is a segment to analyze what we know as "social language" and for Deaf students to improve their English writing habits in this context.

LESSON 2:4**Grade:** 9-12th grade**Content:** Language Arts / English / Writing Conventions/ Texting English**Date for implementation:****Lesson Title:** Texting group activity**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.W.3.10**

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.4.2.C

Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

CCSS.ELA-LITERACY.W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Content Learning Objective: Students will understand and know how to

- a. Distinguish “texting” English from Academic English.
- b. Identify writing conventions (punctuation, spelling etc.) and execute their knowledge while transferring onto their technology application.

ASL Language learning objective: Students will understand and know how to

- a. Discuss the differences between their writing.
- b. Implement peer and self-editing.
- c. Make connections with texting English and ASL.

English Language learning objective: Students will know and understand how to

- Write in academic formal English in tasks with “texting” activities.
- Apply their ASL explanation of texting and social language to a written English writing activity.

Materials Needed:

Loose-leaf paper, pen, and access to all websites.

STEP 1: Students will have the opportunity to glance and observe their text messages on the overhead projector. The students that are paired will be tasked with having a discussion about their text messages.

e.g.



The following examples depict the wide array of language and context. Students are able to have a discussion about their discussion. We will be able to correct any on the spot errors, thus will be a group discussion.

STEP 2: Have the students analyze their messages. Take about 1-2 minutes for a pair share activity for an ASL discussion and segue into a whole class discussion.

What did you notice in your message?

Teachers are looking for if students are aware of punctuation, possessive pronouns, and word order at this time there are NO right or wrong answers. Make sure that students are actively involved with no explicit criticism. If students recognize a certain writing feature, the teacher can choose to elaborate on that particular topic.

TASK #2

STEP 1: Students are now going to REWRITE their text messages (a social language) and make it more ACADEMIC proper English. They will have to write full academic complete sentences. Teachers are to lecture on how we are going to rewrite a social language and make it more complete.

STEP 2: Administer the writing assignment and refer to the text dialogue worksheet.

STEP 3: Students are to understand that they are to “change” their text messages and rewrite their short messages into complete sentences.

STEP 4: Make sure students label which week so that teachers can administer and evaluate progress in student writing and refer to the text messages with their academic writing.

SUMMARY:

Students are given the task to have free range in “texting” however they want. The idea is that when they convert it to academic written English, they will recognize errors or supplement their English writing learning process. This activity will enhance their knowledge and language judgment when attempting to “text message.”

UNIT 3**Facebook Fridays****LESSON 3:1****Grade:** 9-12th grade**Content:** Language Arts / English / Writing Conventions/ Facebook English activities**Date for implementation:****Lesson Title:** Introduction to Facebook Fridays**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.W.3.10**

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Students will be using Facebook and or Démodé to research, reflect and improve their English writing skills. This will be an extended time and shorter frames for specific tasks.

CCSS.ELA-LITERACY.W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others

Students will be using Facebook in this lesson to produce English writing skills drawing from a social context. Students will be able to collaborate with other students

Content Learning Objective: Students will understand and know how to

- a. Apply written Academic English into Facebook activities.
- b. Practice good writing habits within a modern technology of communicating context.
- c. Communicate Academic English in the comments reply section.

ASL Language learning objective: Students will understand and know how to

- a. Identify “social” and “academic” sign language
- b. Applying ASL to converse about writing habits and features in writing.
- c. Discuss their learning of the lesson in ASL in a pair share activity.

d. Discuss the translations of social texting language with formal English.

English Language learning objective: Students will understand and know how to

- a. Develop academic English writing habits in Facebook activities.
- b. Distinguish different writing styles in the context of Facebook.
- c. Apply “typing” and “handwriting” English skills

Materials Needed:

PowerPoint presentation of the Facebook headlines.

Step 1:

Refer to the PowerPoint presentation on social and academic language to the Facebook Fridays page.

Step 2:

Brief students on the expectations of creating a Facebook page particularly for the high school Marlton students and refer to the brief from the “texting” lessons.

Step 3:

Direct the students to access their laptops and login to their Facebook page. Once the page reflects all the participants. Go ahead and present the features that the class will be utilizing such as the post.

Step 4:

Once it is established, post the topic on the trending news feed. Students will briefly read the post.

Step 5:

This will be the time for students to have free range to *comment* on the comment section. Or the reply section on EDMODO.

Summary:

This lesson is to basically set up the learning environment for “Facebook” features for developmental writing. Once the routine is established students are able to “post” and to “comment.” Teachers are also able to post or present actual FACEBOOK posts of screenshots so students can observe and apply it in their real lives.

Formative Assessment Tasks:

Observe what students are writing in the comments section. Notice the writing features with lack or misplacement of punctuation, word order, lack of text, capitals, acronym dialogue etc.

**Awesome Teen Brings Her 80-Year-Old Grandpa To Prom**

Students have access to the thumbnail image and text title. They are instructed to write a short comment concerning the title. I modeled the first line. Students have an understanding about social and academic language. Student reactions were instantly amazed and shocked when reading the title of the article. D.M. began to read the article and comment on it more. This was the opportunity for students to self navigate and

familiarize themselves with the website along with the school website *Marltonschool2015.weebly.com*. This lesson basically served students to introduce EDMODO as the Facebook equivalent.

There will be students that are familiar with EDMODO and have an account. From the start I had asked students if they liked EDMODO and some responded as *kind of* ,or *so*. Here is what I learned from Deaf students in this particular lesson and in general.

1. Students always want to make sure with a hearing adult if their written sentence is appropriate or correct and grammatically sound before posting it.
2. Some students feel shy or maybe embarrassed to share their English written related work with the rest of the class.
3. Students want to feel confident in their writing skills, yet most of the time they question their capabilities.
4. There are certain writing patterns that I have noticed through their texting, typing and handwriting skills. The misuse or absence of prepositions and definite articles (minor lexical markers) continue to be a challenge for these Deaf students.

Students are to post a total of 2 comments.

1. Comments of the title.
2. Students are to READ the whole article and complete 2 sentences that summarizes and either inferences or supplement with their personal opinion. They are to complete it for homework.

LESSON 3:2**Grade:** 9-12th grade**Content:** Language Arts / English / Writing Conventions/ Facebook English activities**Date for implementation:****Lesson Title:** Facebook Personal Bio (OPTIONAL)**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.W.3.10**

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

The range of writing is determined by the Edmodo reply comments section of Facebook Fridays. Students will read an article to their interest and post. Students will write comments and replies, at least 5-10 sentences.

CCSS.ELA-LITERACY.W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Content Learning Objective: Students will understand and know how to

- a. Apply their written English skills by handwriting their personal bio
- b. Distinguish their typing skills and their handwriting skills.

ASL Language learning objective: Students will understand and know how to

- a. Identify “social” and “academic” sign language in written and typing context.
- b. Applying ASL to converse about writing habits and features in writing.
- c. Discuss their learning of the lesson in ASL in a pair share activity.
- d. Discuss the translations of social texting language with formal English.

English Language learning objective: Students will understand and know how to

- a. Develop academic English writing habits in Facebook activities.
- b. Distinguish different writing styles in the context of Facebook.
- c. Apply “typing” and “handwriting” English skills

Materials Needed:

Facebook bio handout

Step 1: Give students the Facebook handout and inform them that the options are a little small to fill out but to write the best they can. Give them 3-5 minutes to fill it out. If some students are confused about the requirements, tell them to figure it out and then address the class as a whole. Observe what students know first.

Step 2: Conduct a pairshare so students can share their personal interview. MODEL this activity with the assistant. Emphasize the *question*. Make sure students answer and ask ALL questions in this activity. When they are finished. Switch

Step 3: Ask if there are any questions. This is a personal bio that students had filled out. Now they are tasked with creating a personal bio essay with full complete sentences. Be explicit about the difference of “filling out” statements and elaborating and giving full detail about

Step 4: Try not to assist in this exercise. Let the students figure it out first. Complete this assignment yourself so that students can visualize the expectations.

Step 5: Label it the 1st draft. We will then conduct a constructive criticism and positive feedback exercise. Refer to unit 1. Students will use post its to state their feedback. Have students give at least one student feedback.

Assessment:

Observe the first draft. You can then determine what “type” of writing conventions can be focused on. Refer to the 3 points

- Punctuation
- English word order
- Organization skills

Unit 4 English Usage

LESSON 4:1

Grade: 9-12th grade

Content: Language Arts / English Usage/ Word Order

Date for implementation:

Lesson Title: English / ASL word order activity

Instruction: whole group

Standards:

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

Content Learning Objective: Students will understand and know how to

- a. Compare and contrast the difference of ASL and English word order.
- b. Distinguish English written word order from an ASL order or social context.
- c. Apply their WRITTEN English word ordering skills from observing an ASL video.

ASL Language learning objective: Students will understand and know how to

- a. Recognize ASL word order structure and rearrange it to written English order and vice versa.
- b. Discuss their learning of the lesson in a pair share activity.

English Language learning objective: Students will know how and be able to

- a. Compare and Contrast word orders from ASL and written English.

Materials Needed:

PowerPoint presentation. Refer to the weekly website.

Formative Assessment Tasks:

Create a student pair share activity. The comparison and contrast of the terms:

TASK #1

Step 1: Refer to the word order PowerPoint presentation. Have students observe the slides and ask them if those are English appropriate sentences. Let them decide. BE EXPLICIT that those are wrong sentences and they will be responsible for “rearranging” the sentences as the lesson progresses.

Step 2: Let them observe the mixed up word sentences. Then segue into the sign activity. The sign activity is accessible on the weebly website marltonschool2015.weebly.com

Step 3: Students will now conduct a pair share activity, refer to the weebly. Students will SIGN and communicate what they see. Remember to be explicit as to sign a sentence versus creating a story or “making up” things. It could be as simple as < *dog*, < *fast*. OR as in the model segment with the assistant < *basketball* < *team* < *join* < *my* < *brother*. Take about 5-10 minutes

Step 4: MODEL the activity

Teacher A: Show the picture or POINT to the picture.

B: e.g. <boy < basketball, <play

Check for understanding. Students can explain the picture however they want to. Make sure to be explicit in conjuring (1) sentence from their partner.

Teacher A: Show or point to the second picture.

B: signs and makes a sentence in ASL.

Step 5: Students will now be tasked with the activity. When one partner has finished, switch roles.

TASK #2

Step 1: Students are tasked with WRITING their sentence they had completed in ASL. Emphasize that the sentences are to replicate their ASL sentence however change it to English.

Step 2: Number the paper 1-10. Students will have prior knowledge on how to initiate the writing task. *E.g. Name, subject, date, title* etc. When students finish, refer to word activity #1.



Step 3: BE EXPLICIT. Students will now change their ASL version of the picture to written English. Students will have free range on how they just expressed their sentence in ASL, now they are to write in written English. Collect finished work. Once students finish this exercise refer to word activity #1. Students are to rearrange the sentences to make it “academic” English. Go over the directions with them. Make sure to emphasize for students to read the directions and to raise their hand if they do not understand. Again, emphasize that the word order is purposefully out of order. Try to use each word to make an English sentence.

Step 4: When students have completed that task, pass out word activity #2. Students will have a chance to “pick” the correct English word sentence. Be explicit in the directions. Inform them that there is only one correct sentence in activity #2 and they are to pick the correct one. This is the opportunity for English language accessibility. When students have finished all three tasks, we will do a whole class compare and contrast. This is important because the teacher is explicitly stating that the goal of the project was to “transfer” “change” ASL to written English. Collect all three activities. Pass out the 1st activity when they had to make a sentence by looking at the pictures.

Table 5: English / ASL activity

Name: _____

These sentences are out of order. Try to arrange the words in **English order** and with correct **Punctuation**.

1. dog runs the fast

2. watches movie she the

3. cold the is milk



Table 6: English / ASL activity

Name: _____

These sentences are out of order. Try to arrange the words in **English order**. Circle the best answer.

1. dog runs the fast

The dog runs fast.

Dog the fast runs.

Runs the fast dog.

2. watches movie she the

Movie she the watches.

The movie watches she.

She watches the movie.

1. Refer to the loose-leaf paper that students had written earlier. Compare what they wrote before showing the correct sentence. Be explicit on how they used ASL and then transfer onto English in their writing. Teachers have the option to segue into the *editing* and *correcting* portion of the activity.

- a. If it is correct, leave it alone.
- b. If the sentence is incorrect, student will write the whole sentence.

2. Collect the papers. Pass out word order activity #1. Students were tasked with correcting the word order to English. Predict that there will be some mistakes because they are simple sentences. Have students witness and observe their mistakes one by one as a whole class. Segue into the correcting and editing process. Same thing.

3. Collect them. Last paper is the multiple choice word activity. Have students look at their work and compare and contrast how they did the task. Use this paper for students to do peer editing.

Summarizing

This lesson is to focus on a tri layer scaffolding learning experience to determine a student's word order choice for English. Are students still transferring their ASL word order onto their English word order task? Students MUST understand the original source of word order from ASL to make the connection to English word order. If they are to be extremely cognizant of a short signing production to writing English, students may produce more words during their written task.

LESSON 4:2**Grade:** 9-12th grade**Content:** Language Arts**Date for implementation:****Lesson Title:** Verb Tense / Modals**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.W.9-10.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

Content Learning Objective: Students will understand and know how to

- a. Distinguish *can, could, can't, couldn't* in an ASL and written English context.
- b. Compare and contrast the semantics of modals in ASL and English.

ASL Language learning objective: Students will understand and know how to

- a. Sign the given vocabulary *can, could, can't, couldn't* in any given context.
- b. Recognize *can* in an interrogative context.

English Language learning objective: Students will know how and be able to

- a. Apply their knowledge of modals *can, could, can't couldn't* in an English written assignment.
- b. Distinguish the word “partner” and modals can, can't could and couldn't.

Materials Needed:

PowerPoint presentation. Refer to the weekly website. Worksheets.

TASK #1

Step 1: Show the modals on the weebly and or PowerPoint. Inform students how they use modals in an ASL sentence.

MODEL:

A: points to the word *can*

Student B will create a sentence with the word <can in ASL.

B: e.g. <boy <jumps <fence <can.

During the model portion, give another alternative to the word in ASL.

B: e.g. <boy <can <jump <fence.

B: e.g. <boy <jump <fence <can!

E.g. <can <boy <jump <fence?

Give students to brainstorm their creative style of ASL sentence structure. Make sure they are supposed to use the word <*can*.

Step 2: Continue this activity until group 1 is done. Then switch. Same thing. Teachers make sure you are checking for understanding of the task and the goal. Check to see what students know. Are students struggling to decide what sign to use for a modal? Is the sign used incorrectly in context? Are students unclear of what is expected? Although there are other verb modals, we are going to concentrate only on two and their negatives.

Step 3: After students have shared their expressions of what can, can't, could, couldn't in ASL, now turn them to the English written worksheet.

Once they are complete, collect the papers. Pass them out again and we will review.

TASK #1

STEP 1: Prepare a pair share activity. Pass out worksheet activity #1. Inform students that they will be conducting an “interview” of questioning and answering. Refer to the weebly and model the page. Inform students that this is a phrase in ASL and to ask your partner in question form. Once student A is finished asking the questions, student B has a set of questions for student A. Model the activity if need be. OR do it again for both parties.

STEP 2: Both parties are now tasked with writing the phrases in question form. Refer to the weebly.

E.g. ride a horse. On a separate piece of paper, students are tasked with writing an interrogative in question form.

Can you ride a horse? Emphasize the capital and emphasize the question mark.

STEP 3: Once all the questions are finished, have students take out another piece of paper and now they are tasked with writing down their partners answer. The cut outs can and can't will be provided. Students are tasked with pasting the can or can't onto their partner responses.

e.g. can can't

My partner can't ride a horse.

This is so students can observe where the modal is placed when they write an English sentence. Students should have two pieces of writing material to turn in. One is the question of the modals and the second is their partner's responses to the questions.

SUMMARY

This activity is an ASL/ English activity to distinguish the word order from ASL and English. Deaf students commonly misplace the modal *CAN* when writing in English and this could help students visualize the English word placement when they are tasked with writing.

LESSON 4:3a**Grade:** 9-12th grade**Content:** Language Arts / Organization**Date for implementation:****Lesson Title:** Narrative Essay rough draft**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.W.9-10.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

Content Learning Objective: Students will understand and know how to

- a. Create an English topic sentence
- b. Apply four to five ideas in ASL and in their English paragraph and create two paragraphs.
- c. End their paragraph with a conclusion or “clencher”

ASL Language learning objective: Students will understand and know how to

- a. Create a mental graphic organizer in ASL and express their ideas and creative thinking in a pair share activity.
- b. Apply their ideas in ASL and express them in a pair share activity with in depth discussion.

English Language learning objective: Students will know how and be able to

- a. Create a graphic organizer and Venn diagram to organize their thoughts.

- b. Distinguish “notes” or “ideas” on a graphic organizer and apply it onto their English paragraphs.
- c. Create 4-5 ideas for a concise English paragraph essay and relatable to a “Facebook Friday” activity.

Materials Needed:

PowerPoint presentation. Refer to the weekly website.

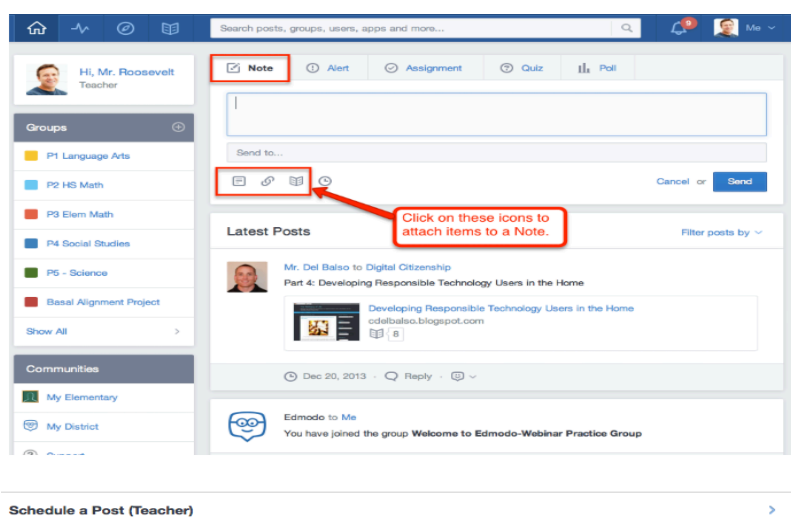
Formative Assessment Tasks:

TASK #1

Step 1: Students are going to be involved in a pair share / group discussion. They are going to analyze an article that was posted on Facebook. They are to create an essay about the article they read. Pick out an article from Facebook or any other source of social media. Post it on Facebook or Edmodo.

e.g.

Students will read this post and create an essay. Students will have access to these newspaper articles. Show students how to access website articles and how to post them to EDMODO. Students are used to communicating with their FACEBOOK friends, however they are not used to replying to newspaper articles that their friends post or making comments and or replies. This activity is to create an essay in relation to a Facebook article.



<http://tweentribune.com/teen>

<http://www.cnn.com>

<http://www.huffingtonpost.com>

<http://www.newsweek.com>

<http://www.huffingtonpost.com/teen/>

<http://www.naturalnews.com/teens.html>

<http://www.latinpost.com>

<http://www.deaf-culture-online.com/deafarticles.html>

<http://www.sun-gazing.com>

<http://www.livescience.com>

<http://www.dogonews.com>

<http://teachingkidsnews.com>

The class will do an in class group discussion. Let us take for example one of the many articles listed that students can choose from. This is in relation to Facebook Fridays Unit 3. This lesson may span for 3-4 days depending on student retention level, motivation, interest etc.

Barking couldn't save deaf boy, so dog licked him



Associated Press

A pit bull named Ace is being hailed as a hero. The dog licked the face of a sleeping, deaf 13-year-old boy to alert him that the house was on fire.

Indianapolis Fire Department Capt. Rita Reith says Nick Lamb was home alone. He was sleeping

without his hearing aids.

"My dog licked my face and woke me up," Lamb said. "I was like, 'Stop it! What? You want to be fed?' I thought he wanted to be fed or go outside."

Ace didn't stop licking Nick until the teen got up. That's when Nick realized the house was full of smoke. He covered his nose and mouth with his T-shirt and darted out the back door.

Lindsay Bernard, Lamb's mother, credited Ace with saving her son.

"It's amazing, because if he wouldn't have been there, he probably wouldn't have even woke up," Bernard said.

Lamb, who was born deaf, told firefighters that this was the first summer he was old enough to stay home alone. He had returned from summer camp just three days earlier.

Critical thinking challenge: *If Nick couldn't hear Ace barking, why didn't Ace bark louder?*

- Posted on August 5, 2014

Starting a general outline. Students are tasked to read the article. Teachers might want to choose an article that is less than three paragraphs.

TASK #1

Students will conduct a pair share activity to share their stories. Teachers take about 3-5 minutes and then switch.. MODEL this activity.

Step 1: Start with a general outline for a narrative essay.

1. TOPIC: Dog and Deaf boy (The topic usually involves the title)
2. House was on fire
3. Nick Lamb is deaf and could not hear the dog.

4. Woke up, house smoke
5. It makes me feel...

The objective is to write a narrative essay about this present you were given

The subject is a memorable present

The three main subtopics are:

- The reason it was given
- A description of it
- And how you felt when you got it

Part A: This is a simple organization of ideas so that students can write at least one or two cohesive paragraphs. Encourage students to have 1 topic and then three “notes” of the article they read. This can be done in class. NO COPYING word for word. Teachers need to FORCE students to think and to never develop the habit of COPYING. I believe in English language accessibility, however emphasizing creative and language thinking.

Step 2: Split the class into 2 groups.

Provide a poster board so that students can see their work. Take them step-by-step with the PowerPoint presentation. Emphasize that there are spaces in between to support their thoughts with supporting sentences. 1- 4 are GENERAL statements.

Step 3: Create the “notes” and the supporting sentences.

1. Dog and Deaf boy
 - a. The dog ACE is a hero because he licked the boy’s face to alert him the house was on fire.
2. House on fire.
 - b. That is when Nick realized the house was full of smoke. He covered his nose and mouth with his T-shirt and darted out the back door.
3. Nick Lamb, deaf, cannot hear.
 - c. Nick Lamb was alone; he did not have his hearing aids. Lamb, who was born deaf, told firefighters that he was home alone.

4. Woke up, house smoke
 - d. The dog did not stop licking him until he woke up.
5. Sad and happy Why??

TASK #2

Students are now tasked with creating the final draft of a narrative essay. This may take 2 or 3 trials, however let students *write*. Emphasize the difference between a rough draft, which are the notes and the paper they write, and then a final draft. Refer to the PowerPoint and weekly.

Summary:

This lesson emphasizes creating a narrative essay. This can be summarized into 5-10 sentences with supporting sentences and thought. The *conclusion* part of the task is for students to start thinking about the comments and reply section to articles that are posted by their classmates on EDMODO or Facebook.

LESSON 4:3b**Grade:** 9-12th grade**Content:** Language Arts / Organization**Date for implementation:****Lesson Title:** Interrogative Organizer and draft**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.W.9-10.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

Content Learning Objective: Students will understand and know how to

- a. Create an interrogative organizer
- b. Apply their reading comprehension to an organized writing system.
- c. Write a narrative essay through the guidance of an interrogative organizer.

ASL Language learning objective: Students will understand and know how to

- a. Discuss the reading articles in ASL in a pair share activity.
- b. Create an ASL dialogue for reading comprehension.

English Language learning objective: Students will know how and be able to

- a. Write a narrative essay in written English by way of an interrogative organizer.
- b. Distinguish written English from ASL conversation

Materials Needed:

PowerPoint presentation. Refer to the weekly website for Lesson 4a.

Formative Assessment Tasks:

Check for student understanding from Lesson 4:3a. This lesson is basically another strategy that students can use to organize their thought after reading an article.

TASK #1

Step 1: Students are to create an interrogative organizer. Have students fold the paper in 6/6/ squares on a piece of paper. Tell them to copy what is on the board. MODEL the activity.

Step 2: Use the same article. Label the squares
WHO? WHAT? WHERE? WHEN? WHY? HOW?

Step 3: After students have read the article (this can refer to another article) have students conduct a pair share activity. MODEL the activity.

Student A: Who?

Student B: relays that the “characters” are in the article.

Student A: Where?

Student B: relays that the characters are in the article.

Step 4: switch

Step 5: Check for understanding. Make sure students are not writing these down. This is to emphasize ASL development in their thinking process.

Step 6: Once students have relayed their stories and retell of the article, now they are tasked with writing and “filling in the blanks.”

TASK #2

Step 1: Students will individually work during this task. They will decide and write to fill in the interrogative questions. Emphasize for them to write in complete sentences. I believe this will help them to “practice” or develop good writing skills in the long run.

Step 2: Once students have finished their organizer, check for understanding. Go back to a whole class discussion and involve students to share their answers.

Step 3: Go back to the ASL pair share activity. Switch partners. Students will share what they have written down with another students. Then switch. MODEL the activity again.

Step 4: Students will now start their rough draft.

Step 5: Inform students to put *who* and *what* together, and then organize *when* and *where* together. Save *how* for last.

Summary: This lesson is another segues into another form for students to organize their ideas. Students may like this organizing strategy. They are able to use both from Lesson 4:3a and b. Teachers should be able to effectively deliver to students’ different methods so that students are able to comprehend their organizing strategies for English writing development.

UNIT 5
Punctuation Lessons

Lesson 5:1**Grade:** 9-12th grade**Content:** Language Arts / English Mechanics / Writing Conventions**Date for implementation:****Lesson Title:** Punctuation**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.L.4.2**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.B

Use commas and quotation marks to mark direct speech and quotations from a text.

CCSS.ELA-LITERACY.L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

Students now have a conceptual understanding of their language uses and difference between social and academic language. This is the segue into the introduction of explicitly stating some of the simple elementary writing conventions that high school students should be consciously aware of. Lesson 1:2 will present or emphasize punctuation symbols, its functions and mechanics.

Content Learning Objective: Students will understand and know how to

- a. Explain the functions and mechanics of English punctuation.
- b. Classify the varied English punctuation.
- c. Illustrate their knowledge of English punctuation in an English essay determined by a student chosen topic.

ASL Language learning objective: Students will understand and know how to

- a. Classify the English punctuation marks in ASL and a detailed expression of why
- b. We use them during English writing.
- c. Discuss when to use English punctuation marks in ASL.

English Language learning objective: Students will read and comprehend the English printed text to

- a. Identify the terminology of the punctuation marks in a writing activity.
- b. Apply their English written knowledge in an English essay activity with use of punctuation.

Formative Assessment Tasks:

Observe students from their answers. Observe what they know.

Introduction:

Step 1: Show a picture of punctuation marks. Refer to the PowerPoint slide on punctuation. Ask student the terminology of the punctuation features.

Step 2: Have students converse in a pair share activity to determine what is the name of the features. Ask students if there are other punctuation marks that they know. Ask students if they can express the terminology of the symbols.

Step 3: Model this activity in this discussion with an assistant.

- a. What is this? How do you spell? When do you use it?
- b. Answer.

and then switch roles.

Step 4: After students have discussed the diagram in a pair share activity, segue into a group discussion. Make sure to observe which marks students are not familiar with and annotate as the lesson undergoes.

TASK #1

Students will have the opportunity to comprehend and remember the terminology of the punctuation marks. They will do a pair share activity and conduct it in a chaining sequence. The English terminology will be displayed on the overhead for English accessibility and the activity will be first be MODELED for the ASL content objective. Use Child Direct Signing.

Student A: will sign the (the question mark)

Student B: will chain it and explain when and why to use it in ASL.

TASK #2

The writing task will be modeled and students will have the opportunity to observe a short paragraph with punctuation features. Students will list how many question marks they see, how many periods they see etc. This will be modeled and accessible so that students are able to PRACTICE writing the terminology and to practice observing these detailed English grammar features.

Summarizing:

Students have a brief introduction to the punctuation segment of writing conventions. Ask students questions about the lesson. Check for understanding. Reiterate questions such as when you use a period or spell *question mark* etc.

Lesson 5:3a**Grade:** 11th-12th grade**Content:** Language Arts**Lesson Title:** COMMA**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.L.4.2.B**

Use commas and quotation marks to mark direct speech and quotations from a text.

CCSS.ELA-LITERACY.L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

Content Learning Objective:

- a. Apply knowledge of punctuation into their academic writing of English.
- b. Experiment with the comma usage in ASL and English.

ASL Language learning objective:

- a. Demonstrate how to use the comma in a conversation or ASL explanation context.
- b. Identify the “comma” in ASL.

English Language learning objective: Students will read and comprehend the English printed text to

- a. Identify commas in English text and literature.
- b. Demonstrate their knowledge in comma punctuation in a writing activity or drill.

Formative Assessment Tasks:

Observe students from their answers. Observe what they know. See what they need to learn. Assess students before they do the translation task. Observe how they convey their ASL sentences.

Introduction:

What do we use commas for? Wait for student responses. Give me an example. Refer to the PowerPoint presentation.

Step 1: Demonstrate by reading the PowerPoint presentation. Try to incorporate child direct signing (CDS). Emphasize the pause in between and the “listing” 1- 4 etc. in ASL.

Step 2: Present the student pair share task with an assistant. There are two questions on the PowerPoint. Model the steps and use student A and student B. Student A will ask the question. What four things did you have for breakfast today? Then switch roles.

Step 3: Discuss and pick at least three students to share what they had for breakfast that day and to share it with the whole class.

Step 4: Segue into the second question. What is inside your backpack? Does another pair share activity. Be mindful of what students can and cannot spell.

Step 5: Transition into the writing portion. Students will have to write the question and write their personal answer. BE EXPLICIT about making sure to write the commas in their two sentences.

TASK #1

Students will be given comma worksheet #1. They will discuss and acknowledge that there are missing commas in the worksheet. Teachers will be explicit in explaining that you do not know how many commas are missing or if any are missing at all.

NO PENCILS OR WRITING

Have students discuss where they think the commas should be placed, then transition into the actual activity. Give students 3-5 minutes to accomplish this activity.

Lesson 5:3b

Grade: 9th-12th grade

Content: Language Arts

Lesson Title: Peer Correction / Peer Editing

Instruction: whole group

Content Learning Objective: Students will learn and know how to

- a. Apply their peer editing skills with written student oriented tasks.
- b. Assess other student work with editing and correcting efficiently and effectively.

ASL Language learning objective: Students will learn and know how to

- a. Demonstrate positive feedback to their peers in ASL.
- b. Demonstrate constructive criticism in ASL with any student oriented tasks.

English Language learning objective: Students will learn and know how to

- a. Recognize errors in any English writing grammar or conventions.
- b. Apply English feedback comments depicting student-oriented tasks.

Formative Assessment Tasks:

Students have had the task to edit their own papers and recognize their errors. This lesson conducts how to recognize or comprehend other student-oriented tasks whether writing or ASL explanations. This lesson first segues into correcting the comma lesson.

Introduction:

Step 1: Once students have completed their task, collect the papers. Ask students if they felt it was complicated. Ask if they liked the written activity of inserting commas by reading the passages.

Step 2: Model the peer correction process. Proceed to inform students that they will NOT mark an "X" or a "check mark" on the paper. Check for understanding. Ask students to repeat it. Be explicit about C/B corrected by etc.

Step 3: Inform students to do exactly what the teacher is doing and thoroughly explain the “correcting” task.

Lesson 5: 4**Grade:** 9th-12th grade**Content:** Language Arts**Lesson Title:** Punctuation / question mark / period**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.L.9-10.2**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Content Learning Objective:

- a. Apply knowledge of punctuation into their academic writing of English specifically with *periods* and *question marks*.
- b. Experiment with the period and question mark usage in ASL and English.

ASL Language learning objective:

- a. Demonstrate how to use the period and question mark in a conversation or ASL explanation context.
- b. Identify the *period* and *question mark* in ASL.

English Language learning objective: Students will read and comprehend the English printed text and apply by

- a. Identifying periods and question marks in literature and in their writing.
- b. Demonstrating their knowledge in period and question mark punctuation in a writing activity or drill.

Formative Assessment Tasks:

Observe students from their answers. Observe what they know. See what they need to learn. Assess students before they do the translation task. Observe how they convey their ASL sentences and during their pair share activities.

Introduction:

What do we use periods for? What are question marks used for? Wait for student responses. Give me an example. Refer to the PowerPoint presentation.

TASK #1

Step 1: Concentrate on an ASL. Students will have opportunities to ask questions in a Pair share activity. Refer to the PowerPoint. Have the high school students ask questions in the context of those titles.

E.g. Student A: What did you eat for breakfast?
Student B: Eggs and Pancakes.

Student A: What did you do on the weekend?
Student B: I went over to my friend's house.

* Have students conduct this for a minute and then switch.

Step 2: Segue into the writing activity. It can be a pair share Google doc. Have students login into Google docs.. TEACHER will invite all students to participate in a blog. The concentration is to write a question and then someone will answer. Explain that this can be flexible. END with a question mark or a period.

Step 3: Once all students have participated, refer to a pair share activity by providing access to the topic board so that students can WRITE English on their Google doc with a partner. Explain to students to write their names on the paper. The title is question mark and period. Persuade students to write at least 10-12 question answer responses. Then switch. This activity can continue the next day if need be.

Step 4: Refer to the activity worksheet (question marks and period) Students will decide to input a question mark or period. Refer to the overhead projector.

Step 5: Once students have completed this assignment. Ask students what are some indicators of putting a question mark. Ask them what are some of their strategies they used to input their answers.

Formal Assessment:

Students will be measured on their capabilities of the work drill handouts and another pair share task of a question and period activity at a future date.

Lesson 5:5**Grade:** 9th-12th grade**Content:** Language Arts**Lesson Title:** Punctuation / Capitals**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.L.6.2**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Content Learning Objective: Students will understand and know how to

- a. Apply capitals in their English writing.
- b. Differentiate capitals and lowercase markings in their writing.
- c. Create certain strategies to distinguish capitals and non-capitals.

ASL Language learning objective: Students will understand and know how to

- a. Express their explanation of the difference of capitals and non-capitals in their writing.
- b. Applying ASL to converse about when to use capitals and not.

English Language learning objective: Students will understand and know how to

- a. Recognize their strategies when applying capitals in their English writing.
- b. Write to the best of their knowledge when and when not to use capitals.
- c. Apply the capital rules in English writing.

Materials: PowerPoint presentation "Punctuation with capitals."**Formative assessment:** Determine what students know about capitals. What is their knowledge on using capitals. Have a discussion and write their thoughts on the rules.

Introduction: Give students a writing activity. They are to “copy” the paragraph and determine whether which words need a capital or not. Teacher will simulate the activity by “editing” the paragraph in a student group effort.

Step 1: Once that is completed. Ask students why they capitalized it. Refer to the rules on the PowerPoint. Start writing on a different board the reason why they need to capitalize it. Predicting that students will have one or two rules.

Step 2: Refer to the PowerPoint and go one by one. Try to be strict in this explanation, so that students are conscious of their writing habits when writing capitals.

Step 3: Students will be instructed to have their Ipads or laptops available. Students can do this short and simple online quiz for capitals.

<http://www.sheppardsoftware.com/grammar/capitalization.htm>

Step 4: Refer to worksheet #3 or #4. Students are going to “edit” a paper and insert the capitals on a paper that is purposefully labeled with mistakes.

Step 5: After students are finished with this short task, correct papers on a collaborative level. Make sure students are not erasing their mistakes and to use a color pencil to “edit” and “correct” their mistakes. The correct version of the paper will be displayed on the overhead.

Step 6: Always ask students “why?” Why did or did they not capitalize. You always need to question the student strategies. Refer their answers back to the PowerPoint and the rules.

Step 7: Rewrite. Students are now tasked with rewriting the “correct” version either by hand or typed. Time management and or resources to a printer will determine this.

Step 8: Repeat steps 4-7 on another worksheet.

Lesson 5:6**Grade:** 10th-12th grade**Content:** Language Arts**Lesson Title:** Punctuation / Exclamation point**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.L.6.2**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Content Learning Objective: Students will understand and know how to

- a. Use the exclamation point in their English writing skills.
- b. Express the exclamation point in an ASL and English context.
- c. Create sentences using a period and an exclamation point bilingually.

ASL Language learning objective: Students will understand and know how to

- a. Express the exclamation point in an ASL context.
- b. Create a sentence or story in ASL with an exclamation point context.
- c. Distinguish punctuation according to the picture shown.

English Language learning objective: Students will understand and know how to

- a. Write the exclamation point in a written English context.
- b. Distinguish the period and the exclamation point in written English.

Goal: Students are to distinguish and recognize when to use the punctuation marks in both an ASL and written English context.

Materials: PowerPoint presentation.

Formative assessment: Present the P.P. Assess student's ideas of what the exclamation point is used for. Prepare the activity.

Step 1: Present the PowerPoint presentation. The attention getter is to purposefully expose the *emotion* of the expression. This will set the tone for a whole class discussion. Refer to slide #4 and point out the question mark and exclamation point. Ask students why it is there.

Step 2: Refer to each slide and ask students why there is an exclamation point for each sentence. Elaborate on student's responses.

< frustration, < panic, < excitement, < pain

Step 3: Use the same slides and express the same scenario using a period in ASL.

e.g. A boy from Marlton School lost his dog and he was so worried about it that he started screaming.

e.g. The girls volleyball team won the game against Taft High and the score was 27-0.

Step 4: Explicitly inform students to notice the length of the sentence. The sentence with an exclamation point is smaller than a sentence with a period.

Step 5: Students are now tasked with conducting this activity. Refer to slides 1-6. Students are to express a sentence with an exclamation point in reference to the picture in ASL.

TASK #1

Step 1: Students will be paired up and will have a can of pictures.

Student A: chooses a pic. And will create a sentence in ASL with an exclamation point expression.

E.g. < *This rose smells so good!*

Student B: listens.

There are five pictures to choose from.

Step 2: Students switch.

Step 3: The writing task. Students will then work individually to transfer their ASL sentences into written English. Refer to Exclamation point writing activity. Students will turn this in.

Lesson 5:7**Grade:** 10th-12th grade**Content:** Language Arts**Lesson Title:** The punctuation game.**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.L.6.2**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Content Learning Objective: Students will understand and know how to

- a. Use the punctuation system in an ASL and written English context.

ASL Language learning objective: Students will understand and know how to

- a. Express the exclamation point in an ASL context.
- b. Create a sentence or story in ASL with an exclamation point context.

English Language learning objective: Students will understand and know how to

- a. Write the exclamation point in a written English context.

Materials: PowerPoint presentation. Refer back to the beginning of the PowerPoint to basically summarize and assess what students have learned so far.**Formative assessment:** Determine student retention of their learning experience. This will be specifically with the comma, period and exclamation point.

Refer back to lesson 6:1. This time teachers are to conduct a pair share activity incorporating all punctuation marks. Implement the student task as follows.

Step: 1 comma, question mark, exclamation point and period. Refer back to the punctuation slides. Review a little and ask what they are used for etc. The model segment will be as follows.

E.g. Teacher chooses a picture. Explicitly inform students to decide whether it is a period, question mark, exclamation point or comma.



ASL:

Comma: Mickey Mouse is wearing big shoes, red shorts, white gloves and has a big smile.

Exclamation Point: I love Mickey Mouse!!

Question Mark: How old is Mickey Mouse?

Period: Mickey Mouse is my favorite character in the whole wide world.

Students will try to express this in this sequence in ASL and then segue into the English written assignment. This will first be a pair share activity. Make sure students are not writing yet. They are to develop their ASL skills in creating a sentence first. Try this exercise as a whole group effort and model the activity as a whole class.

Lesson 5:8**Grade:** 10th-12th grade**Content:** Language Arts**Lesson Title:** The Use of Quotation Marks**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.L.6.2**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Content Learning Objective: Students will understand and know how to

- a. Use quotation marks in a dialogue context.
- b. Distinguish between ASL and English quotation marks language distinction.
- c. Analyze an ASL conversation and convert it to written English.

ASL Language learning objective: Students will understand and know how to

- a. Retell a story in ASL by observing a peer conversation.
- b. Distinguish when to use HS: bent 2 both hands.

English Language learning objective: Students will understand and know how to

- a. Distinguish the English quotation marks from ASL quotation marks.
- b. Edit and apply their knowledge of quotation marks in a “fill in the blanks” activity.
- c. Write English written sentences with quotation marks and other punctuation in a dialogue conversation context.

Materials: PowerPoint presentation. IPADS. Recording of video.**Step 1:** Students are to record each other in a dialogue exchange for a total of 2 minutes. Teacher and assistant are to MODEL the activity and be responsible for the act of recording.

Step 2: After the recording task is finished, exchange the IPADS. Teacher will SHOW all students what the IPAD recorded. Student A and Student B. Teacher will write two sentences.

Step 3: Students turn. Make sure that students understand that it is a direct quote and that to know the difference between the pronouns e.g.

Raevon said, “ He wants to go to the park.” (incorrect demonstration).

Raevon said, “ I want to go to the park.” (correct demonstration).

TASK #1

Students will conduct the writing portion of the activity. Students will view the recorded video and be responsible for writing (2) sentences. One from each “character.”

TASK #2

Refer to PowerPoint presentation. Fill in the blanks. Punctuation and quotation marks.

Lesson 5:9**Grade:** 10th-12th grade**Content:** Language Arts**Lesson Title:** Quotation Marks / Title**Instruction:** whole group**Standards:****CCSS.ELA-LITERACY.L.6.2**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Content Learning Objective: Students will understand and know how to

- a. Use quotation marks in a dialogue context.
- b. Distinguish between ASL and English quotation marks language distinction.
- c. Analyze an ASL conversation and convert it to written English.

ASL Language learning objective: Students will understand and know how to

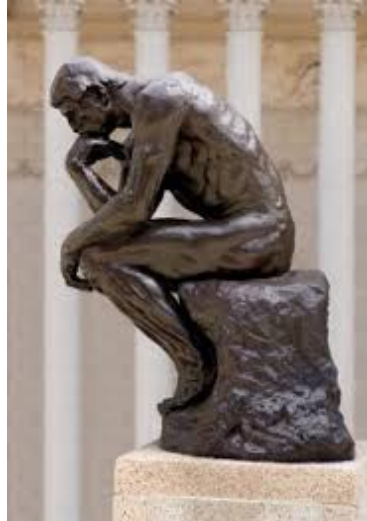
- a. Retell a story in ASL by observing a peer conversation.
- b. Distinguish when to use HS: bent 2 both hands.

English Language learning objective: Students will understand and know how to

- a. Distinguish the English quotation marks from ASL quotation marks.
- b. Apply the lesson to their knowledge of written English.
- c. NOT to write quotation marks on the title.

Materials: PowerPoint presentation. IPADS. Recording of video.**Step 1:** Refer to PowerPoint. This task can be referenced from Unit 2 and Unit 3. A topic will be chosen and students will have to write rewrite the title.**Step 2:** We will analyze different story topics and transfer them onto our English written task as a summary title.

Daily Reflection
A Thought Provoking Journal



Task #1 Copy the *Daily Reflection* title on the board onto your 5x8 sheet.

Task#2 Create a two-three-sentence response about the title.

Task#3 Have a pair-share discussion with your peers about the title.

Task#4 Rewrite your response onto your reflection journal.

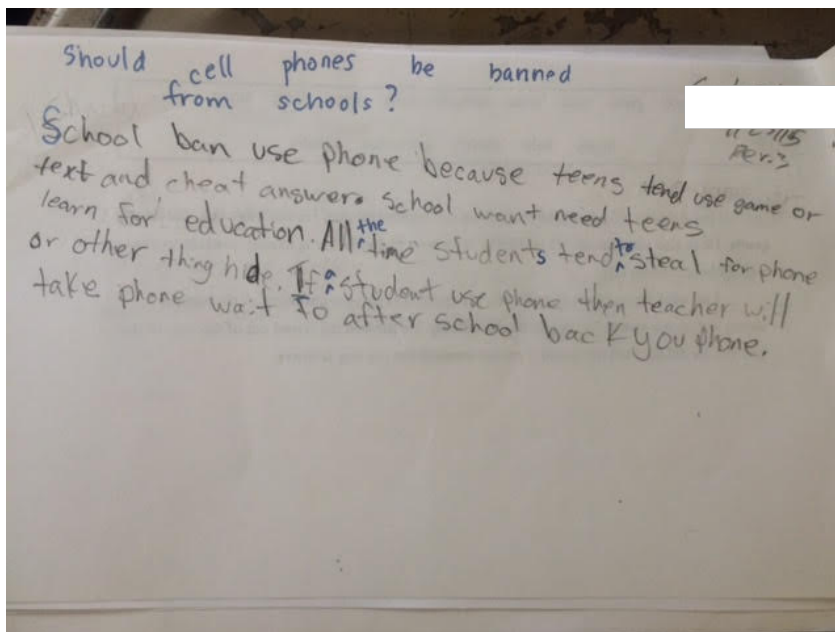
Appendix B 1a.

A. Tier 1

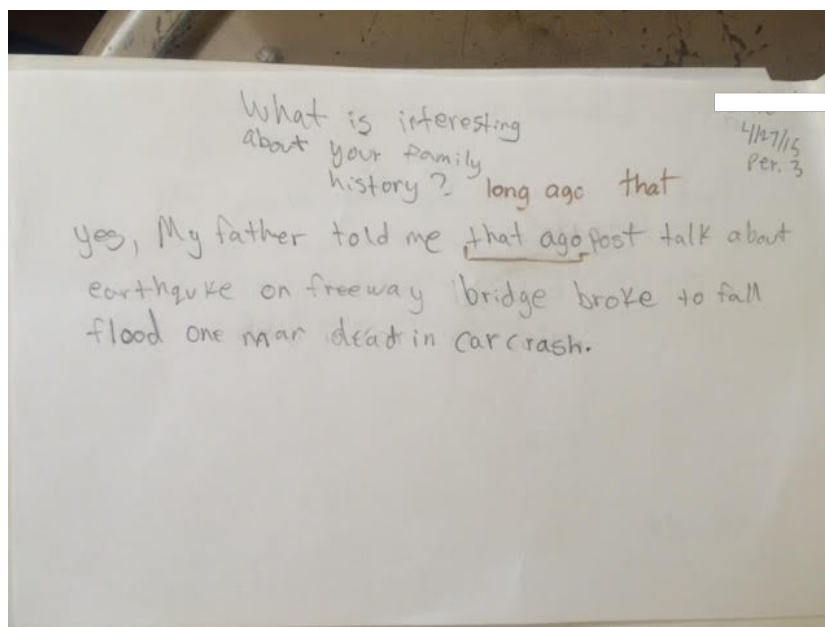
10th grade

Daily Writing Journal

Sample #1



Sample #2



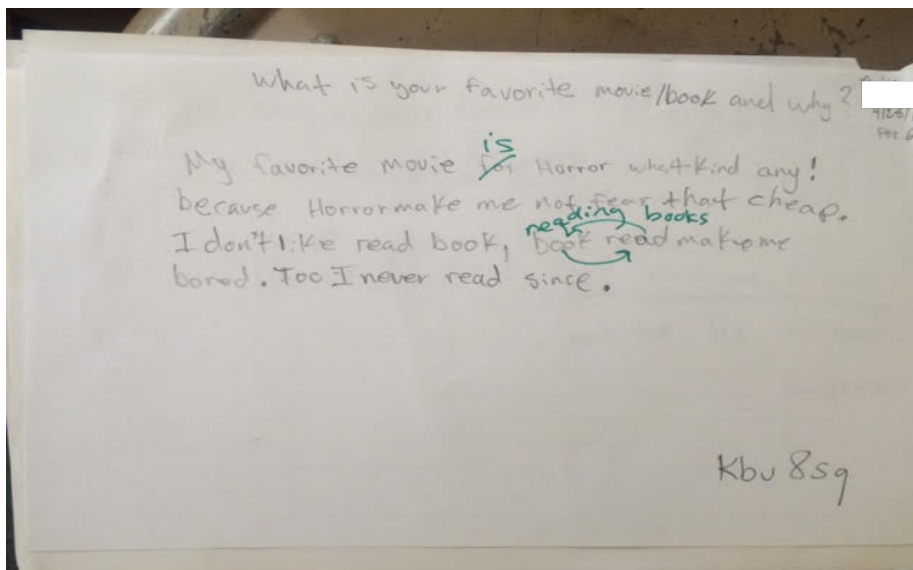
Appendix B 1a.

A. Tier 1

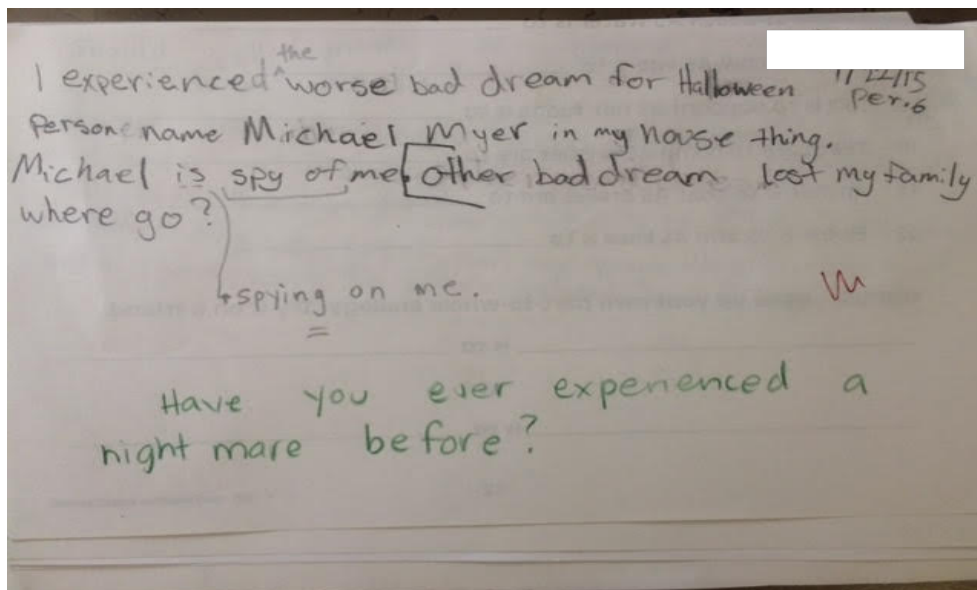
10th grade

Daily Writing Journal

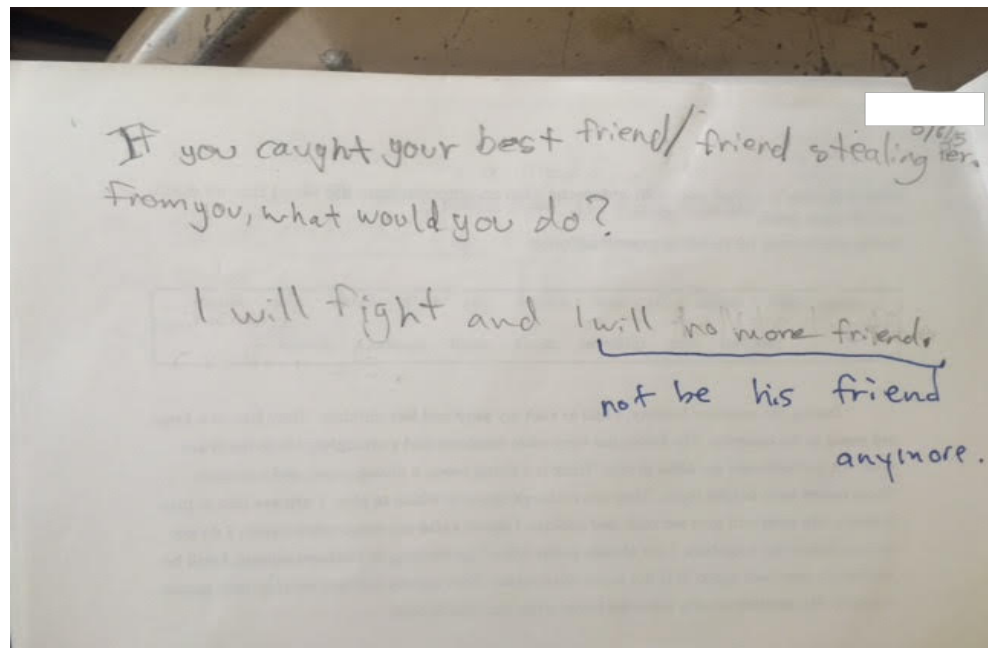
Sample #3



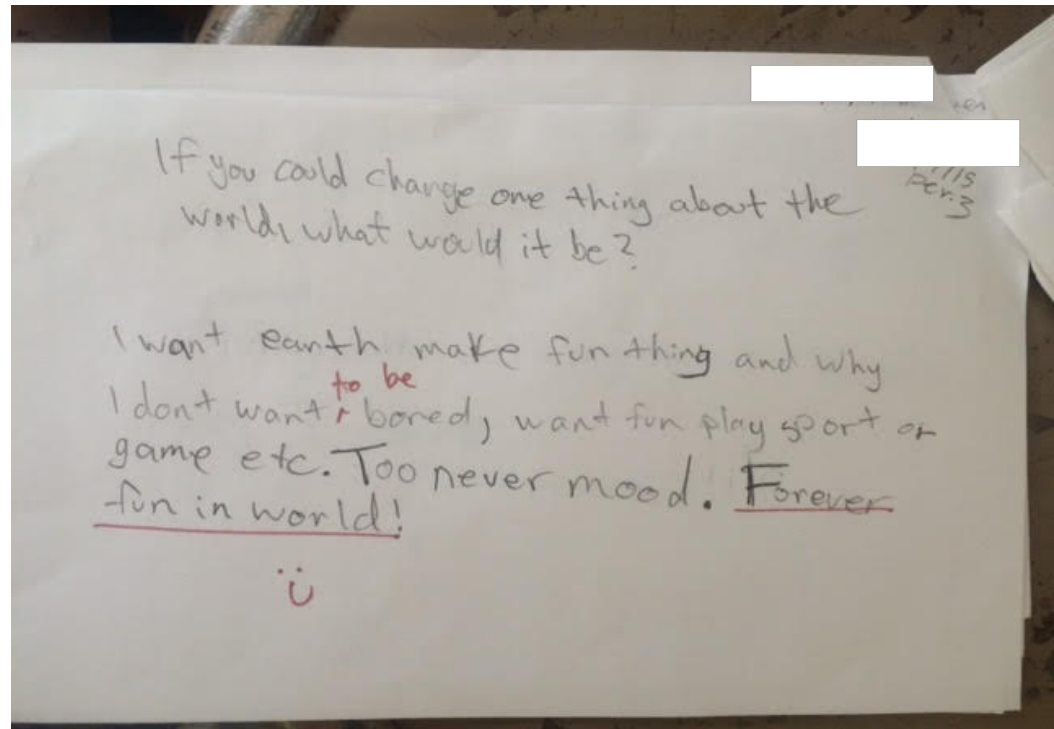
Sample #4



Sample #5



Sample #6



Appendix B 1b.

Tier 1 12th grade

Daily Reflection
A Thought Provoking Journal



Task #1 Copy the Daily Reflection title on the board onto your 8x11 sheet.

Task#2 Create a two-three sentence response to the title.

Task#3 Have a pair-share discussion with your peers about the title.

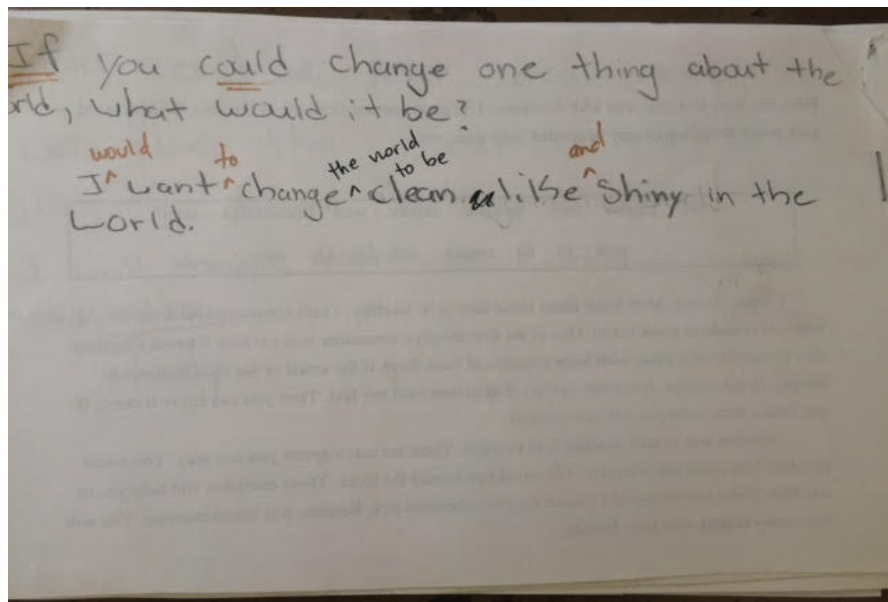
Task#4 Rewrite your response onto your *Daily Reflection* journal.

Appendix B 1b.

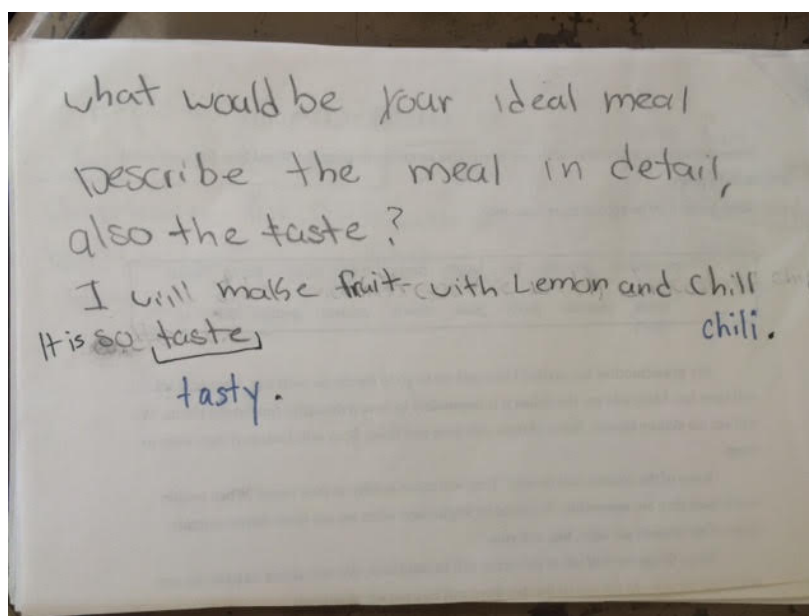
A. Tier 1 12th grade

Daily Writing Journal

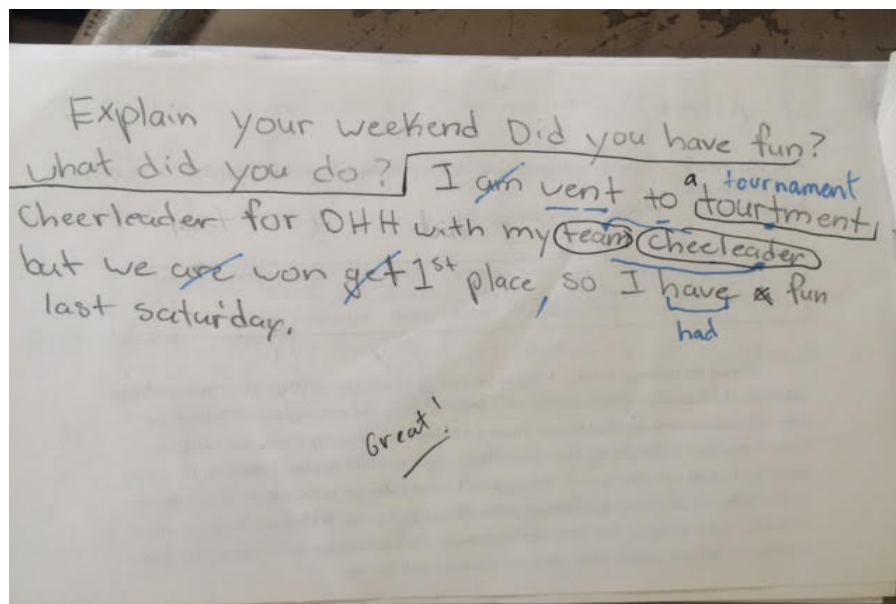
Sample #1



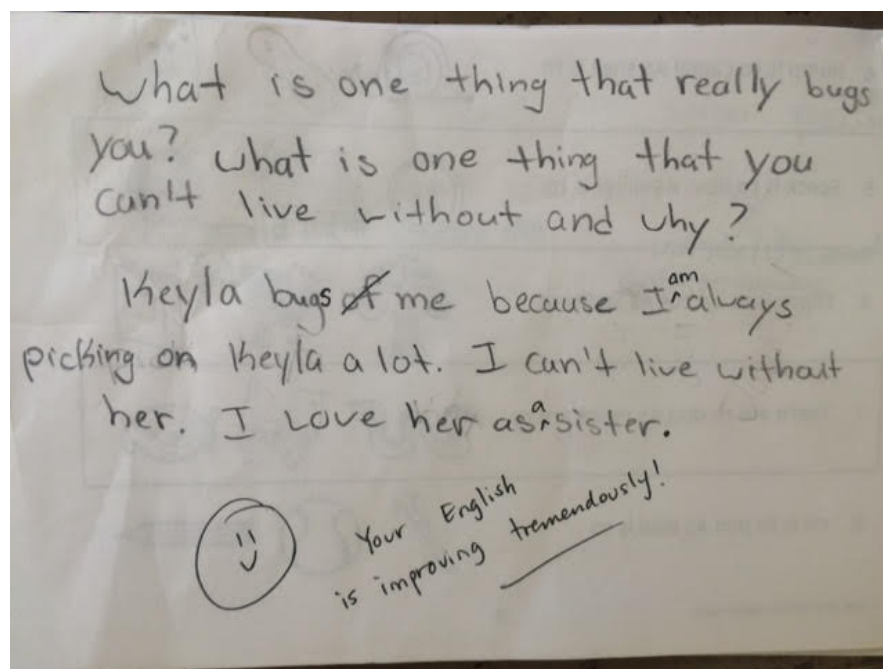
Sample #2



Sample #3



Sample #4



Appendix B 1c. Tier 3 10th grade Alternative Curriculum

Daily Reflection
A Thought Provoking Journal



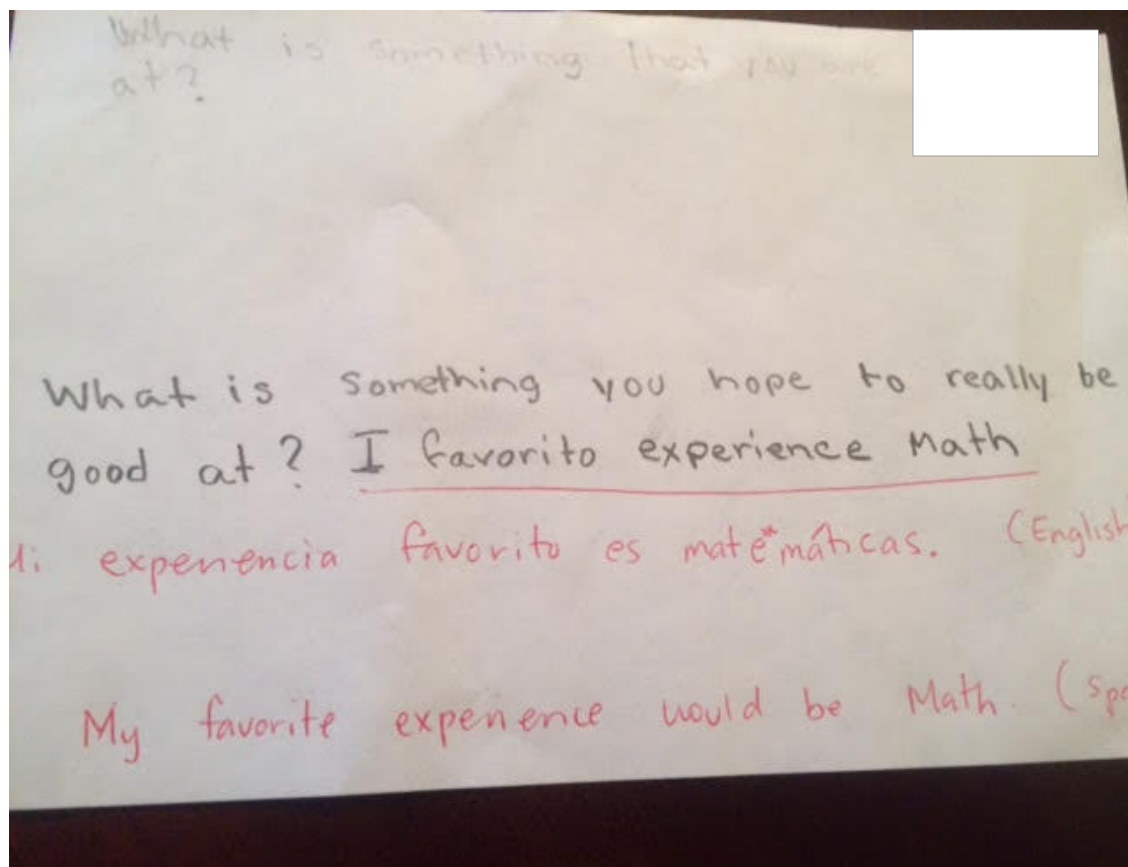
Task #1 Copy the Daily Reflection title on the board onto your 8x11 sheet.

Task#2 Create a two-three sentence response to the title.

Task#3 Have a pair-share discussion with your peers about the title.

Task#4 Rewrite your response onto your reflection journal.

Sample #1



APPENDIX B 2a.

Tier 1

11th-12th grade

Language Attitude and Experience

A pre-assessment writing assignment

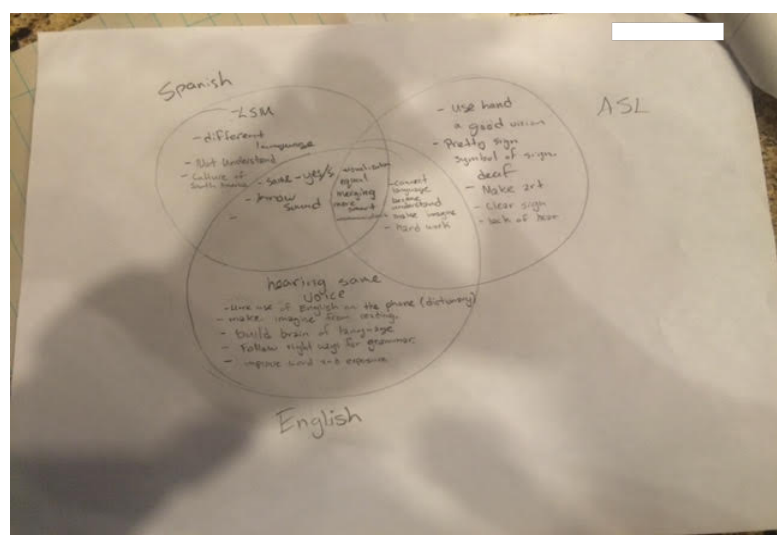


Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.

Task #3 Create a final draft of your paper after editing and discussion with teacher.

Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?



Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.

① Life of Language ②

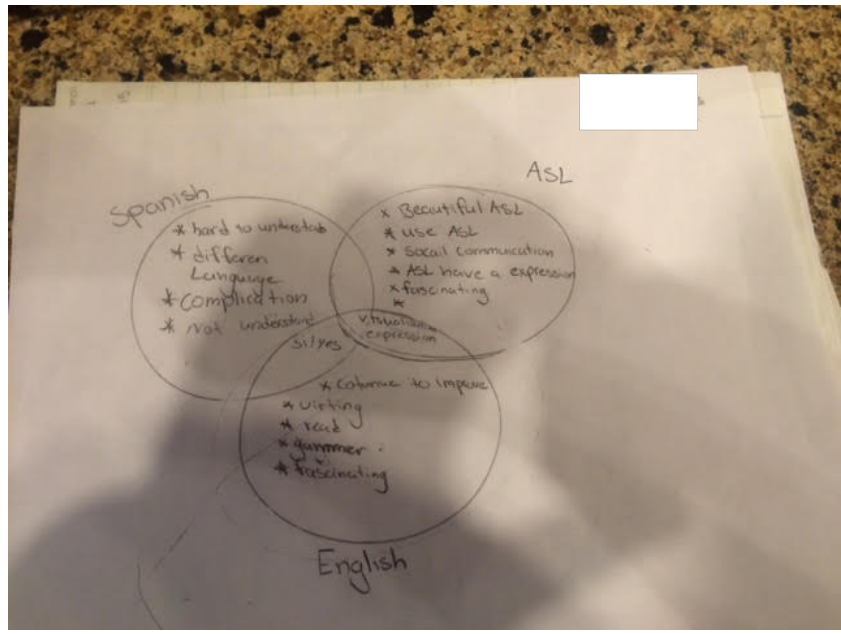
My experience of English language and ASL (American Sign Language) I was primary language of ASL because I am deaf, I was second language of English language. Well, I will be honest with you, I was frustrated and struggle about English language, but the most I would do is improve word and exposure, follow right way for grammar, build brain of language and use use of English on the phone (dictionary). That is translate to ASL ways: make art and clear sign. I use to pretty sign symbol of signs, they are really correct language become understand and make imagine.

translate to ASL in two ways: Making art and clear sign

My primary language is ASL

- I was frustrated with English for a long time and struggled with it. You have such a great imagination.
- I am frustrated
- I used to be frustrated and struggle with the English language.

Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?



Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.

5

My Experience is Spanish, ASL, and English

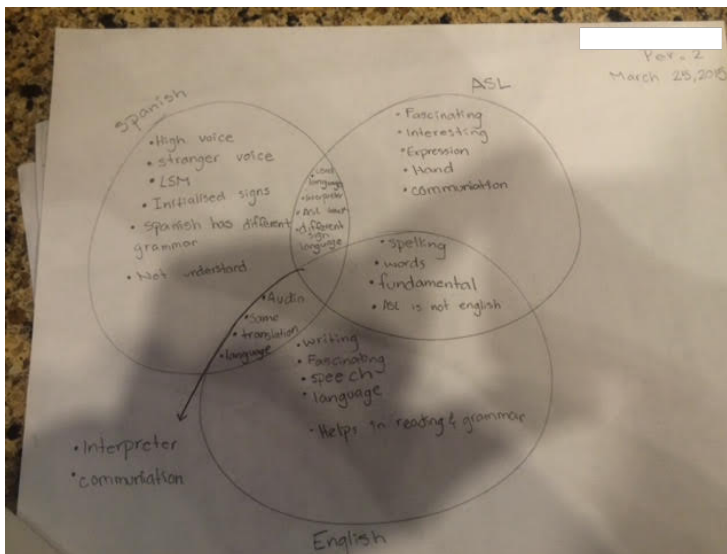
I grew up learn ASL because I was born Deaf and my teacher ^{helped} me learn ASL. I ^{always} ^{social} communicate with people ⁱⁿ ASL. ^{ofc} ASL always have a expressions because ^{that} ^{culture} is deaf. ASL really is beautiful ^{and} ^{fascinating}. I am ready cause I ^{improved} ^{my} writing and grammar. My teacher always ^{praised} me ^{that} I ^{must} ^{read} because for future and better grammar. I ^{don't} understand Spanish because Spanish really ^{hard} language and I did ^{not} grow up ^{learning} Spanish. My mom have ^{is} ^{very} ^{good} ^{at} ^{three} languages of Spanish, ASL, and English. My mom ^{tried} ^{to} ^{teach} me but I ^{still} ^{don't} understand Spanish language. I just know few Spanish words.

need to improve writing and grammar.

Interesting! You did an awesome job.

ofc - spell this out.
beautiful

Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?



Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.

Metaphor Different Three Language ⑤

First, people always chatting English and Spanish more in world. They learn english but hear Spanish. They have two languages but different grammar, audio, translation and few some of words. Metaphor Spanish and english, people always learn grammar english make helps in reading.

Also Deaf people learn english and sign language. they not like LSM because their family but some not know Spanish. Sign language and English not same sign and always different.

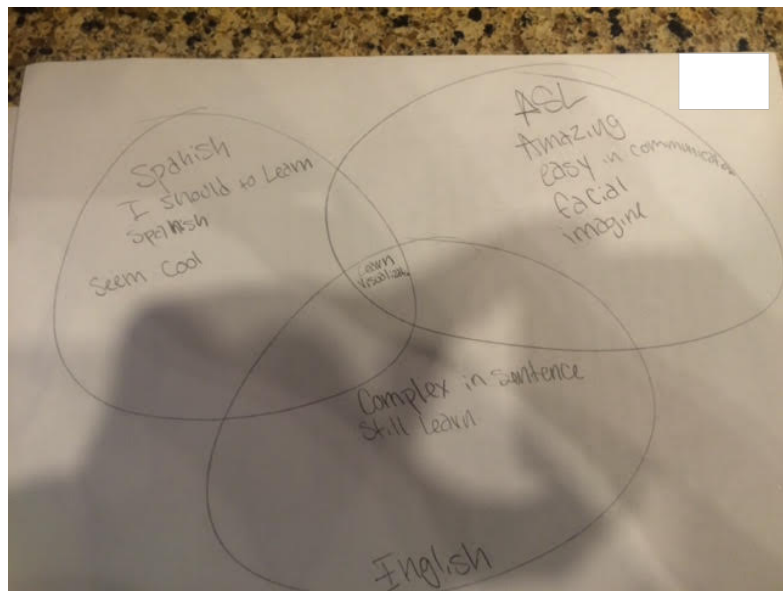
* Spanish

* hear in grammar

* in the world

Your style of writing is great, Carmen.

Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?



Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.

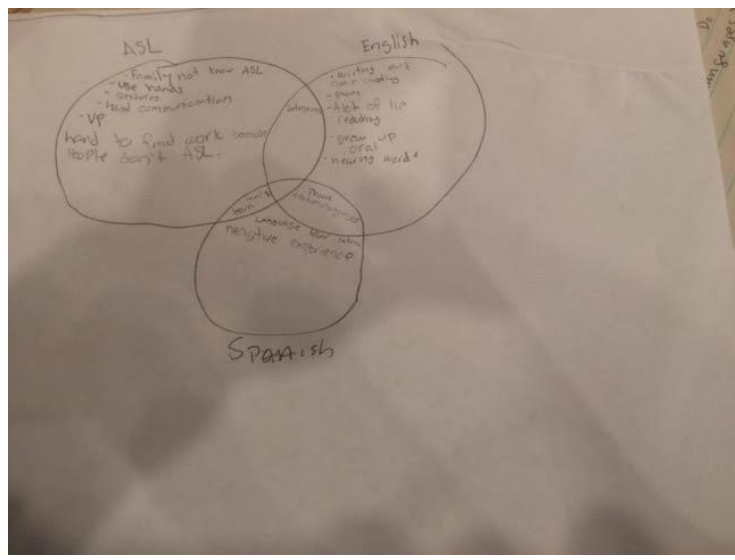
Do We Can learn about language? (5) April 19, 2015

We can so learn about language like English, Spanish, and ASL. If they get more motivate about language will be know language than one language. for example, they learn how to sports become skill like with language. Other example my first time get iPhone seem awkward. I still learn like with language example I first time learn Spanish still learn. I sure they will love to learn about language they will be feeling comfortable communicating with other people who speaking other language. They will be proud than we learned other language and easy communication with other who speak other language.

If they become more motivated about language, they will know more than one language.

1 Communicating
2 Communicate
You did an awesome job.

Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?



Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.

My Comparing Language (5) 4/17/15

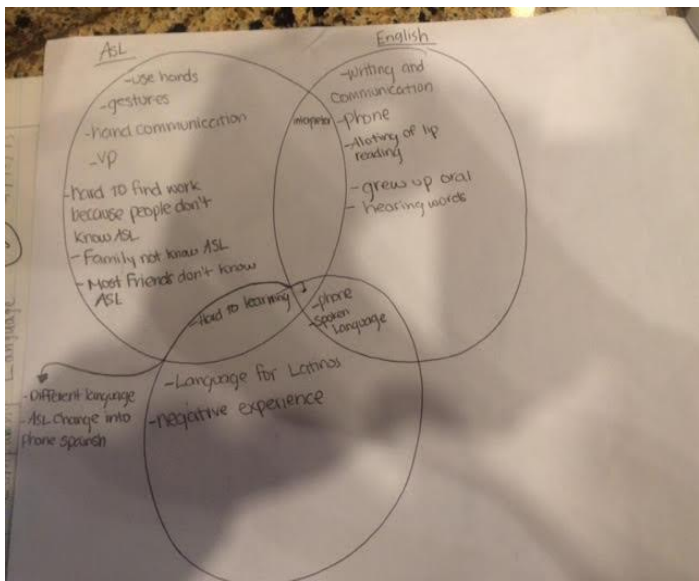
The English can write some grammar is different, the comparing language Spanish and English sentence. I not use much practice learning word different from Spanish. I feel not comfortable both reading and dictionary. My feeling some times produce everyday understand to Spanish. My parents and family English language important great communicate check of some, the cooperative to teach with mother just enjoy American Sign Language.

I don't use much practice

This paper was very interesting.

This is an interesting paper

Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?



Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.

5/12/15
per. 2

⑤

American Sign Language, Spanish, and English

I have trilingual language ASL, Spanish, and English. I use ASL and English easy communicate with family and friends. My friends tend to talking language bilingual Spanish and English transfer language for Latinos. My mom doesn't know talk English because she moved in Los Angeles her awkward her don't usually talk English. My siblings little sign language but they doesn't use sign language. On depend people tend to talk Spanish communicate with others people in states. But some people struggle language ASL because people don't know how ASL.

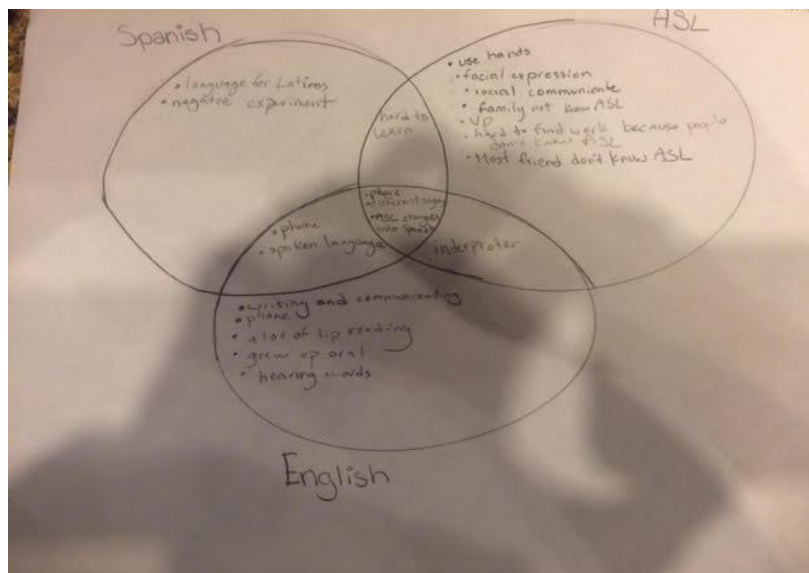
* This is a great short paragraph of your language experience.

* I like how you incorporated your family in your language experience.

* Try to elaborate more on your personal language experience & learning experience.

April 30, 2015

Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

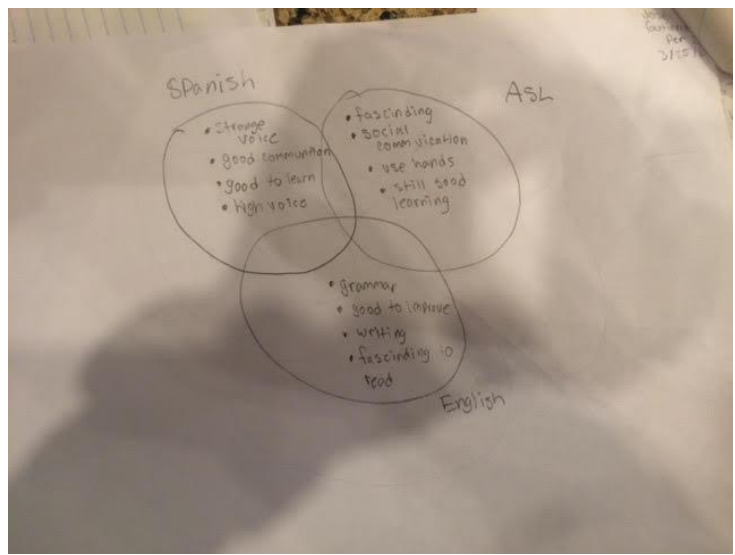


Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.

Language Experience (6) English 11th 2 5/12/15

I will be discussing in trilingual of Spanish, English, and American Sign Language. I am bilingual of American Sign Language and English. At sometimes, I talk with my family such as use gestures, use texting, and write a paper for communicate. At times, I talk with my cousin and my aunt to use American Sign Language. I never learn language of Spanish because it's hard to learn. Some my family have a bilingual and some my family have a trilingual. My family and me have struggle, communicate but do not giving up.

Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?



Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.

Jose
Carrero
Per
4/30/15

Language Experience ⑤

English: they trying improve grammar because more knew English grammar. Students have to try writing on essay because must right English grammar but how make you improve with English. Some people deaf struggle with reading lips but deaf tend to not understand it. I was grow up struggle with speak English because my family force on me.

* great title ☺

* Indent your paragraph →

* Any experience with Spanish?
Who uses Spanish with you? Do you have experience w/ other languages?

FINAL DRAFTS

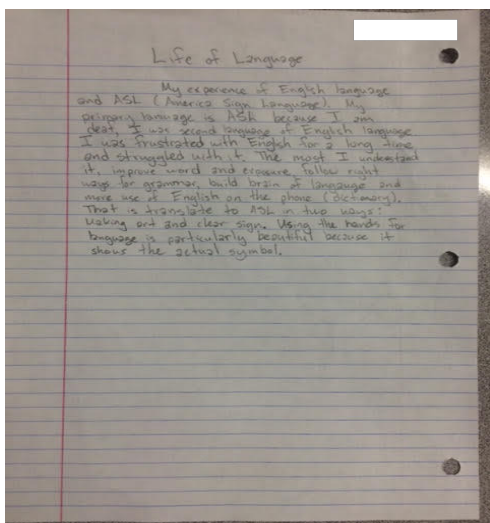
I. Tier 1

11th-12th grade

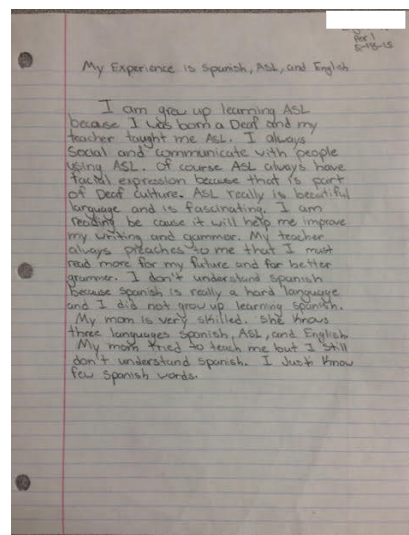
Language Attitude

Task #3 Create a final draft of your paper after editing and discussion with teacher.

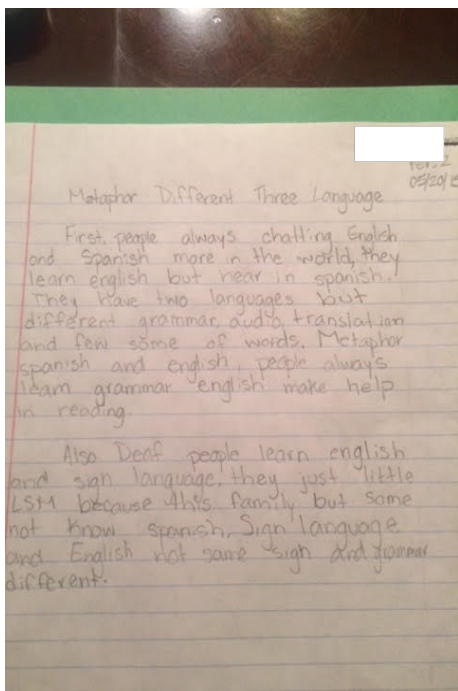
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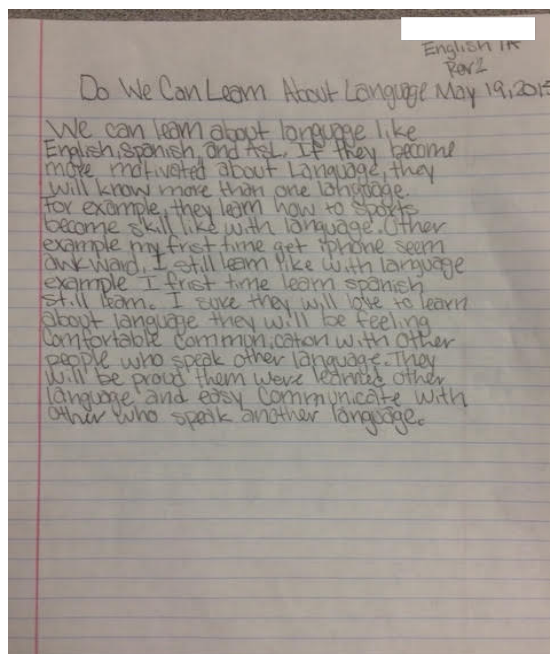
b.



c.

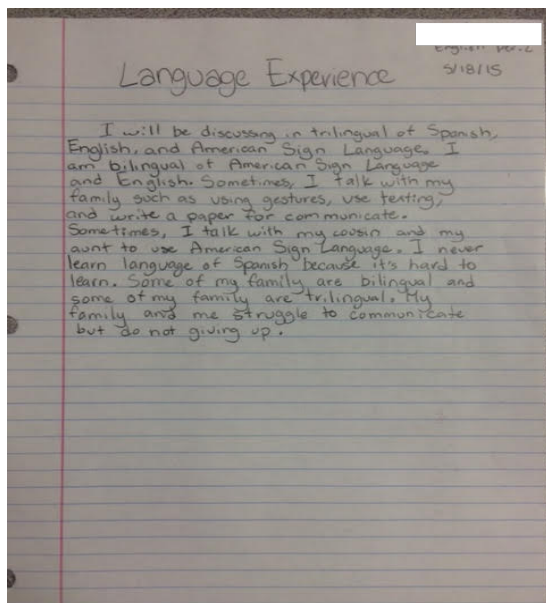


d.

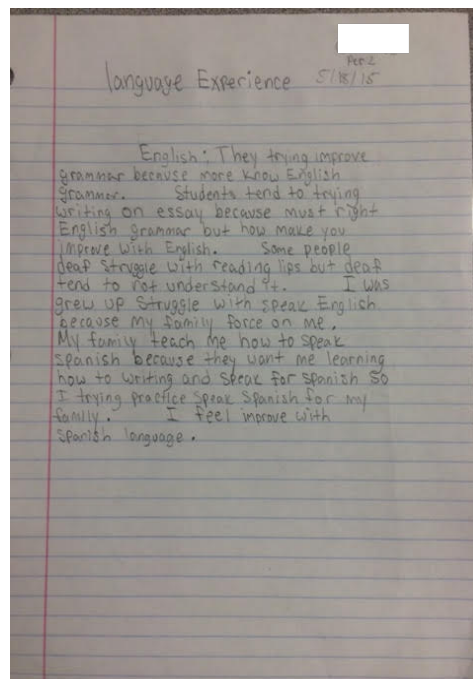


Task #3 Create a final draft of your paper after editing and discussion with teacher.

g.



h.



APPENDIX B 2b.

Tier 1

10th grade

Language Attitude and Experience
A pre-assessment writing assignment



Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

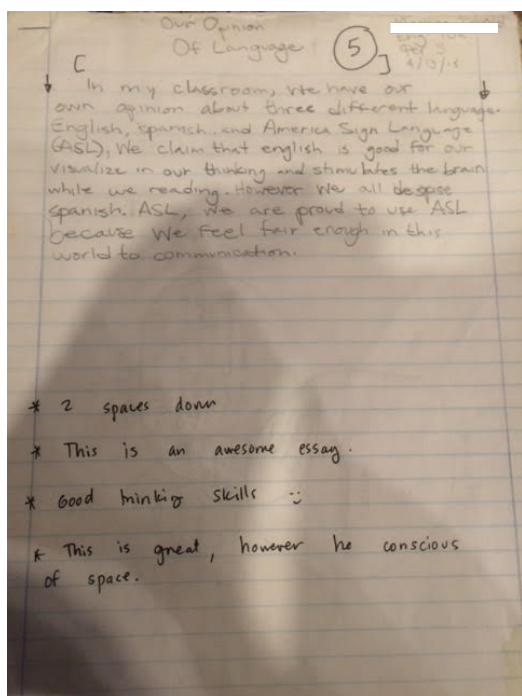
Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.

Task #3 Create a final draft of your paper after editing and discussion with teacher.

Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Task # 1 not available.

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.



Task #3 Create a final draft of your paper after editing and discussion with teacher.

A final draft for task #3 is not available.

APPENDIX B 2b.

B. Tier 1

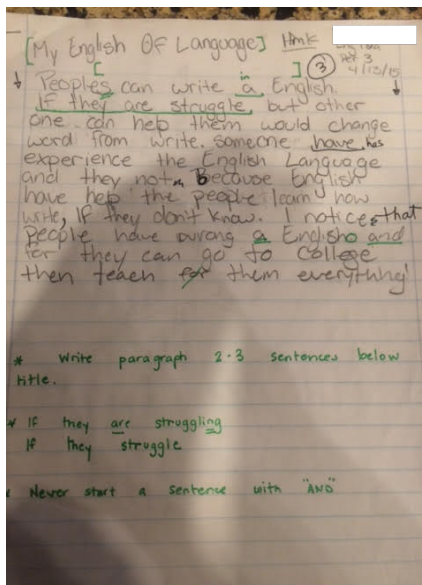
10th grade

Language Attitude

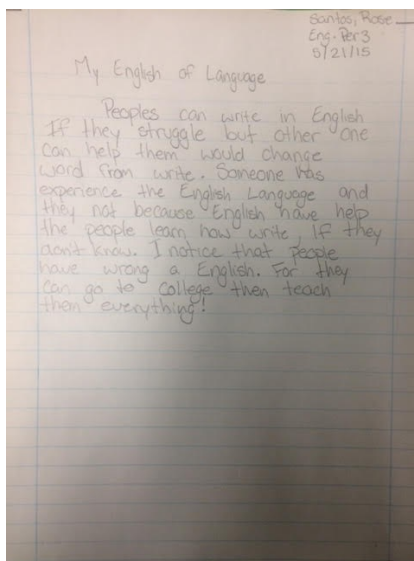
Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Evidence of Task #1 is not available.

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.



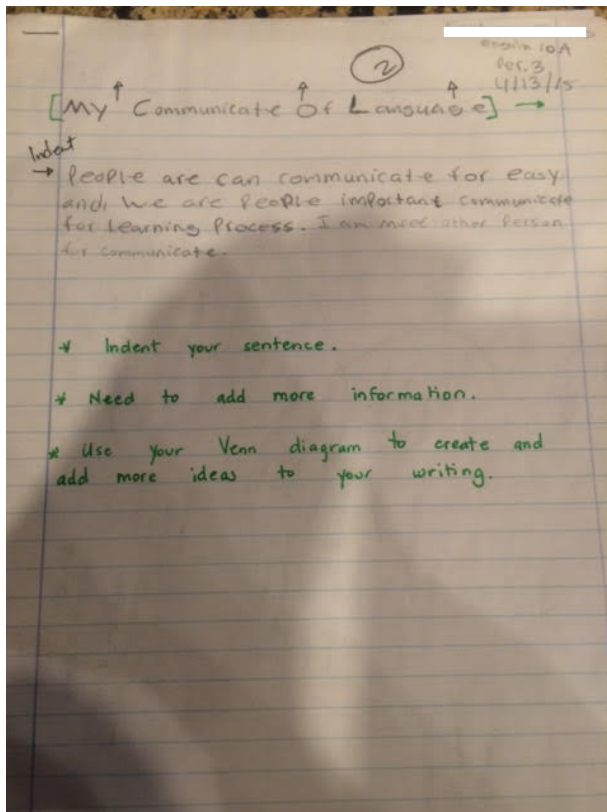
Task #3 Create a final draft of your paper after editing and discussion with teacher.



Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Evidence of Task #1 is not available.

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.



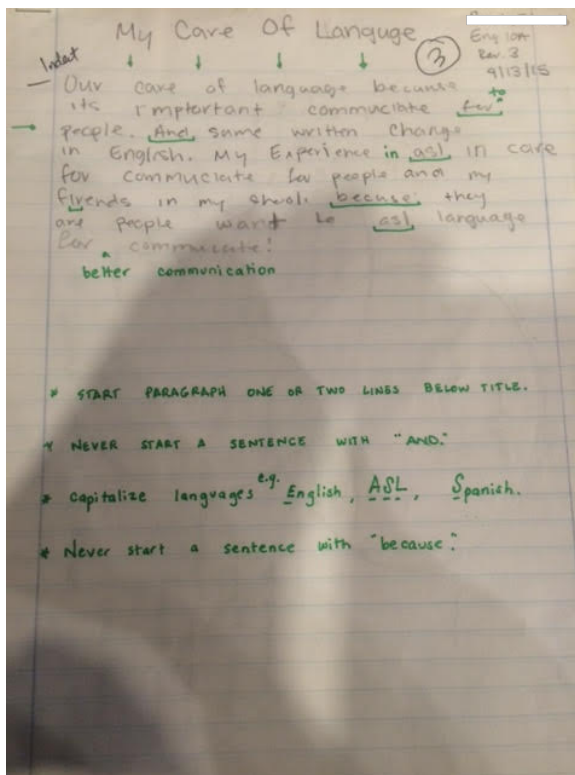
Task #3 Create a final draft of your paper after editing and discussion with teacher.

A final draft for task #3 is not available.

Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Evidence of Task #1 is not available.

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.



Task #3 Create a final draft of your paper after editing and discussion with teacher.

A final draft for task #3 is not available.

APPENDIX B 2c.

Tier 2

10th grade

Language Attitude and Experience
A pre-assessment writing assignment



Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.

Task #3 Create a final draft of your paper after editing and discussion with teacher.

APPENDIX B 2c.

A. Tier 2

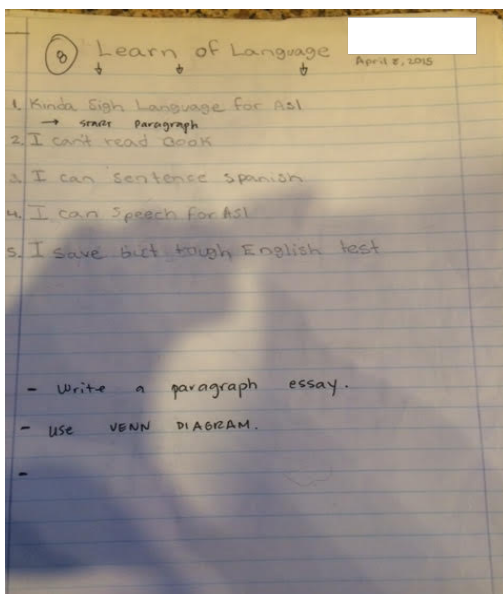
10th grade

Language Attitude

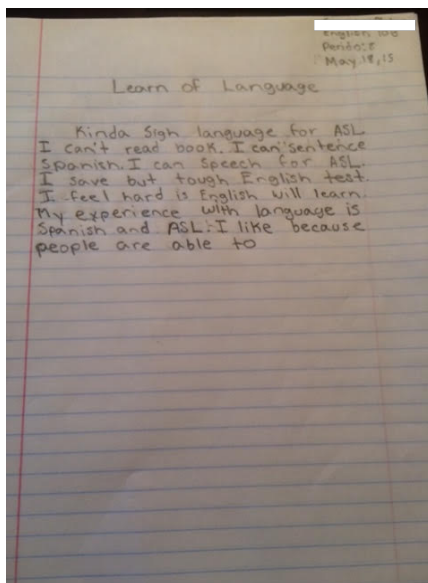
Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Evidence of Task #1 is not available.

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.



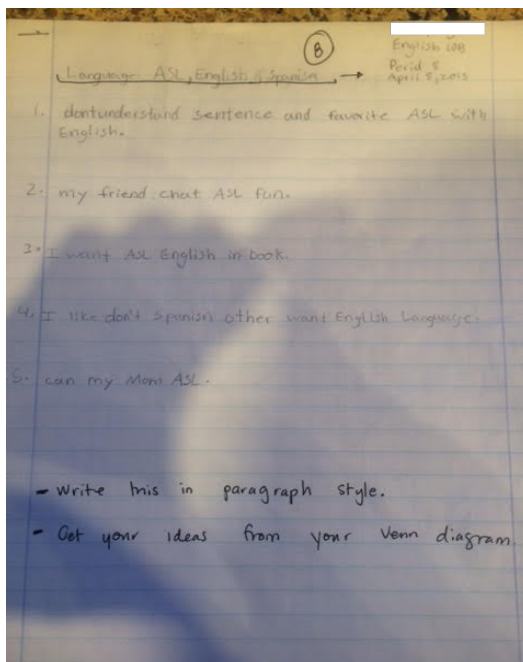
Task #3 Create a final draft of your paper after editing and discussion with teacher.



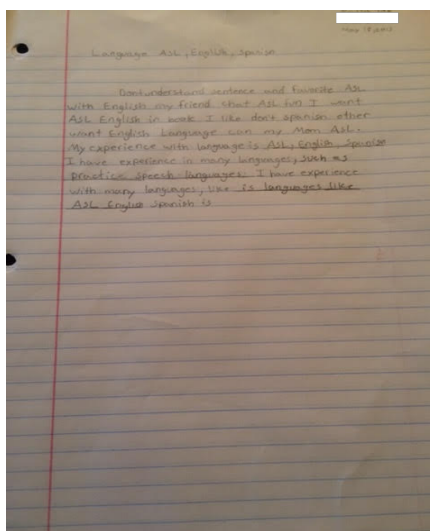
Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Evidence of Task #1 is not available.

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.



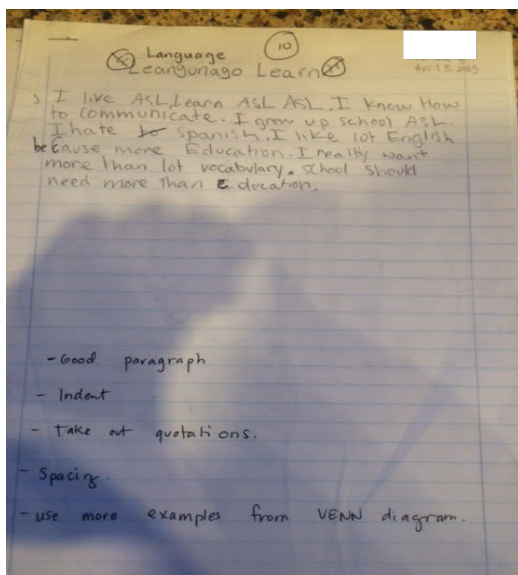
Task #3 Create a final draft of your paper after editing and discussion with teacher.



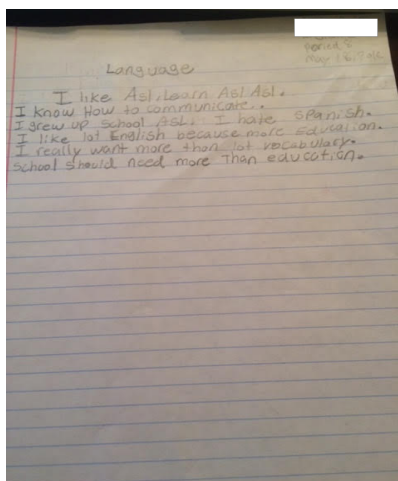
Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Evidence of **Task #1** is not available.

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.



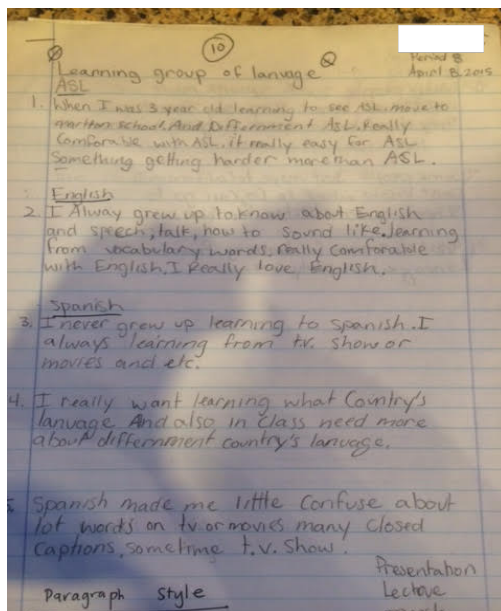
Task #3 Create a final draft of your paper after editing and discussion with teacher.



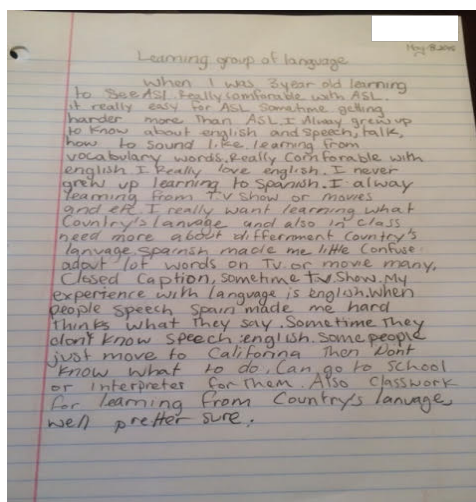
Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Evidence of Task #1 is not available.

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.



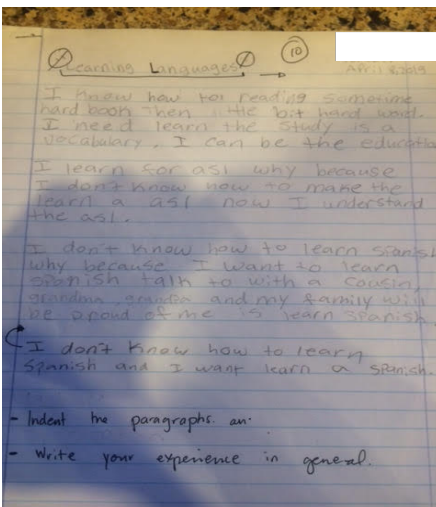
Task #3 Create a final draft of your paper after editing and discussion with teacher.



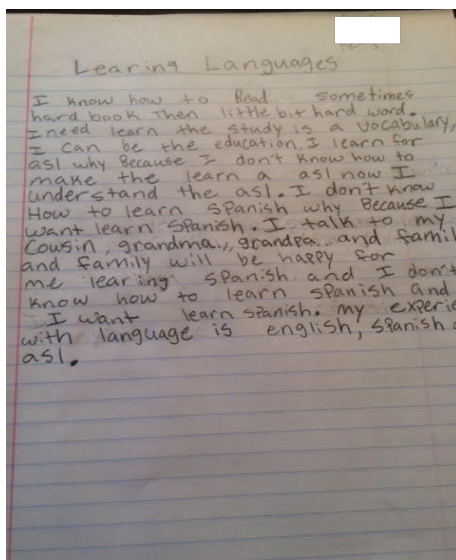
Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Evidence of **Task #1** is not available.

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.



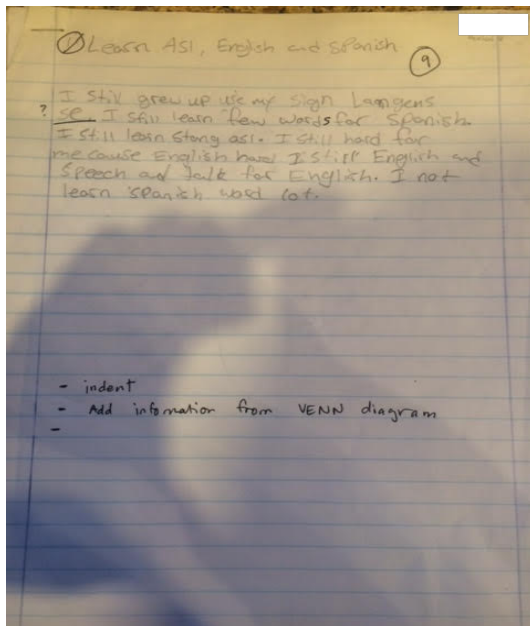
Task #3 Create a final draft of your paper after editing and discussion with teacher.



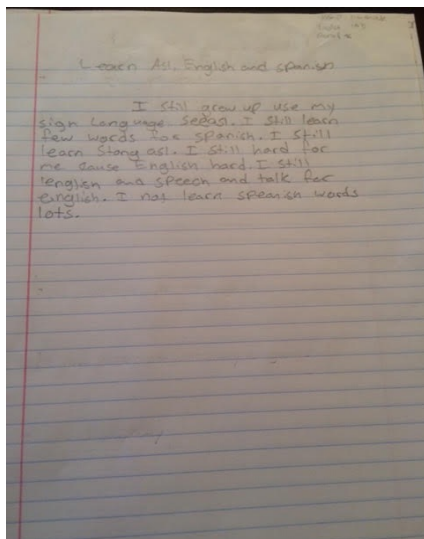
Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Evidence of **Task #1** is not available.

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.



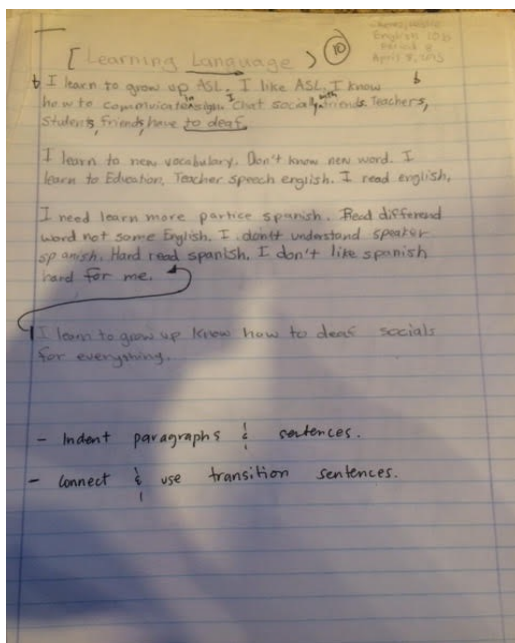
Task #3 Create a final draft of your paper after editing and discussion with teacher.



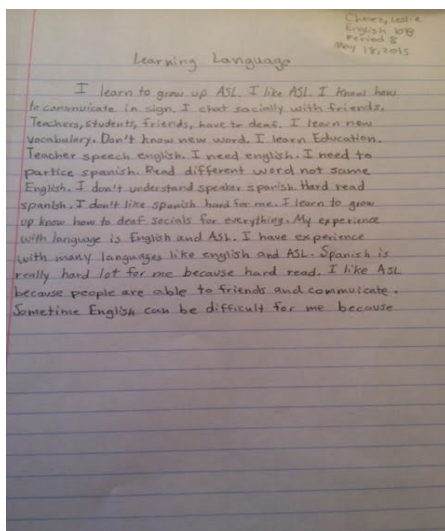
Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Evidence of **Task #1** is not available.

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.



Task #3 Create a final draft of your paper after editing and discussion with teacher.



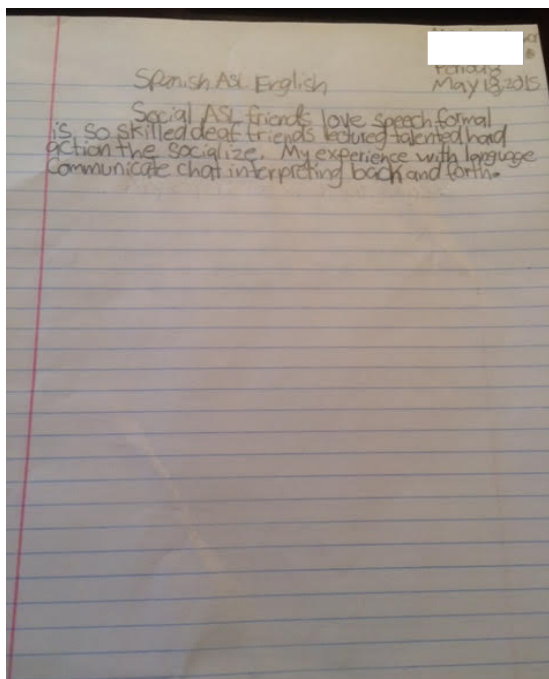
Task #1 Create a graphic organizer to determine your language experiences. What are your thoughts and personal opinions of ASL, English and Spanish?

Evidence of Task #1 is not available.

Task #2 Create a one-paragraph essay with at least ten sentences that explains your experience in all three languages ASL, English and Spanish.

This student was not able to accomplish a rough draft for Task #2

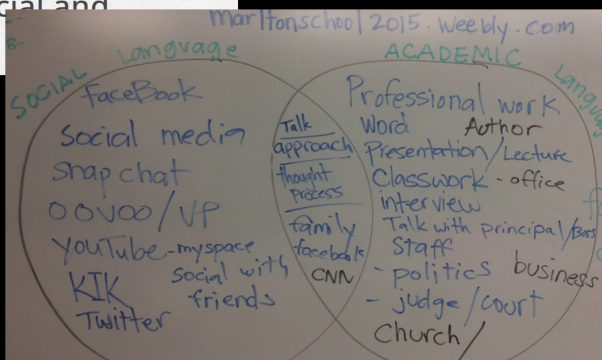
Task #3 Create a final draft of your paper after editing and discussion with teacher.



Social vs. Academic Language
Writing a comparative and contrastive essay

Write an essay that **compares** and **contrasts** social and academic language.

Compare and contrast social and academic language.



Write a two paragraph essay about social and academic language. Use your VENN diagram to organize your ideas.

Task #1 Create a Venn diagram to compare and contrast the differences between academic and social language.

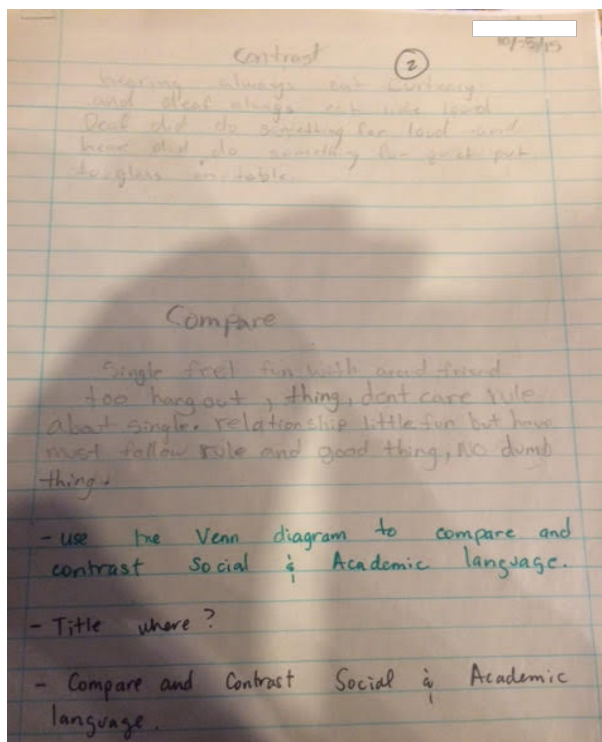
Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.

Task #3 Produce a written final draft of your essay.

Task #1 Create a Venn diagram to compare and contrast the differences between academic and social language.

Venn diagram unavailable

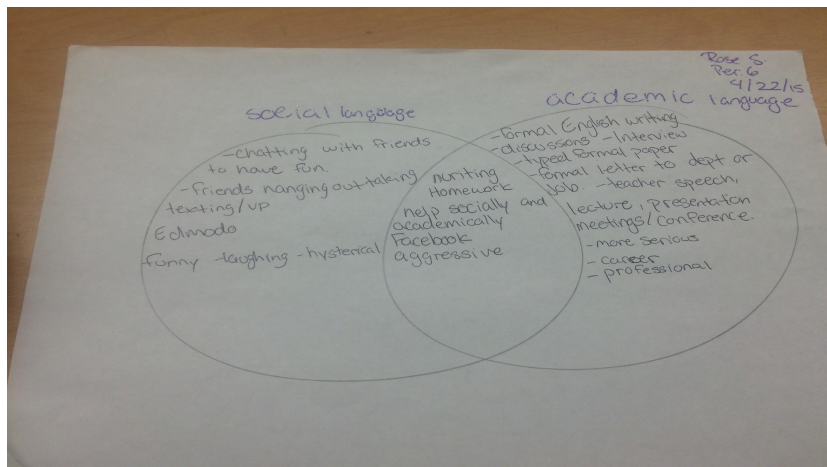
Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.



Task #3 Produce a written final draft of your essay.

final draft is unavailable

Task #1 Create a Venn diagram to compare and contrast the differences between academic and social language.



Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.

Tier 6
4/27/15

Contrast ②

The girl hate beautiful and other one hate ugly because they don't like a beautiful one ugly. As well of Ugly like messy or not nature, mad, not happy. Beautiful mean smile, happy, laugh. nature of hair dress.

Compare

The peoples have deaf or hearing. I notice, deaf have asl and good smart but hearings like only write and some. Deaf and hearing have handout and hearing don't like a coe ASL.

- use the Venn diagram to compare & contrast Academic & Social language.
- Academic & Social language.

Task #3 Produce a written final draft of your essay.

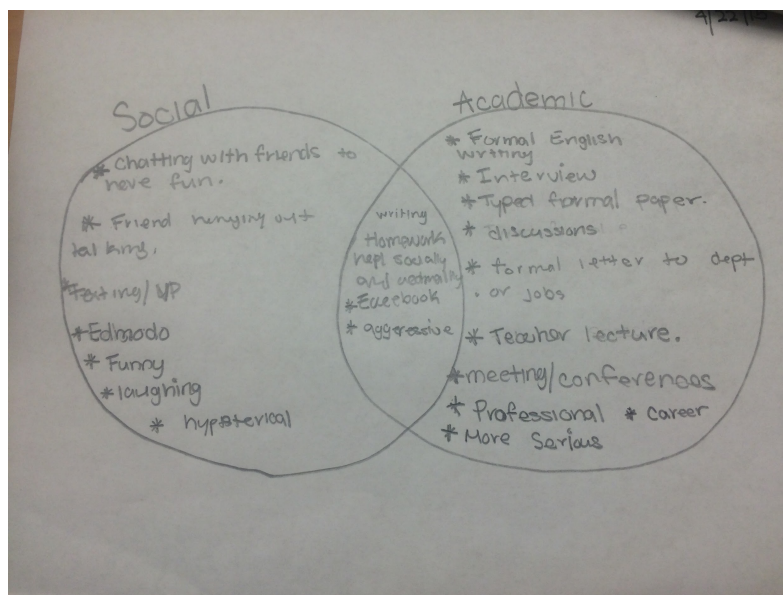
5/21/15

I want to know Social vs. Academic Language

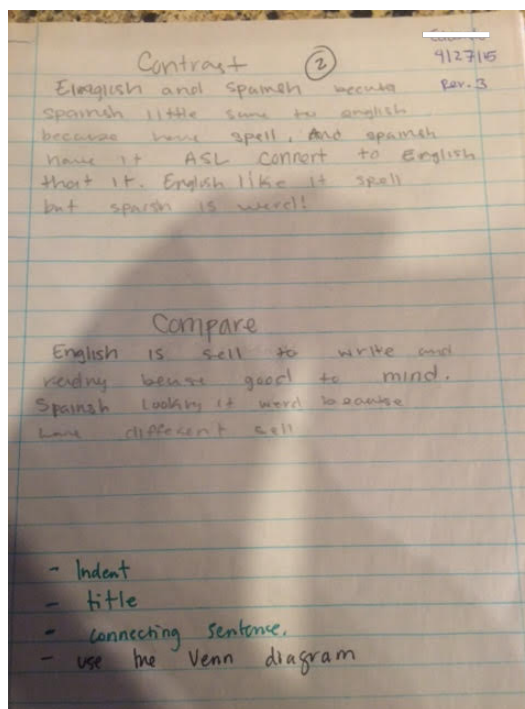
I don't like to be between social and academic language. Do you know "Social and Academic Language"? Social language, the people involve talking, chatting, text, ASL, and hangouts with friend / family and Academic Language get to know, for writing a business letter or interviewing a job. Sometime, teacher using their academic language when she/he teach or help students in class. Social language, the students chatting with friend during in break time and lunch.

Why students love to use social language? Because, they always communicating, Facebook, texting, and ntouch VP. than students used academic language for classroom when they do work that's why. Because, they have to serious a work, learn a English / ASL in write when the teacher teach students try can do for work and write in English / ASL. Some, student don't like a learn in English write their homeworks.

Task #1 Create a Venn diagram to compare and contrast the differences between academic and social language.



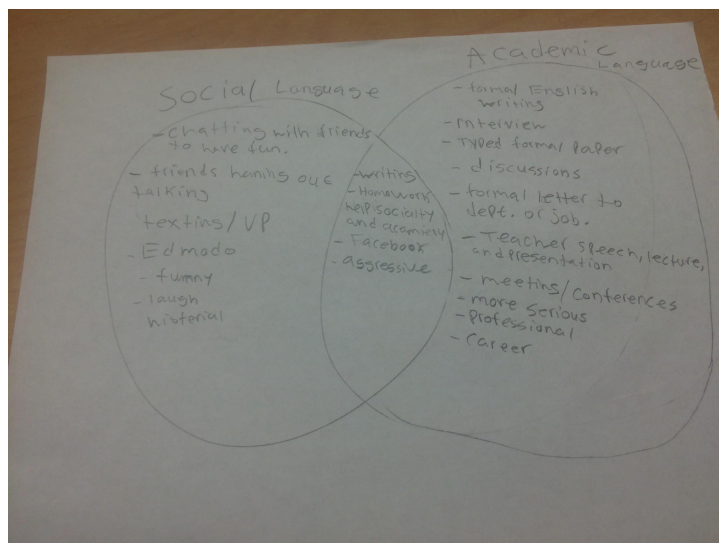
Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.



Task #3 Produce a final draft of your essay.

Final draft is unavailable.

Task #1 Create a Venn diagram to compare and contrast the differences between academic and social language.



Task #2 Create a rough draft and a two paragraph essay comparing and contrasting academic and social language.

Contrast ②

Fancy car and Herb car

Fancy car can race and it got engine. Herb car can't but it's slow and Herb car is weak engine and can't do the race and Herb car.

Compare

Orange and apple

That taste is different and orange more sour and sweet that great taste too, Apple is red and more sweet.

- Use the Venn diagram to compare and contrast for social & academic language.

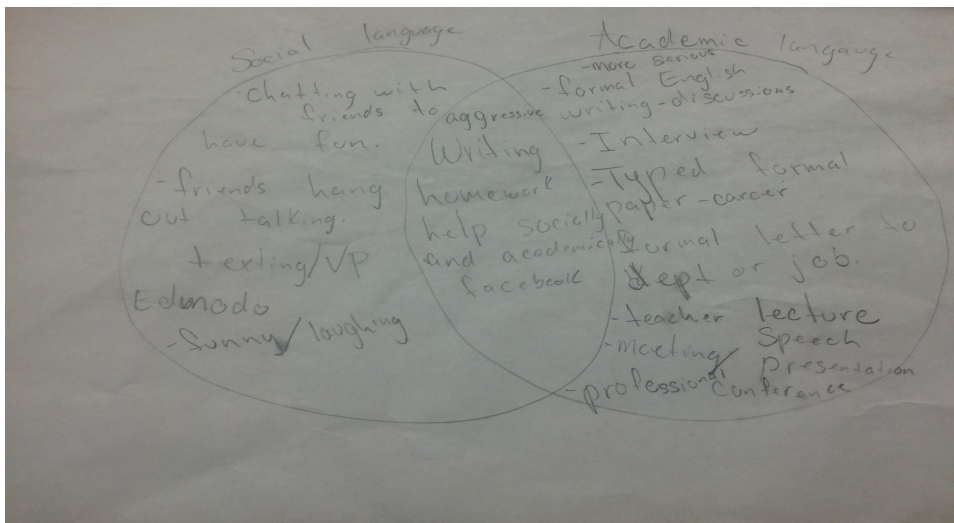
- Title

- Add information from VENN diagram.

Task #3 Produce a final draft of your essay.

Final draft is unavailable.

Task #1 Create a Venn diagram to compare and contrast the differences between academic and social language.



Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.

English 104
Per 3

Contrast

Riverside Marlton

Riverside have good for sports and education is not good, it is only for time for class and Marlton have good education and sports need to be improve.

Compare

Gang to Nice

Gang can hang out for everyday and help each other for and look for get a money and be Nice always go to job for work and look for hangout and always going to sleep early.

Social & Academic Language / need.

Compare & Contrast Social & Academic language.

Task #3 Produce a final draft of your essay.

Final draft is unavailable.

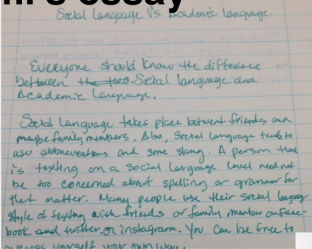
APPENDIX B 3b.

Tier 1

12th grade

Social vs. Academic Language
Writing a comparative and contrastive essay

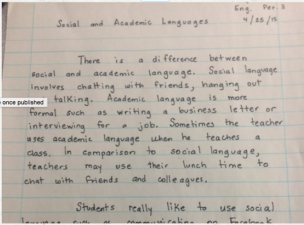
Tammi's essay



Everyone should know the difference between the two: Social language and Academic language.

Social language takes place between friends and maybe family members. Also, social language tends to use abbreviations and some slang. A person that is texting on a social language level need not be too concerned about spelling or grammar for that matter. Many people use their social language style of texting with friends or family members on Facebook and Twitter or Instagram. You can be free to use your own style.

Mark's essay



There is a difference between social and academic language. Social language involves chatting with friends, hanging out talking. Academic language is more formal, such as writing a business letter or interviewing for a job. Sometimes the teacher use academic language when he teaches a class. In comparison to social language, teachers may use their lunch time to chat with friends and colleagues.

Students really like to use social language.

EXAMPLES OF SENTENCES IN A COMPARE AND CONTRAST PARAGRAPH ESSAY

FIRST PARAGRAPH

INTRODUCTION: TOPIC SENTENCE

There are many forms of social and academic language. I will introduce what social language is. Social language is when _____ such as _____

Social and Academic languages are very different. People use them in many different ways. Social language _____

MAKE SURE YOU HAVE A TITLE FOR YOUR PARAGRAPH ESSAY.

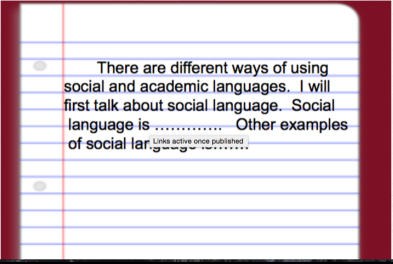
title can be very SIMPLE.

number.... you can create your own title of what you are writing about. TRY TO CREATE YOUR OWN

AMPLES OF A TITLE...

- The Differences Of Social and Academic Language
- How To Differentiate Social and Academic Language
- People Using Social and Academic Language

EXAMPLE OF FIRST PARAGRAPH



There are different ways of using social and academic languages. I will first talk about social language. Social language is Other examples of social language are

Task #1 Create a Venn diagram to compare and contrast the differences between academic and social language.

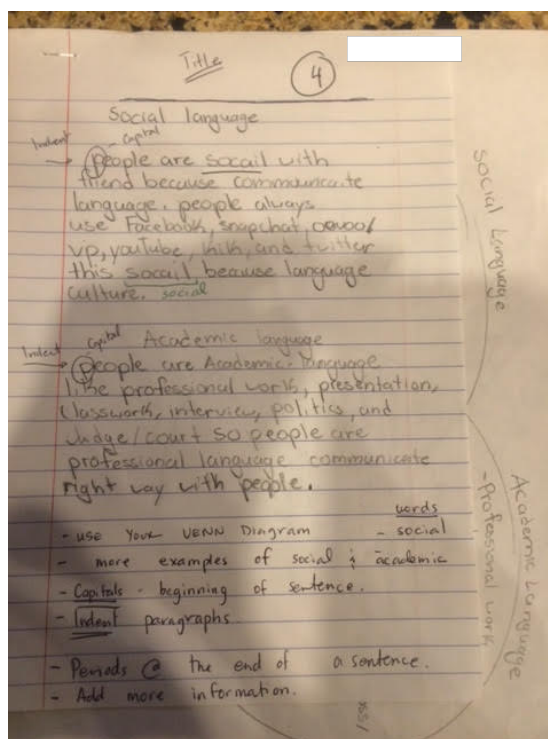
Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.

Task #3 Produce a typed final draft of your essay.

Task #1 Create a Venn diagram to compare and contrast the differences between Academic and social language.

The Venn diagram is unavailable.

Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.



Task #3 Produce a typed final draft of your essay.

Task #3 is unavailable.

APPENDIX B 3b.

B. Tier 1

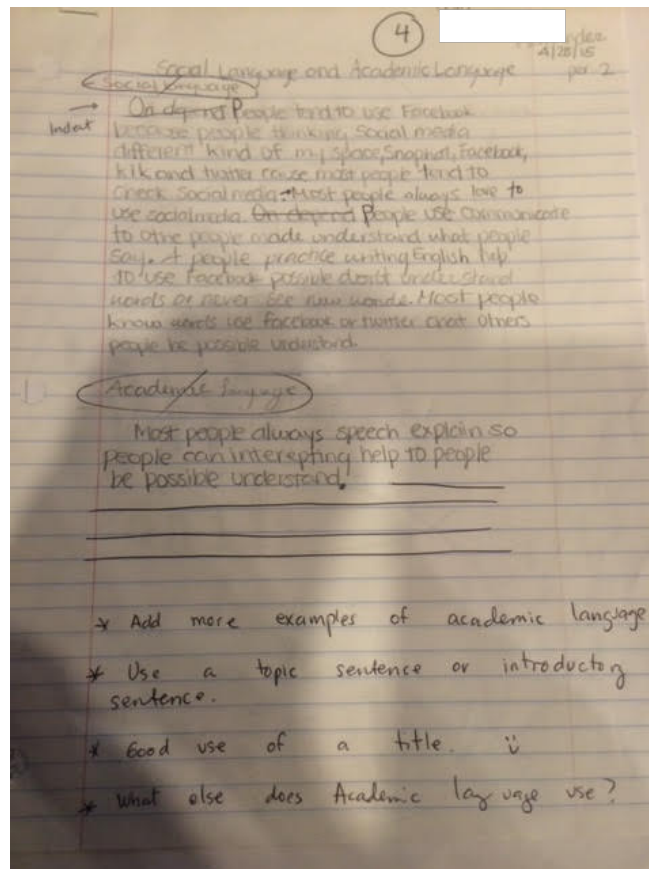
12th grade

Social vs. Academic

Task #1 Create a Venn diagram to compare and contrast the differences between academic and social language.

The Venn diagram is unavailable.

Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.



Task #3 Produce a typed final draft of your essay.

Task #3 is unavailable.

APPENDIX B 3b.

C. Tier 1

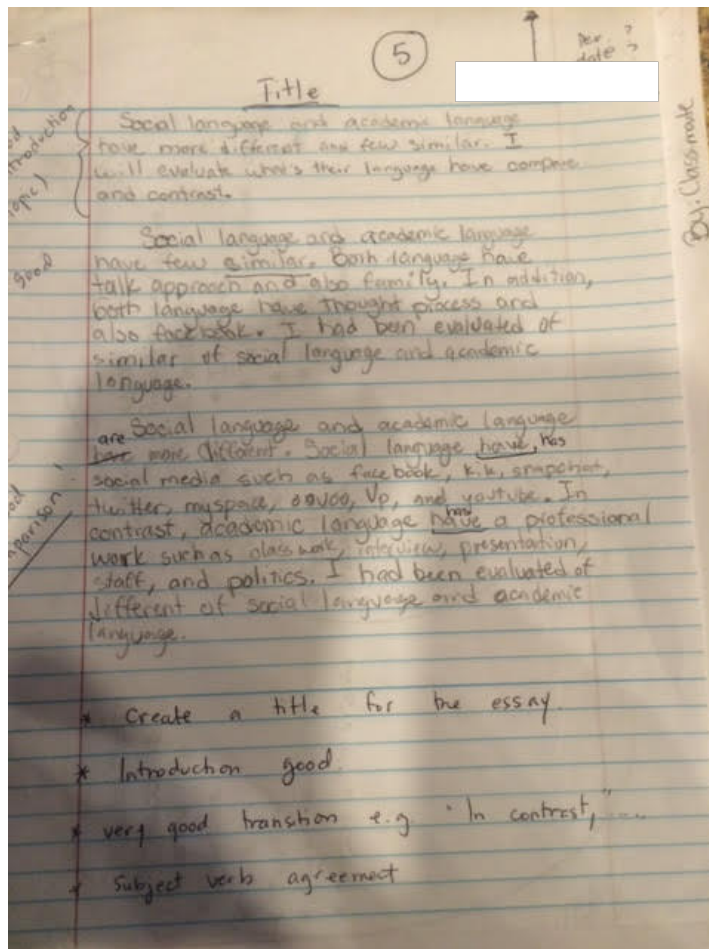
12th grade

Social vs. Academic

Task #1 Create a Venn diagram to compare and contrast the differences between academic and social language.

The Venn diagram is unavailable

Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.



Task #3 Produce a typed final draft of your essay.

Task #3 is unavailable.

APPENDIX B 3b.

D. Tier 1

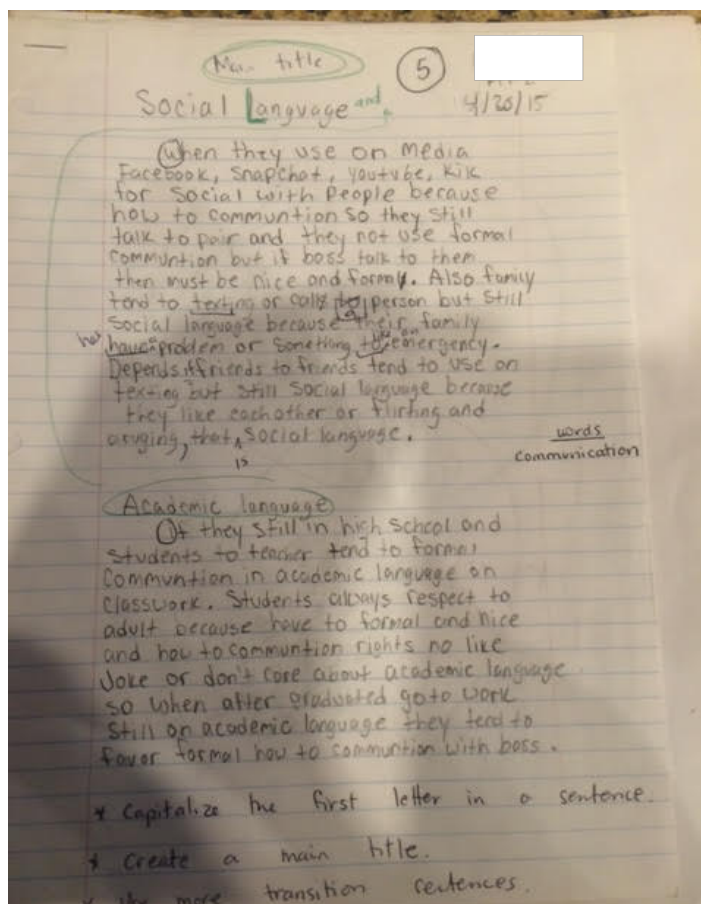
11th grade

Social vs. Academic

Task #1 Create a Venn diagram to compare and contrast the differences between academic and social language.

The Venn diagram is unavailable

Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.



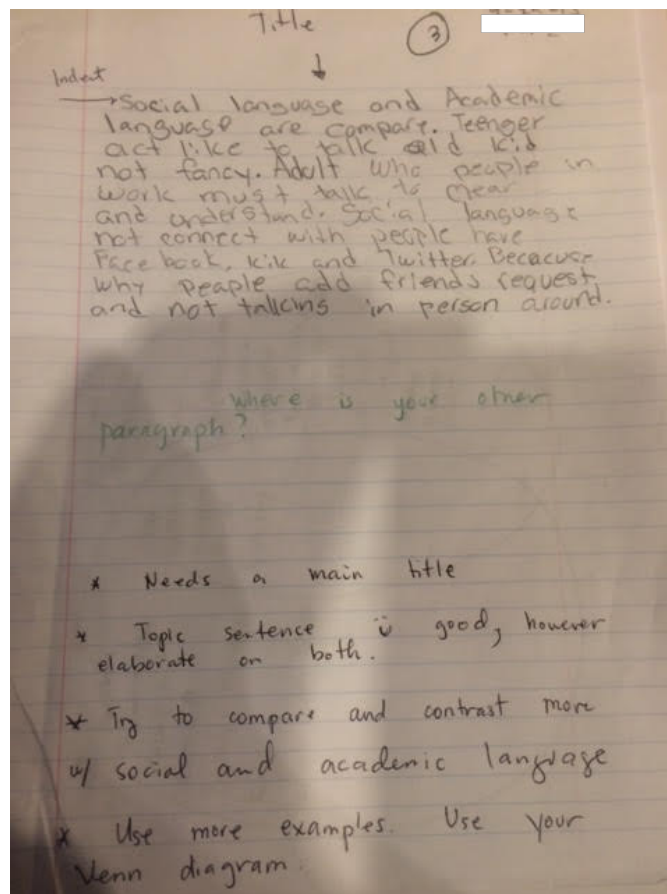
Task #3 Produce a typed final draft of your essay.

Task #3 is unavailable.

Task #1 Create a Venn diagram to compare and contrast the differences between Academic and social language.

The Venn diagram is unavailable

Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.



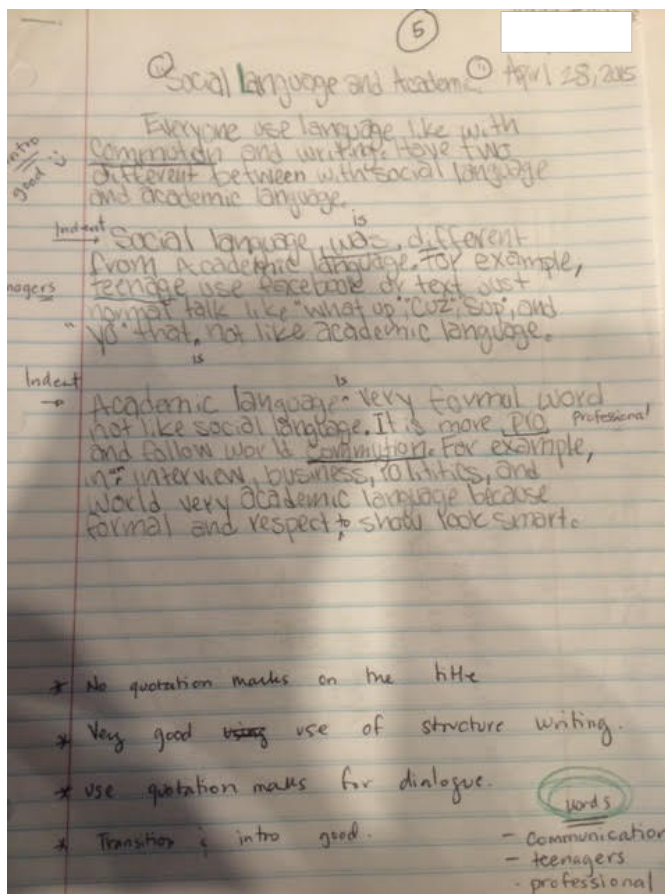
Task #3 Produce a typed final draft of your essay.

Task #3 is unavailable.

Task #1 Create a Venn diagram to compare and contrast the differences between academic and social language.

The Venn diagram is unavailable

Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.



Task #3 Produce a typed final draft of your essay.

Task #3 is unavailable.

APPENDIX B 3b.

G. Tier 1

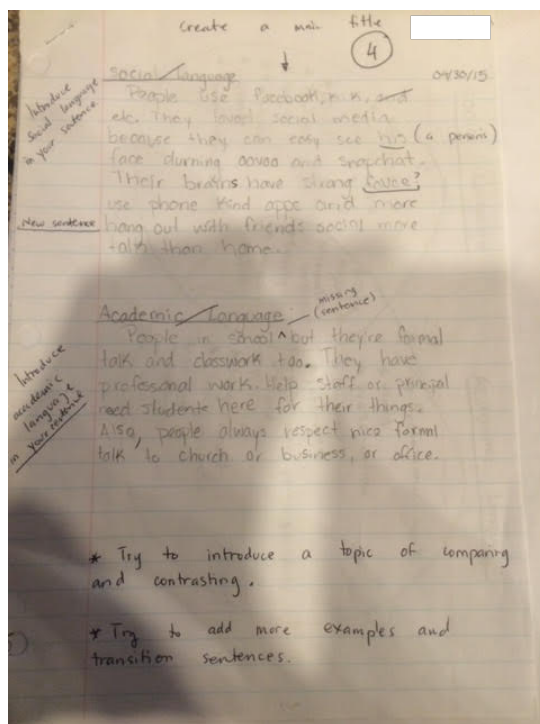
12th grade

Social vs. Academic

Task #1 Create a VENN diagram to compare and contrast the differences between academic and social language.

task #1 is unavailable.

Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.



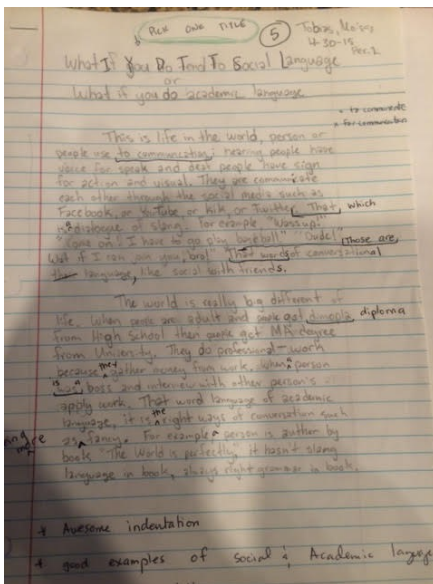
Task #3 Produce a typed final draft of your essay.

Task #3 is unavailable.

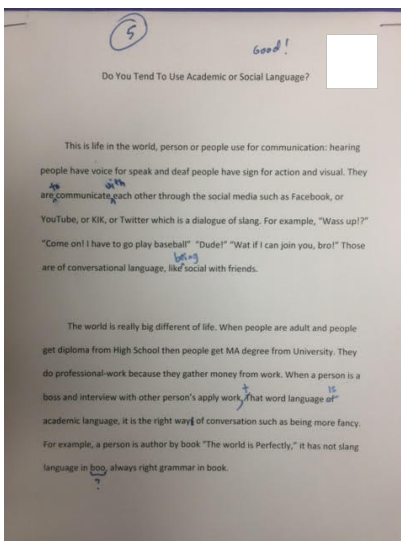
Task #1 Create a VENN diagram to compare and contrast the differences between academic and social language.

task #1 is unavailable.

Task #2 Create a rough draft of a two paragraph essay comparing and contrasting academic and social language.



Task #3 Produce typed final draft of your essay.



Texting Thursdays



Texting can be used to generate discussions around formal and informal language and writing for different tasks, audiences, and purposes, all of which are necessary skills for meeting College and Career Readiness Standards in reading, writing, language, and speaking and listening. Although it may not seem like it, texting is writing, and students who are frequent texters are therefore frequent writers. As such, it makes sense to harness all of this energy to help your students build their writing skills (Center for Technology Implementation 2014).

TASK #1 Create a social conversation with your classmate. Students have free range to dialogue back and forth freely with no reprimand of any grammar mistakes etc. This is the social conversation between student A and student B. They are discussing about the given topic.

TASK #2 Transfer the dialogue text messages onto a written form and change the social language into academic / formal language. Eliminate slang, abbreviated words and create appropriate language for all audiences.

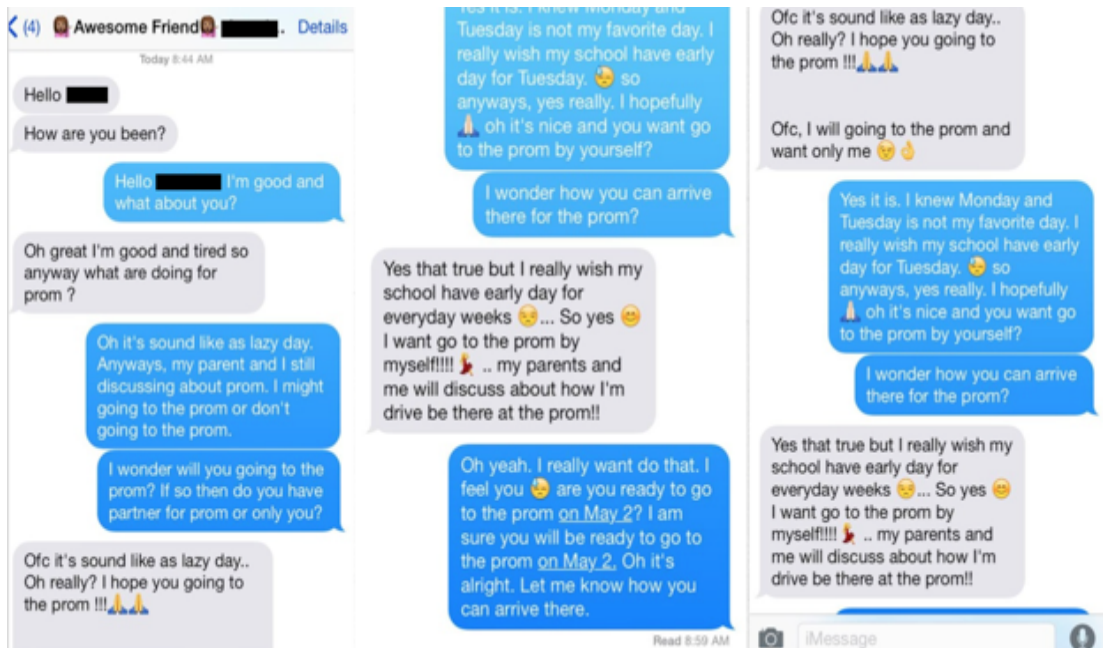
FIRST TRIAL

A. Tier 1

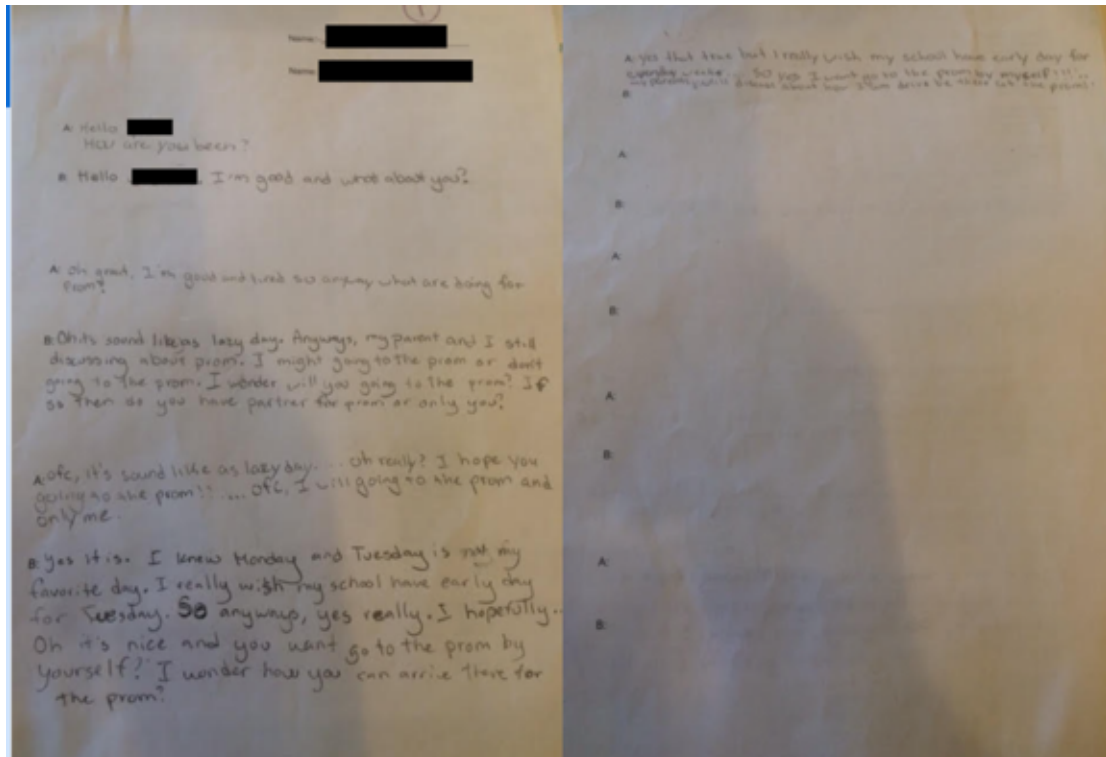
11th and 12th grade student

Texting Thursdays

TASK #1 Strike a social dialogue with your classmate. Upper grade students are getting ready for their senior prom. Students have free range to dialogue back and forth freely with no reprimand of any grammar mistakes etc. This is the social conversation between student A and student B. They are discussing about prom. Notice how students tend to use emojis.



TASK #2 Students are now tasked with confronting their social dialogue exchange into academic English dialogue. They are to use NO contractions, complete their thought and expression in full English sentences and to literally “REWORD” their text message into an academically acceptable English sentences.

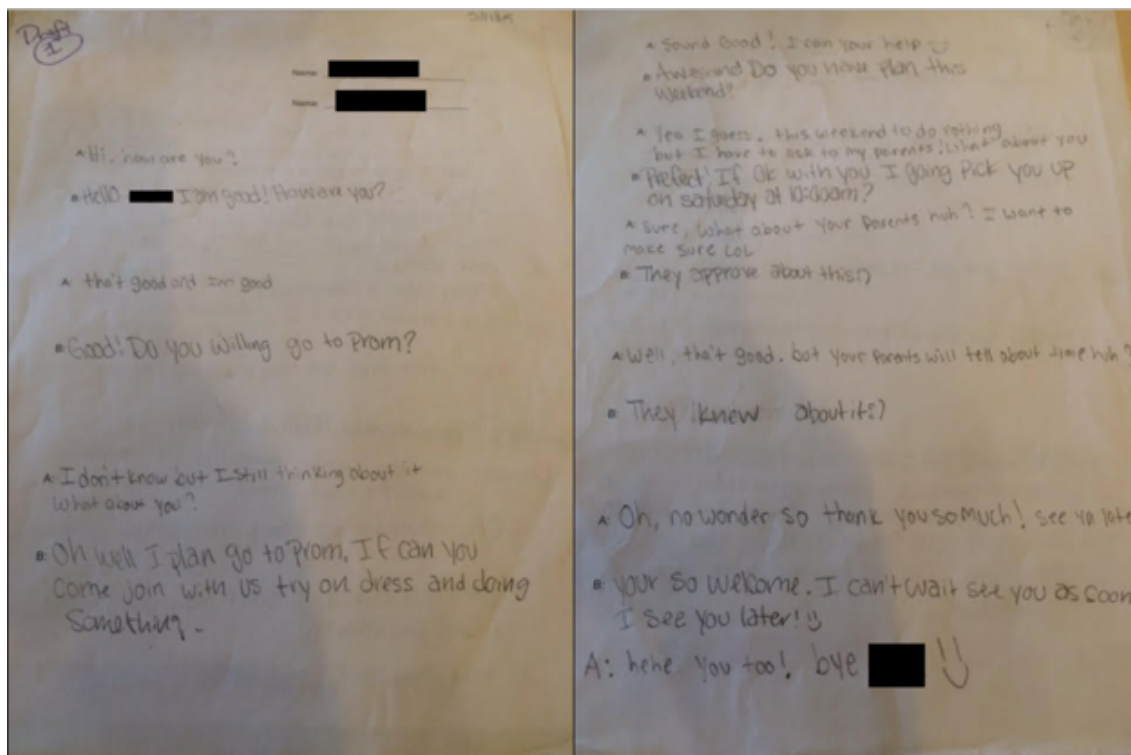


FIRST TRIAL B. Tier 1 11th and 12th grade student *Texting Thursdays*

TASK #1 Strike a social dialogue with your classmate. Students are getting ready for their senior prom. Students have free range to dialogue back and forth freely with no reprimand of any grammar mistakes etc. This is the social conversation between student A and student B. They are discussing about prom.

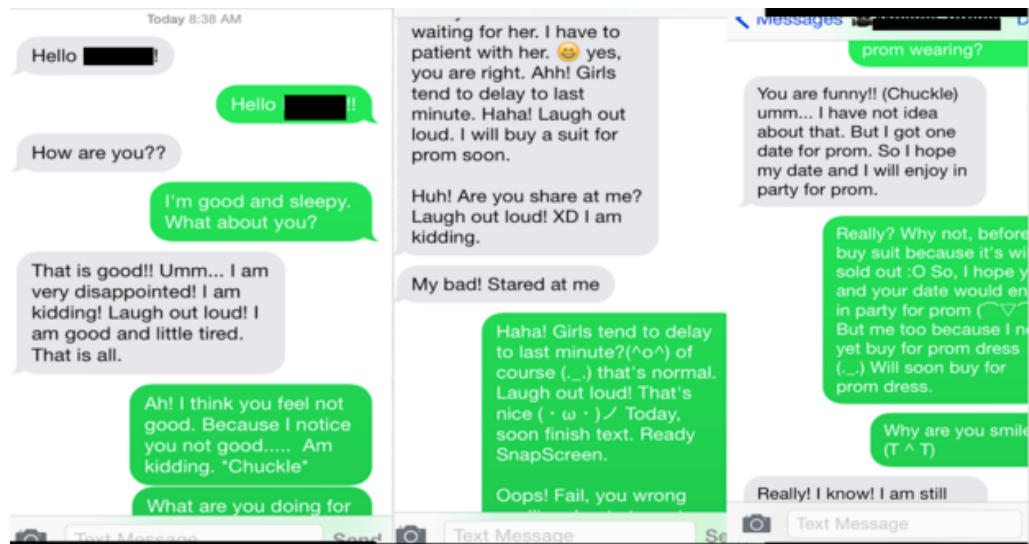
Student B claimed that she did not have a phone. She might have indicated that she was not comfortable using “text” in the classroom however did the activity on a laptop with her partner. They shared a single laptop while exchanging written dialogue back and forth. It seems in this activity, these particular students simply “copied” their typed dialogue onto their written dialogue. **Task #1 is not available.**

TASK #2 Students are now tasked with confronting their social dialogue exchange into academic English dialogue. They are to use NO contractions, complete their thought and expression in full English sentences and to literally “REWORD” their text message into an academically accepted English sentence.



FIRST TRIAL C. Tier 1 11th and 12th grade student *Texting Thursdays*

TASK #1 Strike a social dialogue with your classmate. Students are getting ready for their senior prom. Students have free range to dialogue back and forth freely with no reprimand of any grammar mistakes etc. This is the social conversation between student A and student B. They are discussing about prom. Notice how students tend to use emojis.



TASK #2 Students are now tasked with confronting their social dialogue exchange into academic English dialogue. They are to use NO contractions, complete their thought and expression in full English sentences and to literally "REWORD" their text message into an academically acceptable English sentences.

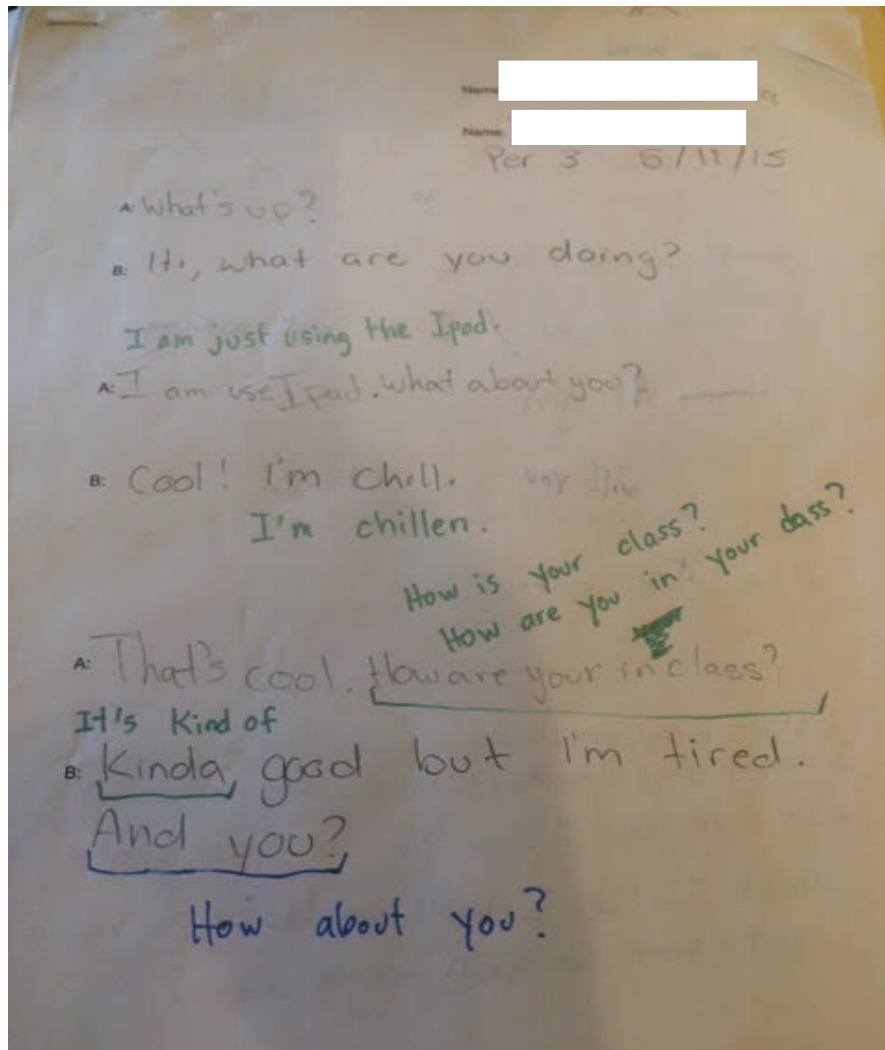
These students were not able to produce a written academic dialogue because of a time constraint. **Task #2 is not available.**

TASK #1 Strike a social dialogue with your classmate. They are tasked with conversing about what they will do for the summer or in the future.

The following is an example of two Deaf sophomore students. Student B's phone was not serviceable so both resorted to notebook on the smartphone. They exchanged their dialogue on one phone, handing it to each other back and forth. They were willing, engaged and I appreciated their determination to make the learning task work. I think using notebook can be just as effective; especially if students are not comfortable using their own phone, do not have one etc.

A. Sup?	B. Umm, alright.
B. Hi, what are you doing?	A. I wonder, you will same time lunch again chat with friends?
A. I just use ipad. What about you?	B. Yes depend.
B. Cool! Just chill	A. That's nice. Calm down you alway think love about chat. Lol, I wonder, you did touch Las Vegas?? How many touch?
A. oh cool. How are your in class??	B. Lol it ture. Yes, I was go to LV in about 22 1/2. I will go to LV next year in fall and you?
B. Kinda Good but I'm tired. And you?	
A. oh cool. I'm bored. I wonder, what you doing during break time?	
B. That's Good. During break a time, I	

TASK #2 Students are now tasked with confronting their social dialogue exchange into academic English dialogue. They are to complete their thought and expression in full English sentences and to literally “REWORD” their text message into academically acceptable English sentences.



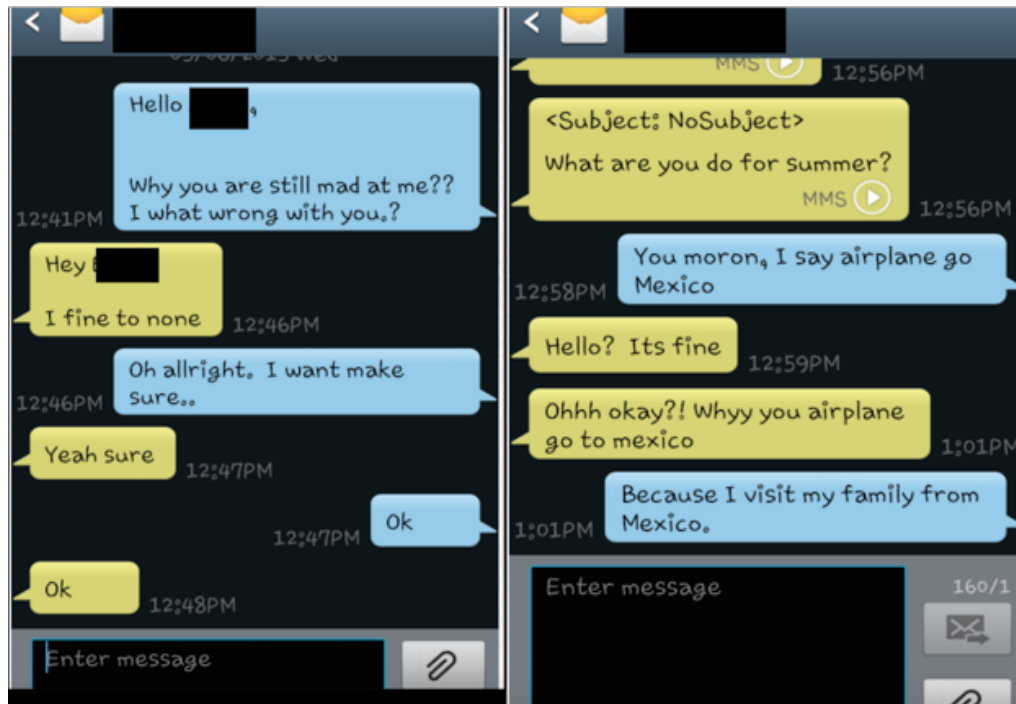
FIRST TRIAL

E. Tier 1

10th grade students

Texting Thursdays

TASK #1 Strike a social dialogue with your classmate. Students have free range to dialogue back and forth freely with no reprimand of any grammar mistakes etc. This is the social conversation between student A and student B. They are discussing about what they will do in the summer.



TASK #2 Students are now tasked with confronting their social dialogue exchange into academic English dialogue. They are to complete their thought and expression in full English sentences and to literally “REWORD” their text message into an academically acceptable English sentences.

These particular students must have produced a written academic dialogue, but **task #2 is not available.**

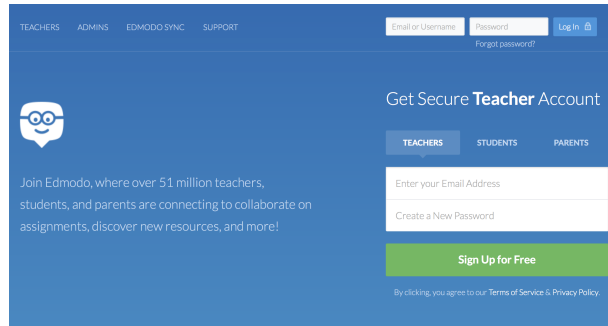
APPENDIX B 5a.

1st Trial

Tier 1

10th grade

Facebook Fridays



Students create an EDMODO account. It is the responsibility of the teacher to monitor the comments and to safeguard students' passwords and user ids. There are four writing tasks involved in the first trial.

Task #1 Glance at an article and create a one sentence, five-ten word comment about the article based on the title alone and or the caption associated with the article. Students are to create a prejudgment or prediction.

Task #2 After formulating a prediction or opinion, read the article. After reading the article and gathering facts, students are to create a graphic organizer (interrogative idea organizer) to plan their expository writing task to create a paragraph essay.

Task# 3 Create a paragraph essay with two to three facts from the article and conclude with an opinion about what they have read.

Task #4 Once the written product is finished and edited, students transfer it onto EDMODO.


FIRST TRIAL

A. Tier 1 10th grade student

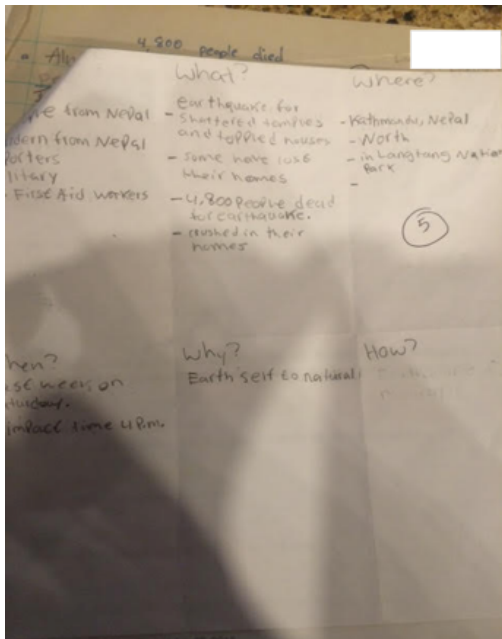
Facebook Fridays

Task # 1 Type a one sentence comment

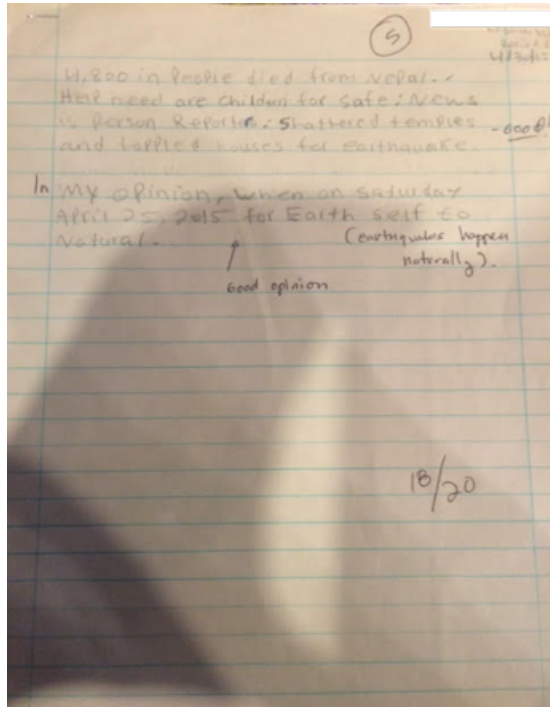
 [redacted] said Apr 28, 2015 TWO COMMENTS
OMG.. How are people died?

 [redacted] said Apr 28, 2015
People are dead 4,600 and 9,000 injured ..That so sad !!!!!


Task #2 Create a graphic organizer



Task #3 Create a written paragraph essay



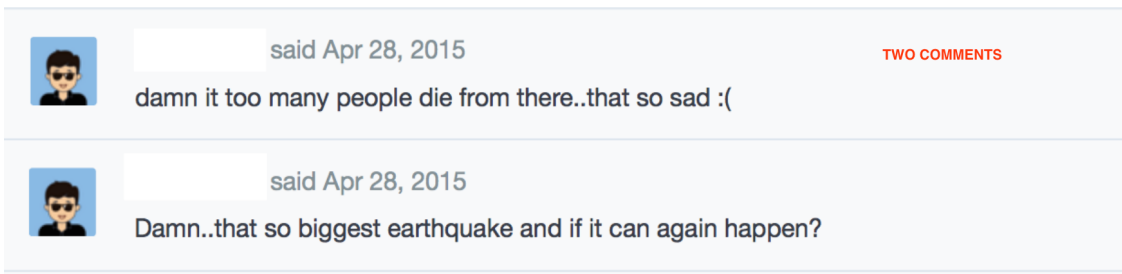
Task #4 Type the essay onto EDMODO.

 aid May 1, 2015 **FINAL ENTRY**

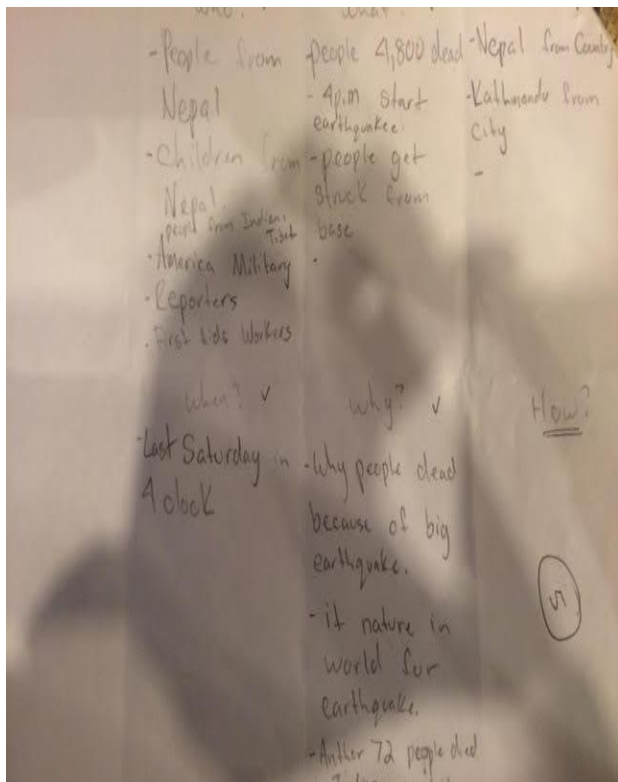
4,800 in people died from Nepal.Help need are children for safe.News is person reporters.Shattered temples and toppled houses for earthquake .My opinion,when on Saturday April 25,2015 for earth self to natural.

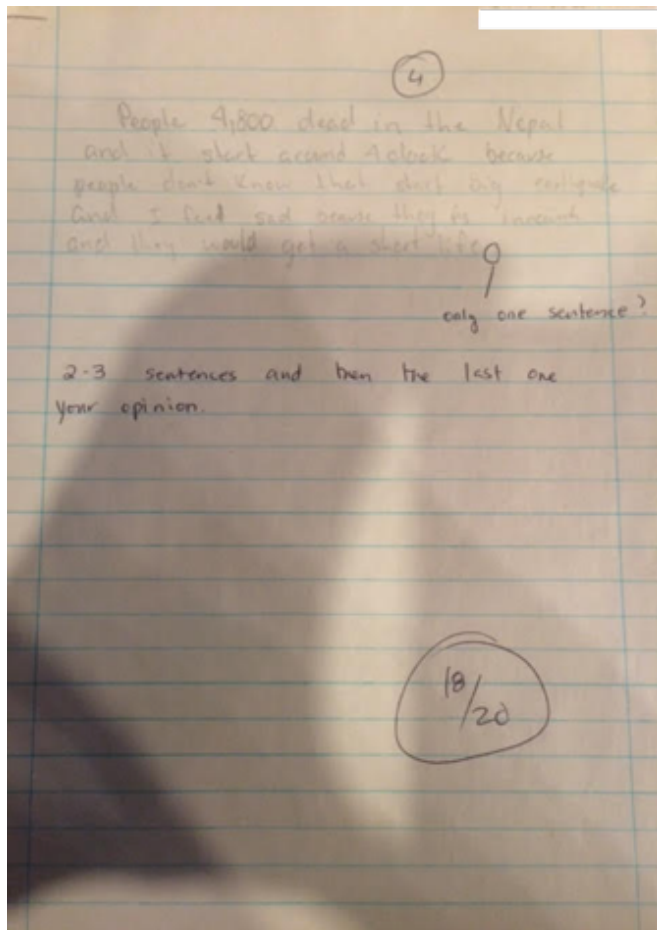
Type a reply...

Task # 1 Type a one sentence comment



Task #2 Create a graphic organizer



Task #3 Create a written paragraph essay**Task #4** Type the essay onto EDMODO.

Student D. No final EDMODO entry.

FIRST TRIAL

C. Tier 1

10th grade student

Facebook Fridays

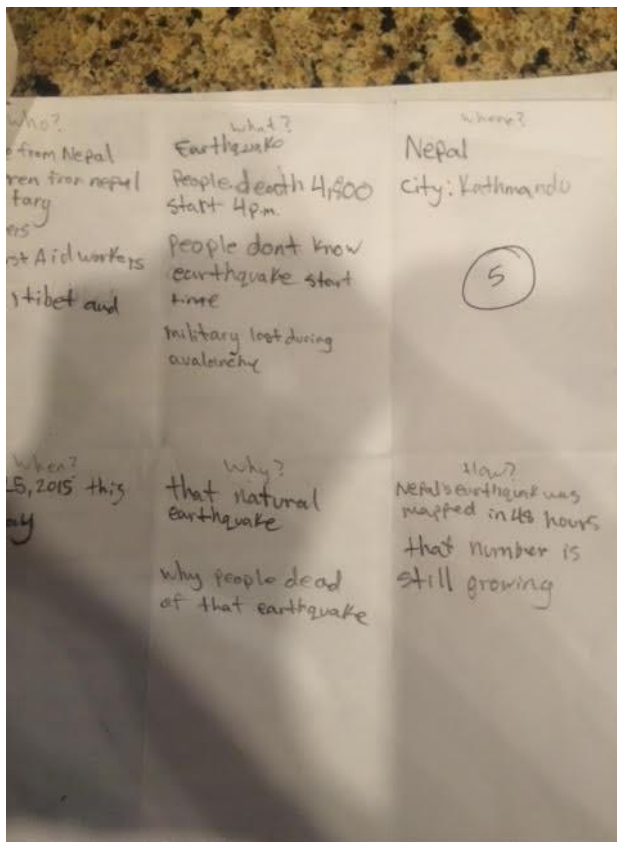
Task # 1 Type a one sentence comment

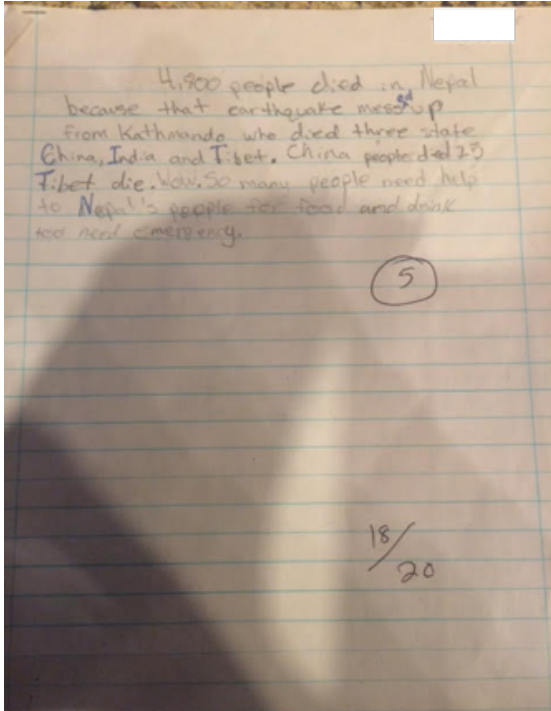
 said Apr 28, 2015 TWO COMMENTS

CRAZY... earthquake is dangerous!!!!!!!!!!


 said Apr 28, 2015

people have to worry about family want alive but some died in under. :/

Task #2 Create a graphic organizer

Task #3 Create a written paragraph essay**Task #4** Type the essay onto EDMODO.

FINAL ENTRY

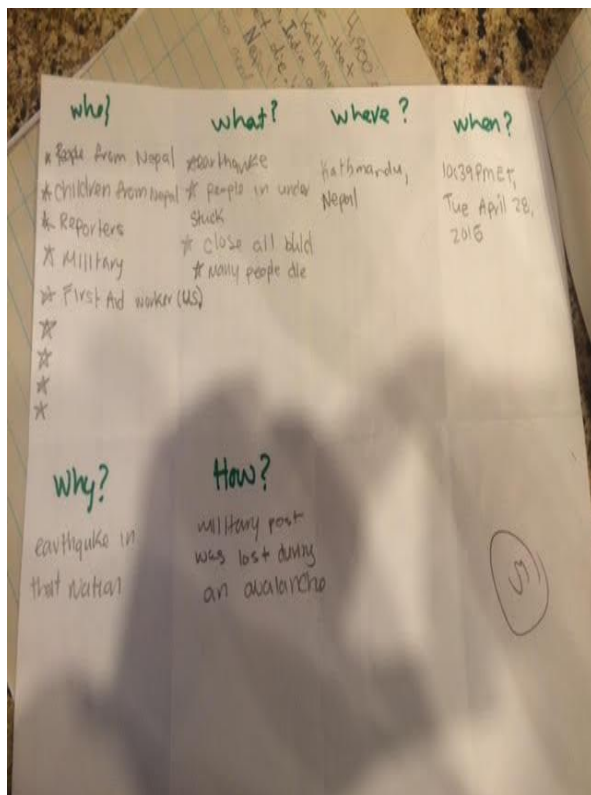
 aid May 1, 2015

4,800 people died in Nepal because that earthquake messed up from Kathmando who died three state China, indian and Tibet. China people died 25 Tibet die. wow. So many people need help to Nepal's people for food and drink too need emergency.

Task # 1 Type a one sentence comment




Task #2 Create a graphic organizer



Task #3 Create a written paragraph essay

No written paragraph produced.

Task #4 Type the essay onto EDMODO.



aid May 1, 2015

FINAL ENTRY

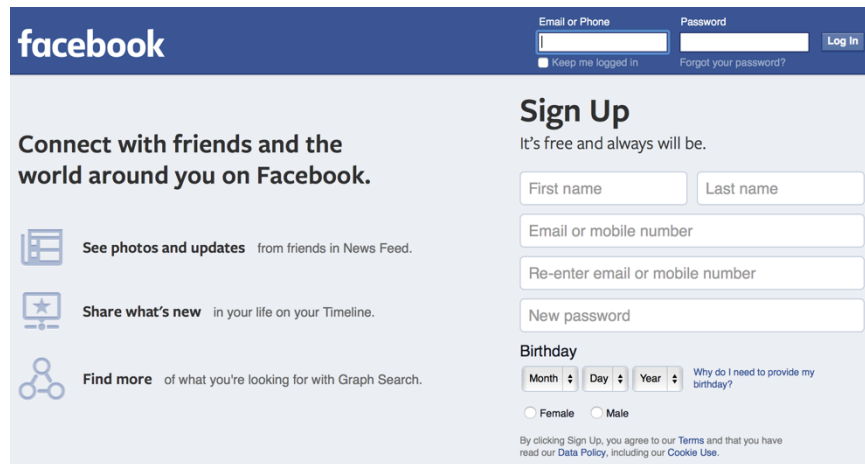
Almost 4,800 people died in Napel and children. in that country, Earthquake in people in under stuck in kathmandu, Nepal. At 10:39 April, 28 wow. So many people die because earthquake is natural

APPENDIX B 5b.

2nd Trial

Tier 1

10th grade

Facebook Fridays


facebook

Email or Phone Password

Keep me logged in [Forgot your password?](#)

Sign Up
It's free and always will be.

First name Last name

Email or mobile number

Re-enter email or mobile number

New password

Birthday
 Month Day Year [Why do I need to provide my birthday?](#)
 Female Male

By clicking Sign Up, you agree to our [Terms](#) and that you have read our [Data Policy](#), including our [Cookie Use](#).


Task #1 Create a one-sentence comment about the assigned article.

Task #2 after reading the article, create a graphic organizer. Students have been introduced to another method of organizing ideas. They are “notes” style of organizing ideas, which is another strategy to formulate sentences prior to producing a paragraph essay.

Task #3 Create a paragraph essay with at least 3-4 facts and a final opinion.

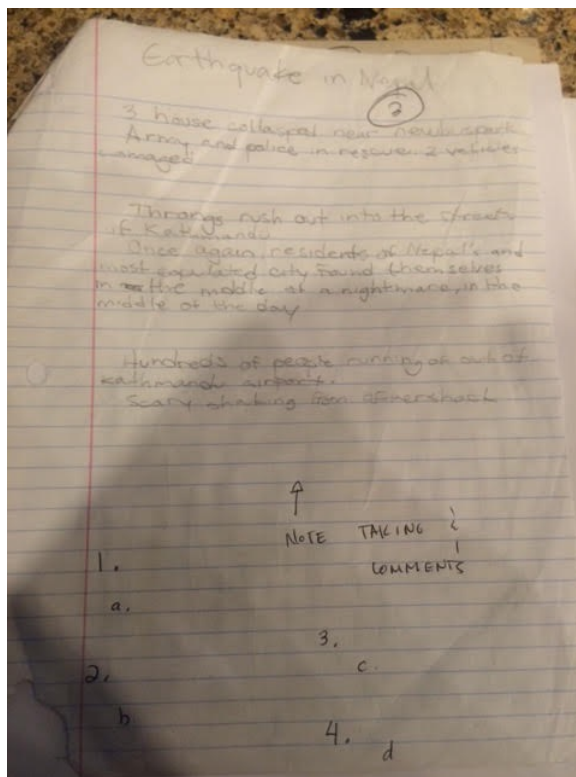
Task #4 Upload the edited written version of the paragraph onto Edmodo.

Task # 1 Type a one sentence comment

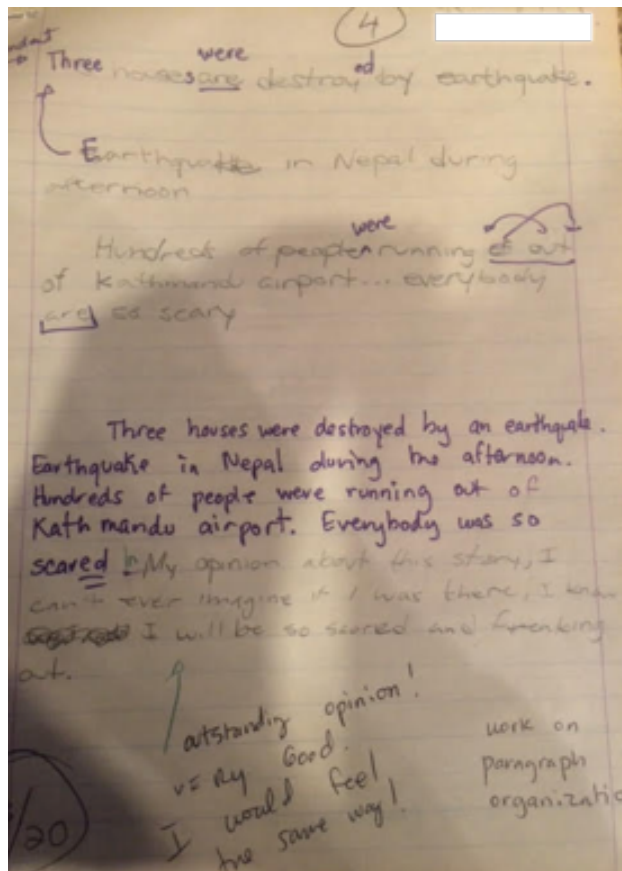
 said May 12, 2015 COMMENT

ldk

Task #2 Create a graphic organizer



Task #3 Create a written paragraph essay



Task #4 Type the essay onto EDMODO.

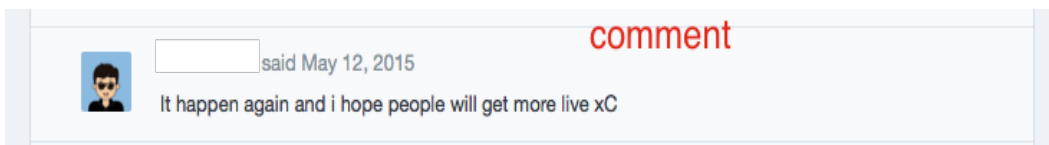


. said May 15, 2015

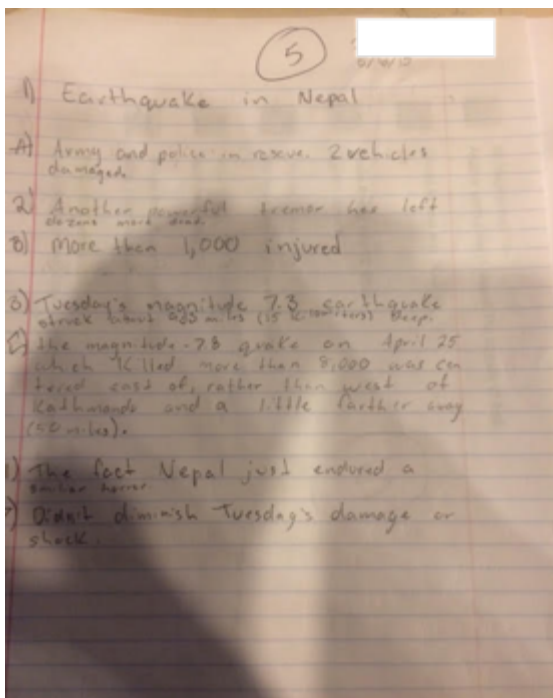
FINAL ENTRY

Three houses were destroyed by an earthquake. Earthquake in Nepal during afternoon. Hundreds of people were running out of Kathmandu airport. Everybody was so scary. My opinion about this story, I can't ever imagine if I was there too, I know I will be so scared and freaked out!

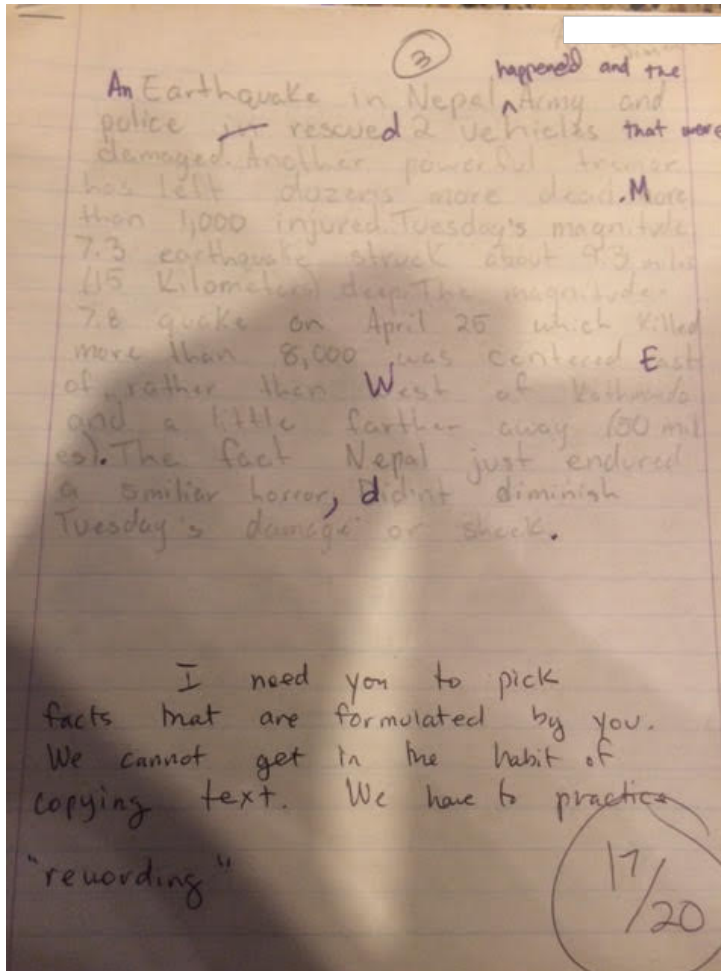
Task # 1 Type a one sentence comment



Task #2 Create a graphic organizer



Task #3 Create a written paragraph essay



Task #4 Type the essay onto EDMODO.



said May 15, 2015

FINAL ENTRY

An Earthquake in Nepal happened Army and police rescued 2 vehicles that More damaged. Another powerful tremor has left dozens more dead. More than 1,000 injured. Tuesday's magnitude 7.3 earthquake struck about 9.3 miles (15 Kilometers) deep. The magnitude 7.8 quake on April 25 which killed more than 8,000 was centered East of, rather than West of Kathmando and a little farther away (50 miles). The fact Nepal just endured a similar horror, didn't diminish Tuesday's damage or shock.

SECOND TRIAL

C. Tier 1

10th grade

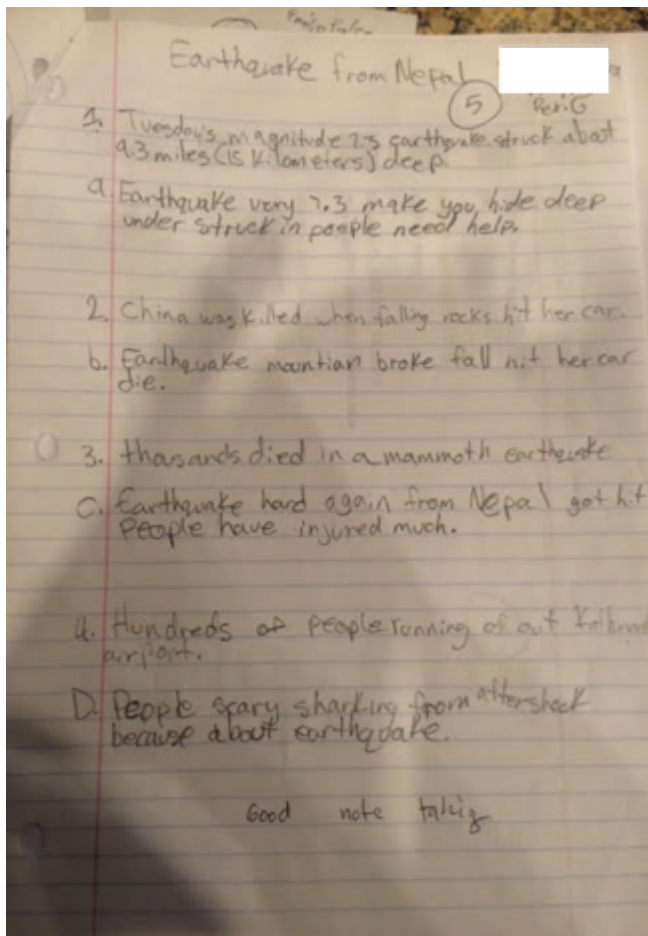
Facebook Fridays

Task # 1 Type a one sentence comment

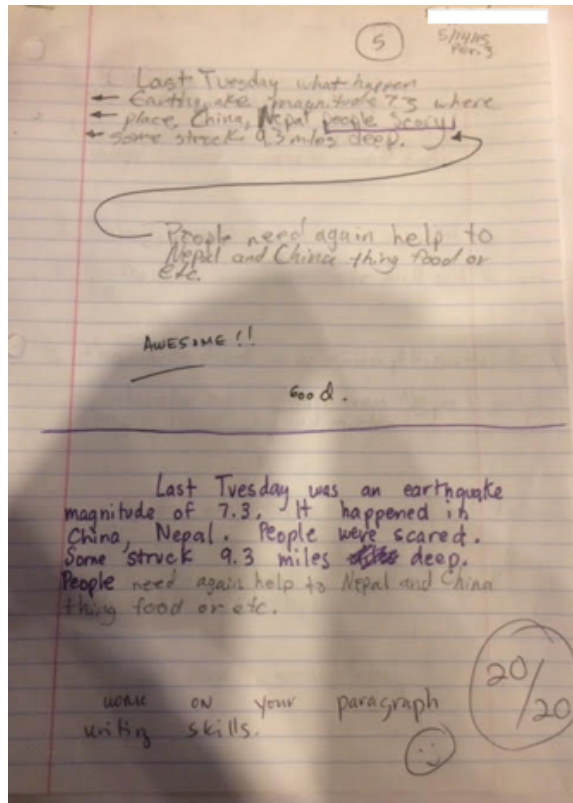
[redacted] said May 12, 2015

COMMENT

again!!!! damn it.

Task #2 Create a graphic organizer

Task #3 Create a written paragraph essay



Task #4 Type the essay onto EDMODO.



Emilio P. said May 15, 2015

FINAL ENTRY

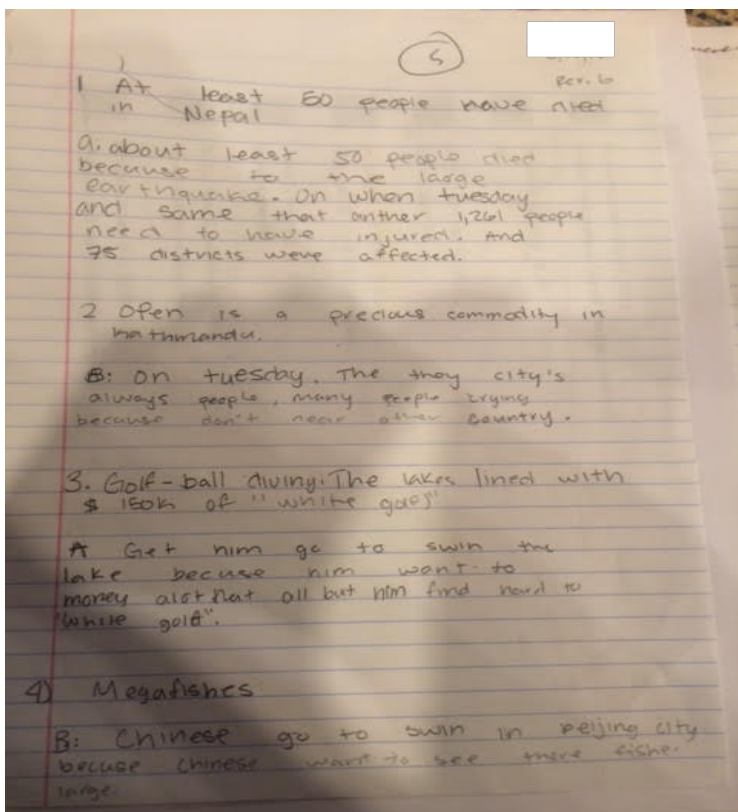
Last Tuesday was an earthquake magnitude of 7.3. It happen it China , Nepal. People were scared. Some struck 9.3 miles deep. People need again help to Nepal and China thing food or etc.

Task # 1 Type a one sentence comment

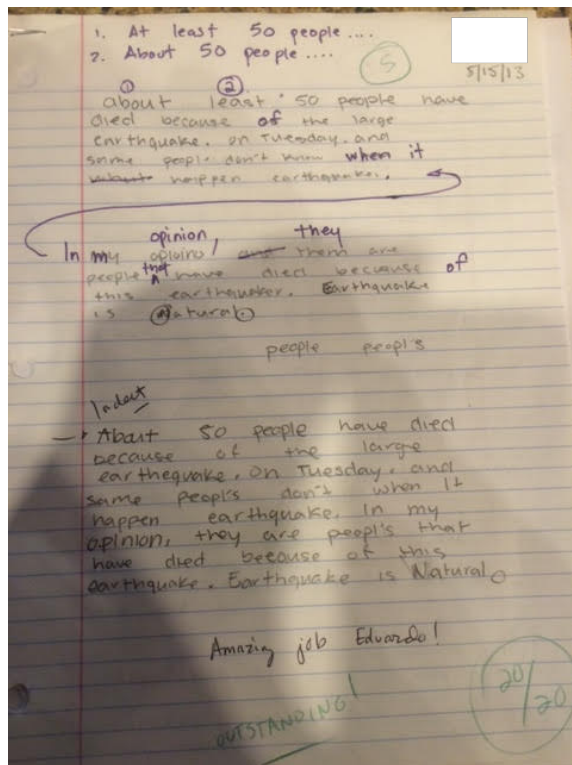
said May 12, 2015

COMMENT

Ohh again?? I think stop earthquake

Task #2 Create a graphic organizer

Task #3 Create a written paragraph essay



Task #4 Type the essay onto EDMODO.



said May 15, 2015

FINAL ENTRY

About 50 people have died because of the large earthquake. On Tuesday and some people don't when it happen earthquake. In my opinion, they are people that have died because of this earthquake. Earthquake is Natural.

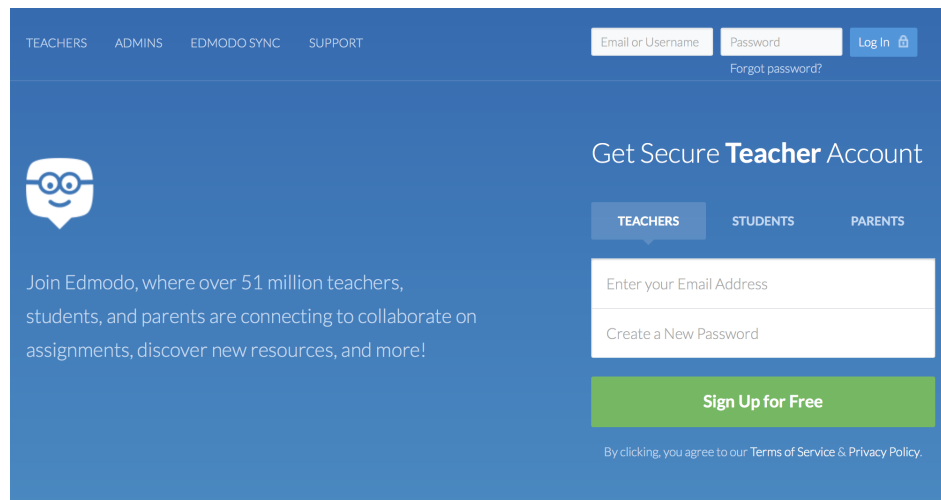
APPENDIX B 5c.

3rd Trial

Tier 1

10th grade

Facebook Fridays




Task #1 Students are to ***pick*** an article and ***post*** it to EDMODO. Type a one sentence comment and make a prediction perform creative brainstorming and or a simple opinion or judgment.

Task #2 Create an idea organizer (interrogative organizer).

Task #3 Create a *written* English paragraph with 2-3 facts and a final opinion.


Task #4 Type the edited written paragraph onto EDMODO.

Task # 1 Pick an article, post it and type a one sentence comment.




COMMENT

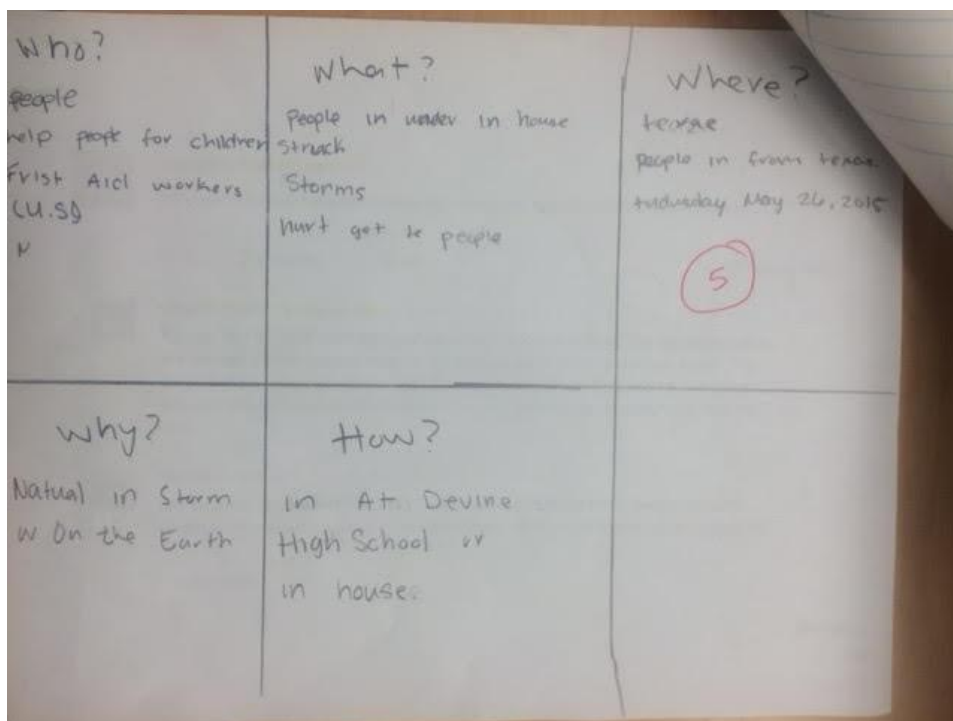
i am sad because girl dies from storms <http://www.cnn.com/2015/05/26/us/texas-oklaho...>



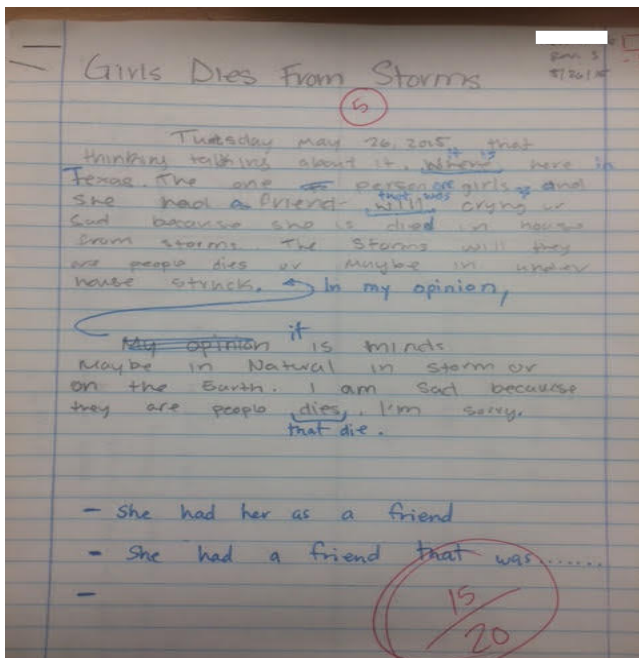
Over 25 killed in storms in Texas, Oklahoma, Mexico - CNN.com
cnn.com


2


Task #2 Create an interrogative graphic organizer



Task #3 Create a written paragraph essay




Task #4 Type the essay onto EDMODO and expect feedback.



said May 29, 2015

Tuesday May 26, 2015 that thinking talking about it. it is here in Texas. The one person are girl and she had a friend that was crying or sad because she is died in house from storms. The storms will they are people dies or maybe in under house struck. In my opinion, it is minds maybe in Natural in storms or on the Earth. I am sad because they are people that dies. I'm sorry.

Final entry and feedback



Me · May 29, 2015

Hey , remember to capitalize the letter after each period and in the beginning of a sentence. You are definitely motivated about English writing and it shows in your paragraphs.

THIRD TRIAL

B. Tier 1 10th grade student

Facebook Fridays

Task # 1 Pick an article, post it and type a one sentence comment.



to

comment

I read the article on CNN. The Heat Waves
<http://edition.cnn.com/2015/05/25/asia/india-...>

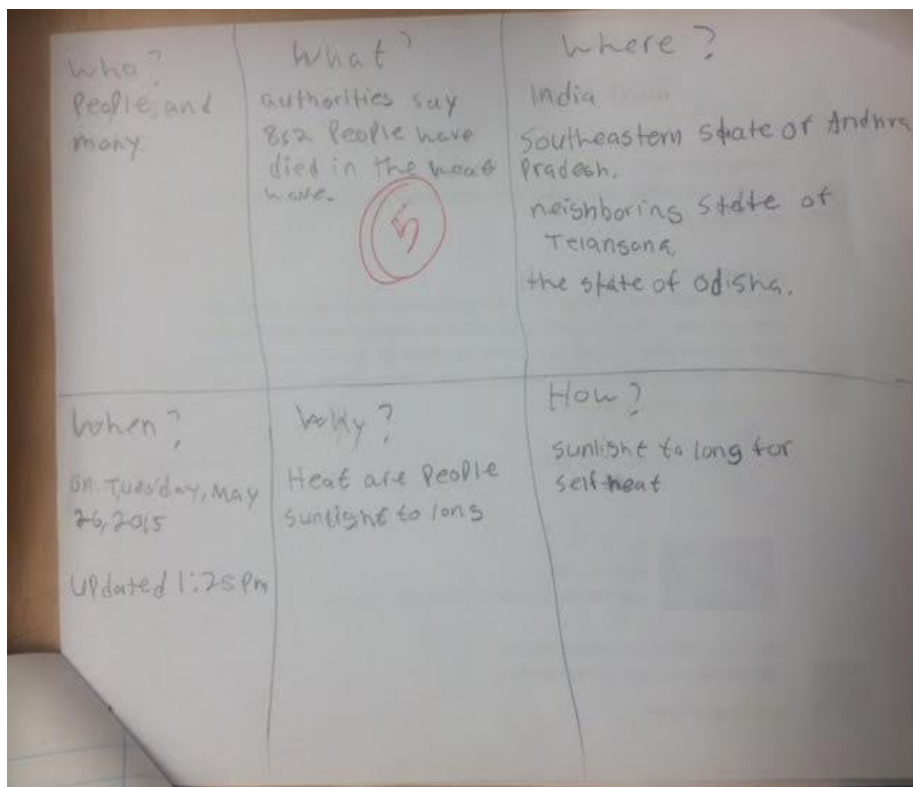


Heat wave kills more than 1,100 in India - CNN.com

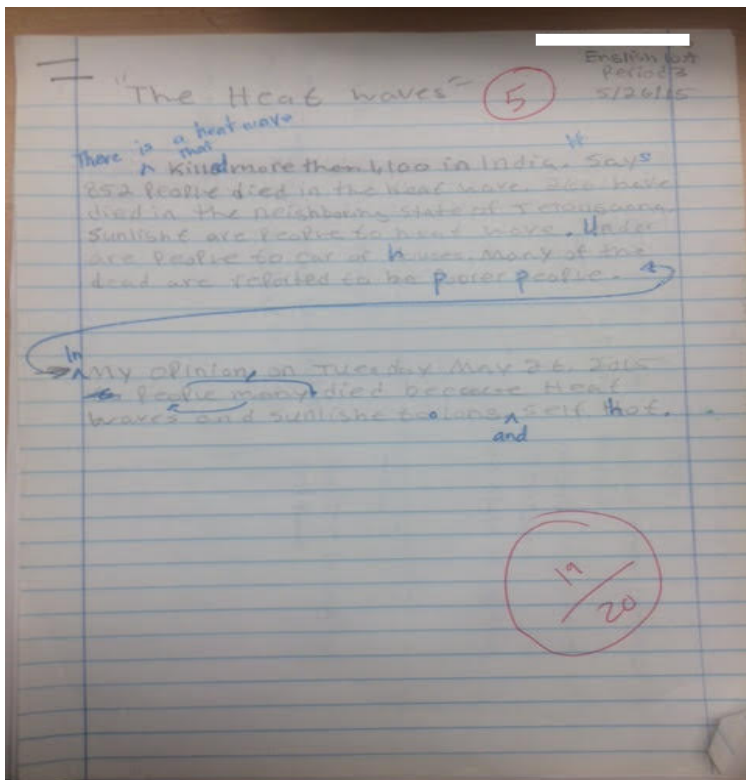
edition.cnn.com

0


Task #2 Create an interrogative graphic organizer



Task #3 Create a written paragraph essay




Task #4 Type the essay onto EDMODO and expect feedback.

 said May 29, 2015

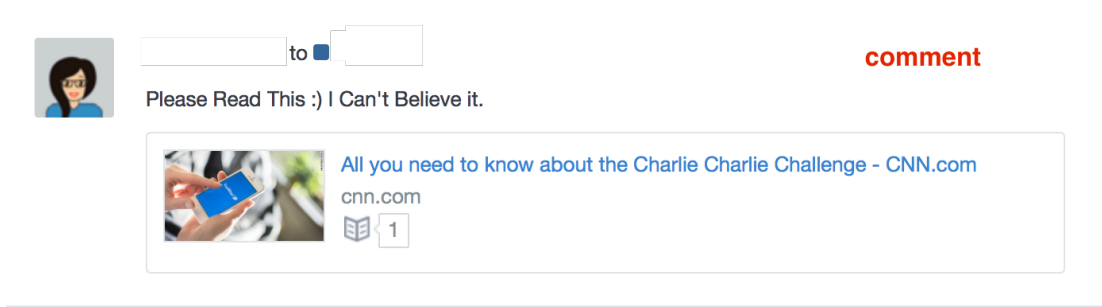
There is a heat wave that killed more than 1,00 in India. It says 852 people died in the heat wave. 266 have died in the neighboring State of Telanganna, Sunlight are people to heat wave. Under are people to car or houses. Many of the dead are reported to be poorer people. In my opinion on Tuesday May 26, 2015 many people died because Heat Waves and Sunlight too long and self hot.

Final entry and feedback

 Me · May 29, 2015

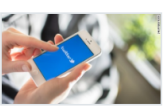
Hey your English has improved tremendously! Remember to INDENT your paragraphs. The heat waves. wow.

Task # 1 Pick an article, post it and type a one sentence comment.

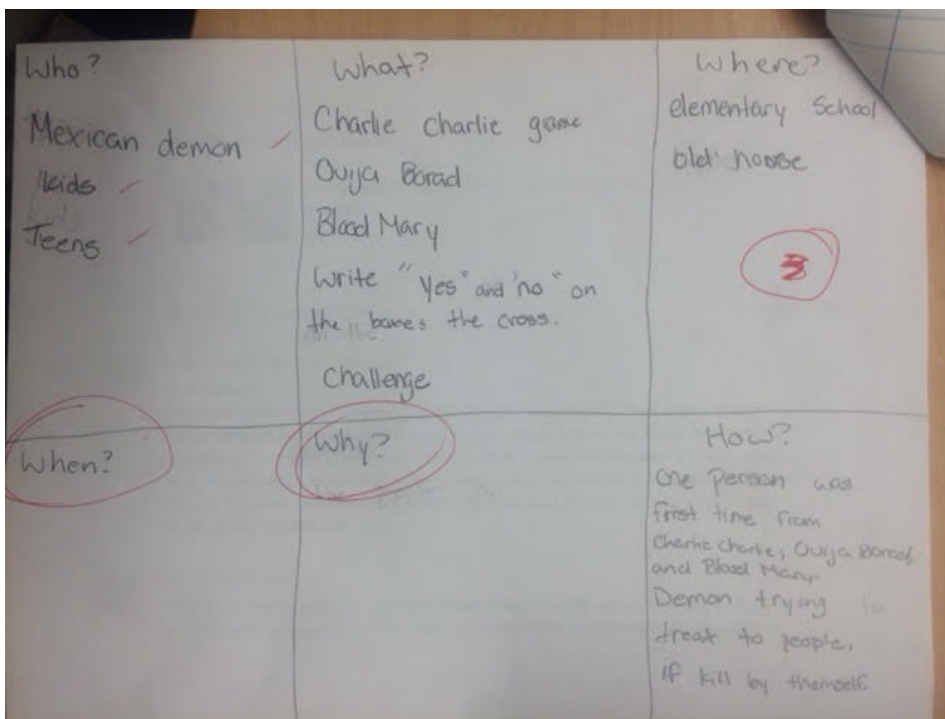


to comment

Please Read This :) I Can't Believe it.

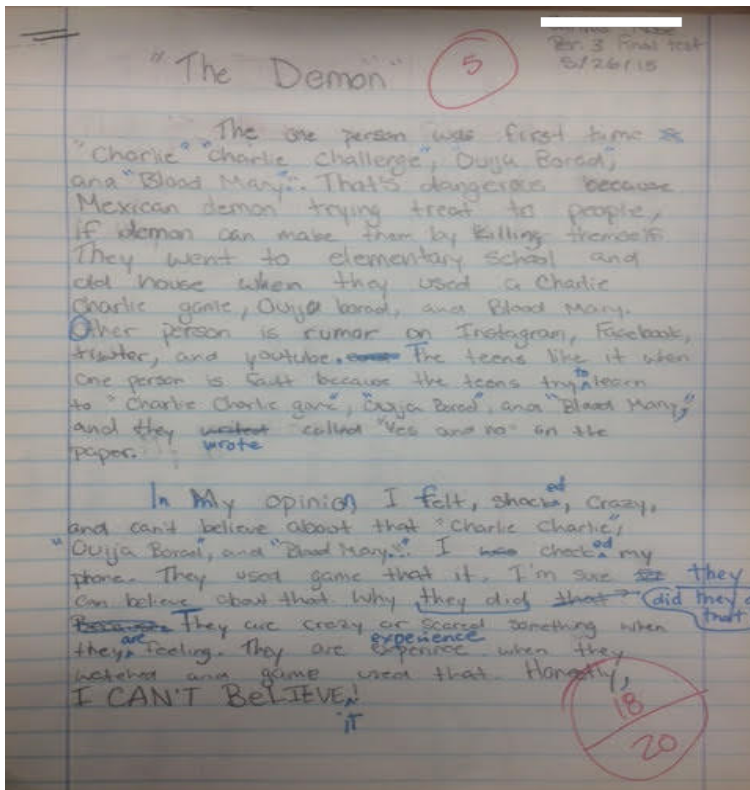
 All you need to know about the Charlie Charlie Challenge - CNN.com
cnn.com 1

Task #2 Create an interrogative graphic organizer




Who? Mexican demon kids Teens	What? Charlie charlie game Ouija Board Blasé Mary Write "Yes" and "no" on the bases the cross. challenge	Where? elementary school old house 3
When?	Why?	How? One person was first time from Charlie Charlie, Ouija Board, and Blasé Mary. Demon trying to treat to people, if kill by themselves

Task #3 Create a written paragraph essay




Task #4 Type the essay onto EDMODO and expect feedback.

 said May 29, 2015

"The Demon"

The person was first time "Charlie Charlie Challenge", "Ouija Board", "Blood Mary". That's dangerous because Mexican demon trying treat to people, if demon can make them by killing themselves . They went to elementary school and old house when they used a "Charlie Charlie game", "Ouija Board", "Blood Mary". Other person is rumor on Instagram, Facebook, Twitter, and Youtube. The teens like it when one person is fault because the teens try to learn to "Charlie Charlie game", "Ouija Board", and "Blood Mary", and they wrote called "Yes or No" on the paper. In my opinion, I felt, shocked, crazy, and can't believe about that "Charlie Charlie game", "Ouija Board", and "Blood Mary" I checked my phone. They used game that it. I'm sure for they can believe about that. Why did they do that? They are crazy or scared something when they are feeling. They are experience when they wanted and game used that. Honestly, I CAN'T BELIEVE IT!!!! less...

Final entry and feedback

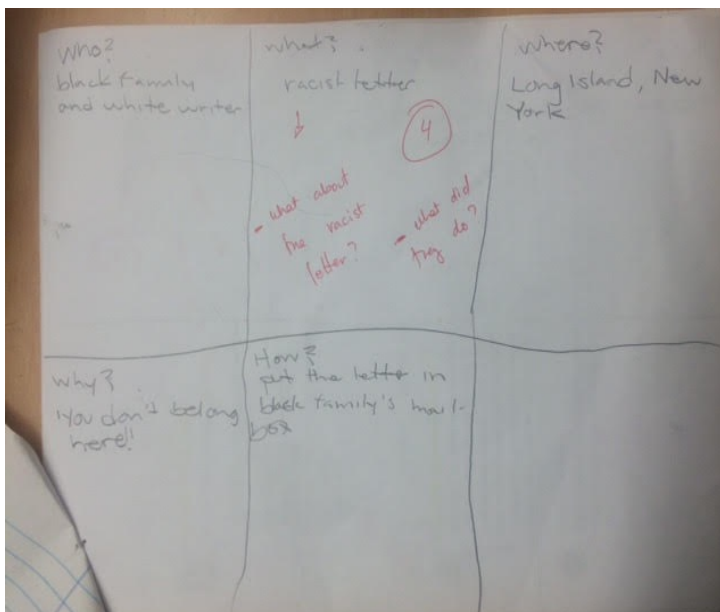
 Me · May 29, 2015

Hi [redacted], awesome comment. You can't believe what? It makes me want to read it. Remember to INDENT your paragraphs. It seems that you are interested in urban legends. Keep writing!

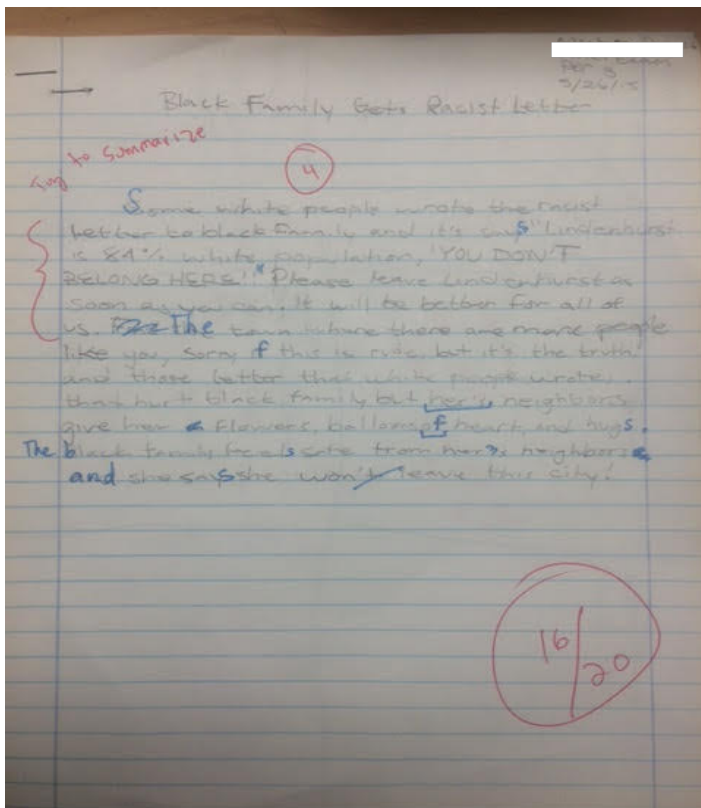
Type a reply...

Task # 1 Pick an article, post it and type a one sentence comment.


Task #2 Create an interrogative graphic organizer



Task #3 Create a written paragraph essay




Task #4 Type the essay onto EDMODO and expect feedback.




[redacted] said May 29, 2015

Some white people wrote the racist letter to black family and it's says "Lindenhurst is 84% white population, YOU DON'T BELONG HERE!! Please leave Lindenhurst as soon as you can. It will be better for all of us. Find the town where there are more people like you, sorry if this is rude, but it's the truth" and those letter that white people wrote, that hurt the black family but her's neighbors give her flowers, balloons of heart, and hugs. The black family feel safe from her neighbor and she says she won't leave this city!!



Final entry and feedback



Me · May 29, 2015

Hey [redacted] next time you don't necessarily have to quote the whole letter. Try to summarize it in your own words. Besides the letter being "uncool," what else is uncool about it?

Type a reply...

Task # 1 Pick an article, post it and type a one sentence comment.



to

Damn i suggest you read this..

comment

<http://www.dogonews.com/2015/3/16/video-of-th...>



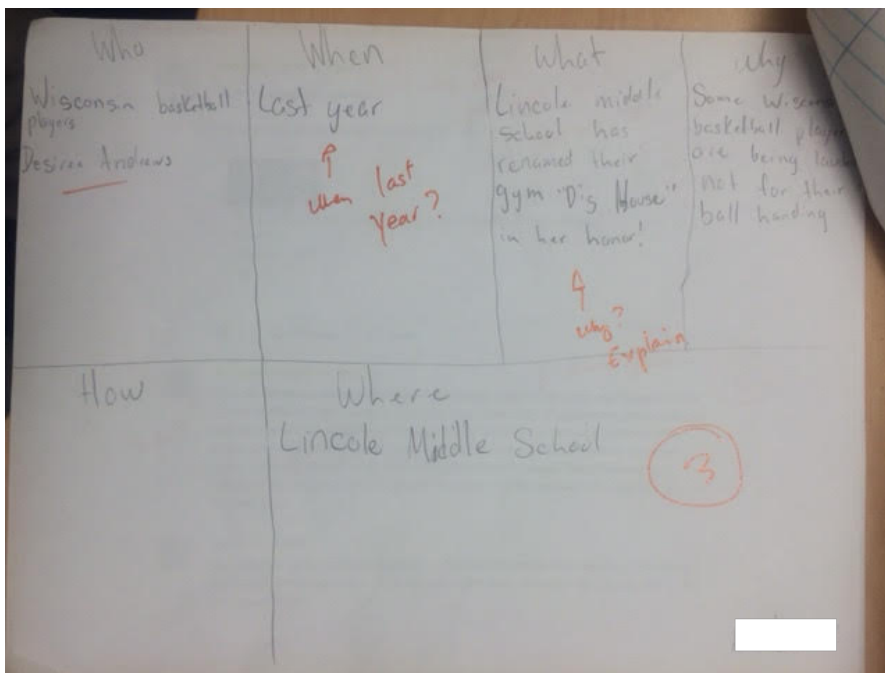
Video Of The Week - Lincoln Middle School Basketball Players Display

Incredible

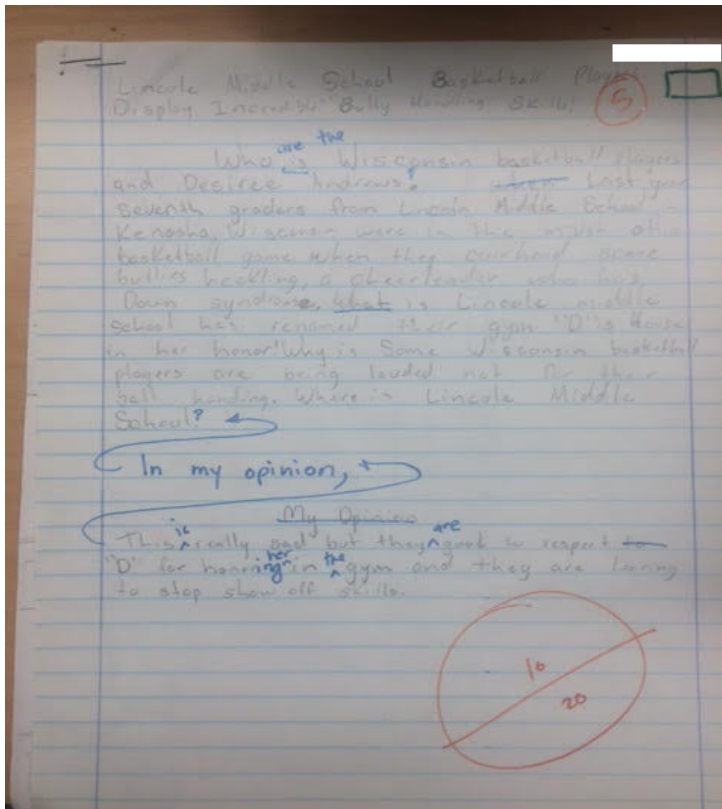
dogonews.com




Task #2 Create an interrogative graphic organizer



Task #3 Create a written paragraph essay




Task #4 Type the essay onto EDMODO and expect feedback.

 [Redacted] said May 29, 2015

Who are the Wisconsin basketball player and Desiree Andrew?Last year,seventh graders from Lincoln Middle School in Kenisha,Wisconsin were i n the midst of a basketball game when they overhead some bullies heckling,a cheerleader who has Down syndrome is Lincoln middle school has rename their gym "D" is House in her honor!why is some Wisconsin basketball players are being lauded not for their ball handing.Where is Lincoln Middle School?In my opinion,This is really sad but they are good to respect "D" for honoring in the gym and they are learning to stop show off skills. [less...](#)

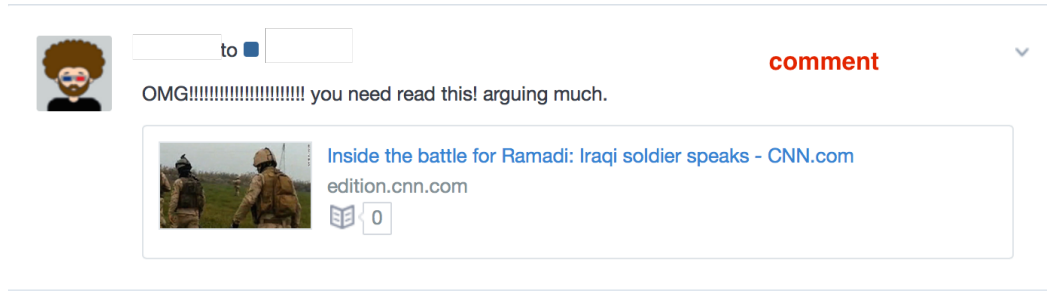
Final entry and feedback

 Me · May 29, 2015

Hey [Redacted] try to mention why people should read this article. Is it interesting? shocking? endearing? Remember to at least double space after each sentence when you are typing. You have good thought.

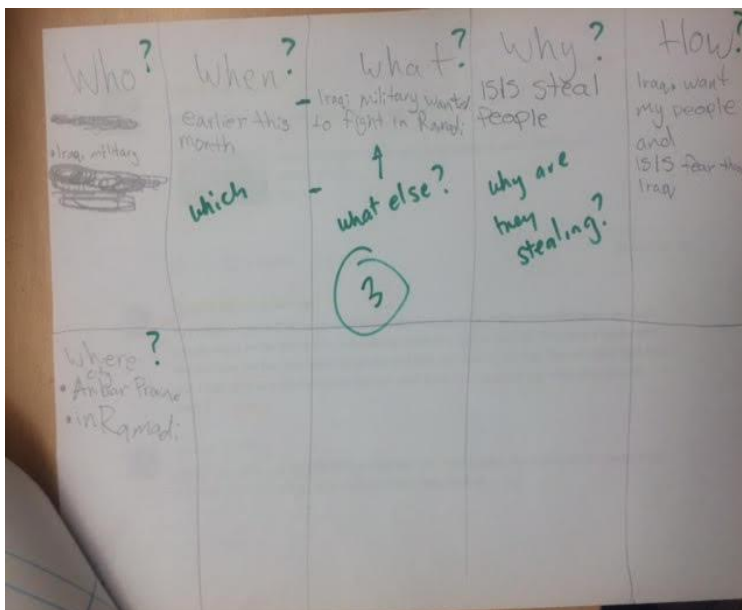
Type a reply...

Task # 1 Pick an article, post it and type a one sentence comment.

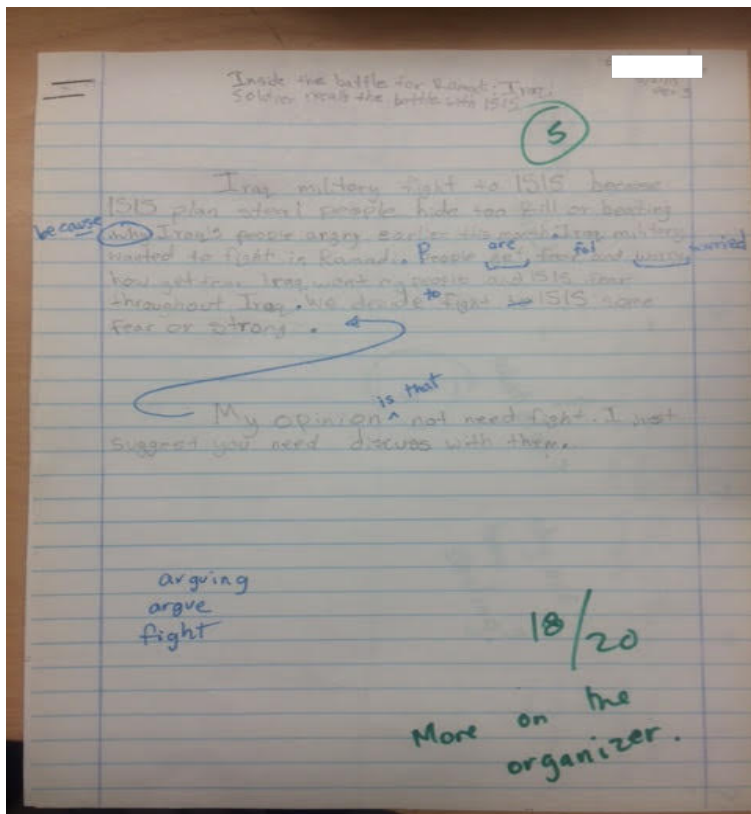


A screenshot of a Facebook comment. On the left is a profile picture of a person with a beard and curly hair. To the right of the profile picture is a text input field with the word "to" and a blue square icon. Further right is a red "comment" button and a small downward arrow. Below the profile picture, the text "OMG!!!!!!!!!!!!!!!!!!!!!! you need read this! arguing much." is written. Below the text is a link preview for an article titled "Inside the battle for Ramadi: Iraqi soldier speaks - CNN.com" with a small image of soldiers and a "0" in a box.


Task #2 Create an interrogative graphic organizer



Task #3 Create a written paragraph essay




Task #4 Type the essay onto EDMODO and expect feedback.



said May 29, 2015

Iraq military fight to ISIS because ISIS plan steal people hide too kill or beating because Iraq's people angry earlier this month. Iraq military wanted to fight in Ramadi. People are fearful and worried how get fear Iraq want my people and ISIS fear throughout Iraq. We decide to fight ISIS some fear or strong. My opinion is that not need fight. I just suggest you need discuss with them.

Final entry and feedback



Me · May 29, 2015

Hey , remember to INDENT your paragraphs. Your English has improved tremendously. I think you like writing and you should continue. Keep writing!

Type a reply...

APPENDIX B 5d. 2nd trial Tier 1 11th and 12th grade**Facebook Fridays**Me to

Comment on the title then write a 3-4 sentence paragraph about the article. What is your opinion?

<http://www.huffingtonpost.com/2015/02/02/wome...>

This Is What It's Like To Wear A Hijab For A Day
huffingtonpost.com


Task #1 The upper grades are to create a one-sentence comment about the assigned article's *title*.

Task #2 After reading the article, create a graphic organizer. Students are to create an interrogative organizer that effectively sequences their ideas.

Task #3 Create a paragraph essay with at least 3-4 facts and a final opinion.

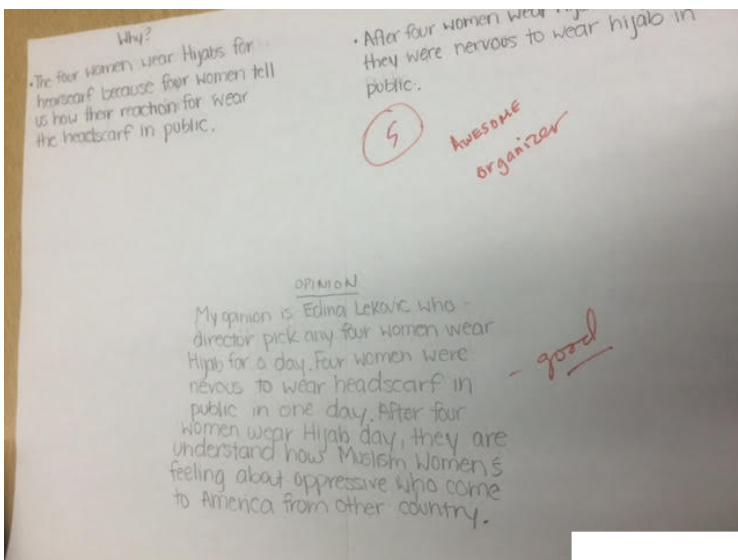
Task #4 Upload the edited written version of the paragraph onto EDMODO.

Task # 1 Read the assigned article. Comment on the *title* of the article.

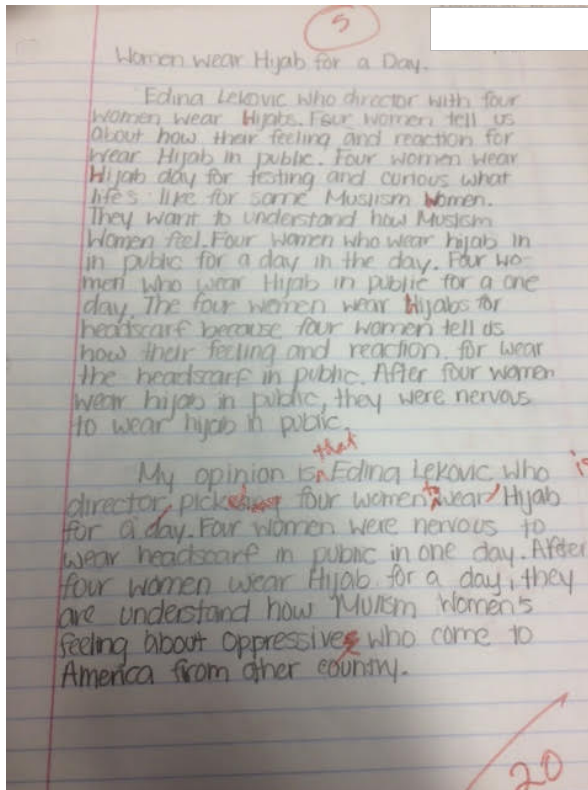
 said Jun 1, 2015 [comment](#)

The four women explain us how their feeling and reaction.

Task #2 Create an interrogative graphic organizer



Task #3 Create a written paragraph essay




Task #4 Type the essay onto EDMODO.

said Jun 1, 2015

Edina Lekovic who director with four women wear Hijab. Four women tell us about how their feeling and reaction for wear Hijab in public. Four women wear Hijab day for experiment and curious what life's like for some Muslism Women. They want to understand how Muslism women's feel. Four women who wear hijab in public for a day in the day. Four women who wear Hijab in public for a day. The four women wear hijabs for headcarf in public. After four women wear hijab, they were nervous to wear Hijab in public. My opinion is that Edina Lekovic who is the director picked four women to wear Hijab for a day. Four women were nervous to wear headscarf in public in one day. After four women wear hijab for a day, they are understand how Muslism Women's feeling about oppressive who come to America from other country. [less...](#)

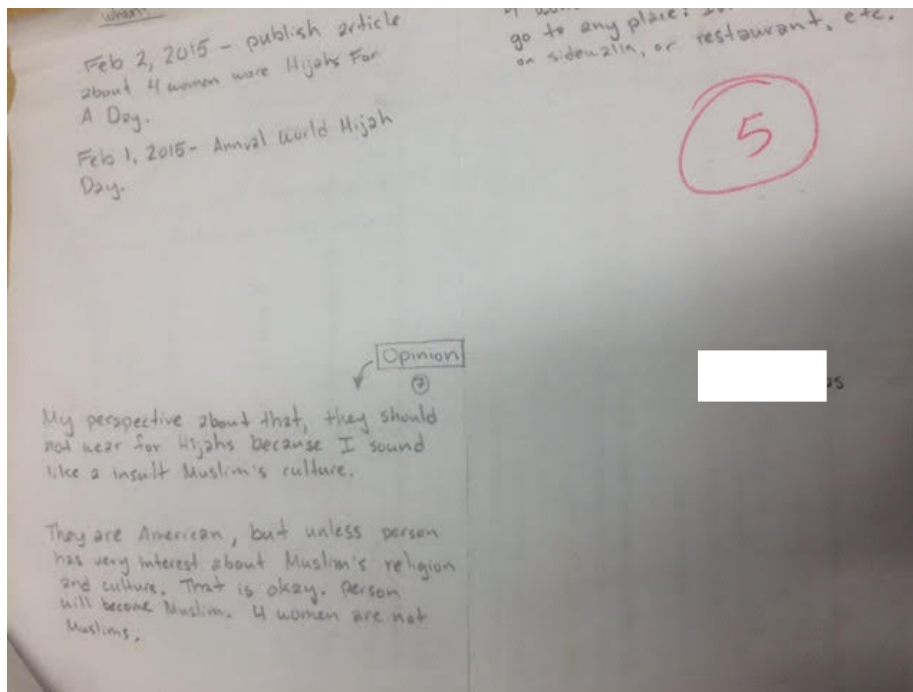
FINAL ENTRY

Task # 1 Read the assigned article. Comment on the title of the article.

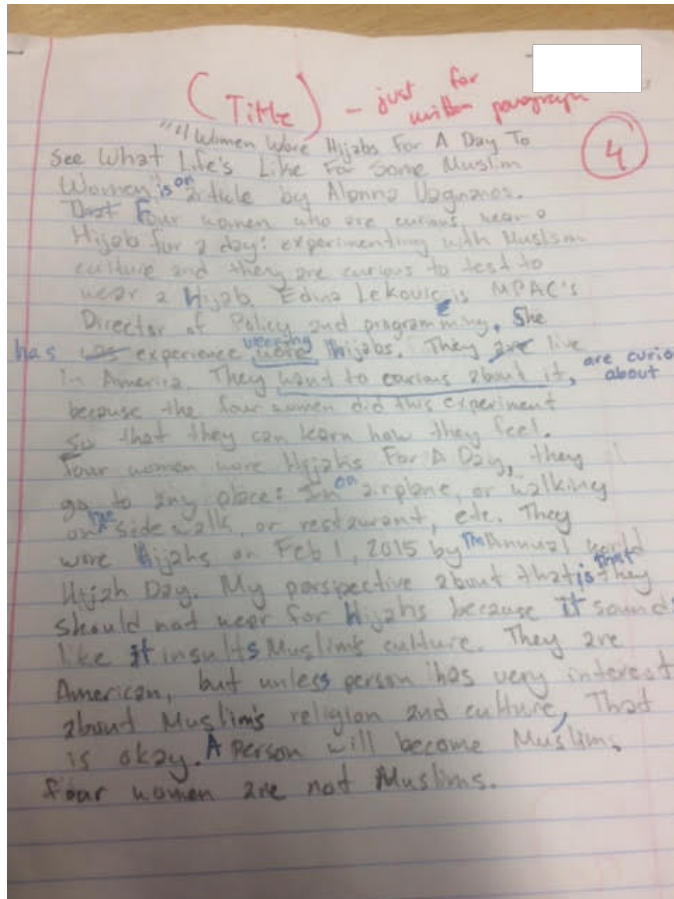
 [redacted] said May 6, 2015 **COMMENT**

My point of view about four women that wore Hijab For A Day, they will be frustrated because when people look at them, people will avoid them. Hijab For A Day from Muslim.


Task #2 Create an interrogative graphic organizer



Task #3 Create a written paragraph essay



Task #4 Type the essay onto EDMODO and expect feedback.

 said May 29, 2015

"4 Women Wore Hijabs for a day To See What Life's Like for Some Muslim Women," is on article by Alanna Vaganos. Four women who are curious wear a Hijab for a day: experimenting with Muslim culture and they are curious to test to wear a hijab. Edina Lekovic is MPAC's Director of Policy and programming. She has experience wearing hijabs. They live in America. They are curious about it because the four women did this experiment so that they can learn how they fee. Four women wore Hijabs for a Day, they go to anyplace: in an airplane, or walking on the sidewalk, or restaurant, etc. They wore hijabs on February 1, 2015 by the annual world Hijabs. My perspective about that, is that they should not wear for hijabs because it sounds like it insults Muslim's culture. They are American, but unless person has culture, that is okay. A person will become Muslim. Four women are not Muslims. [less...](#) **FINAL ENTRY**

English and ASL association visual learning writing assignments

English

The horse runs fast.

ASL

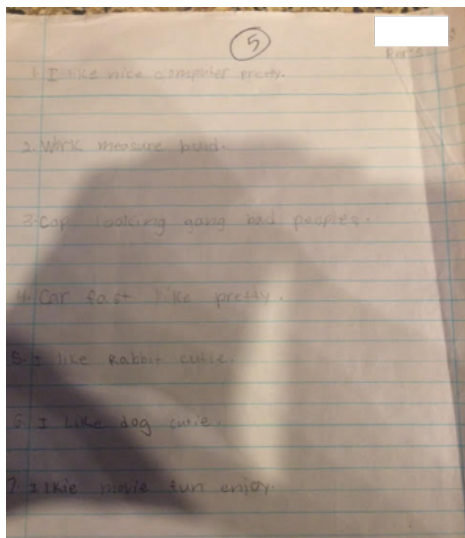
runs fast horse
horse runs fast
fast horse runs

Task #1 Students conduct a pair shares activity to create a sentence in ASL of what they see in the picture. They have free range to express what they see in ASL.

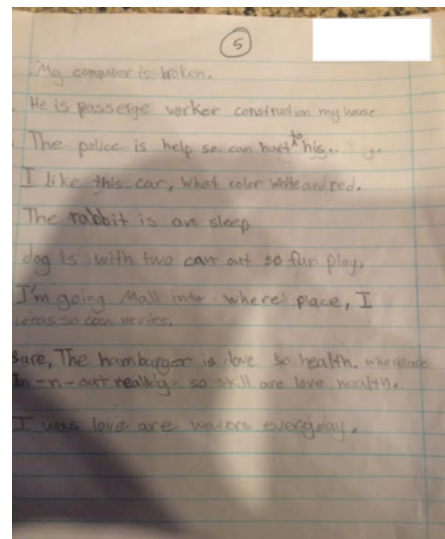
Task #2 Formulate a written English sentence of what they just expressed in ASL.

Task #2 Create written English sentences subsequently after the ASL expression.

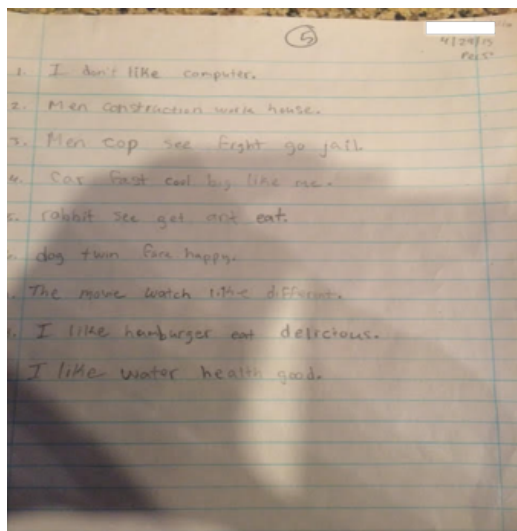
Student J.A.



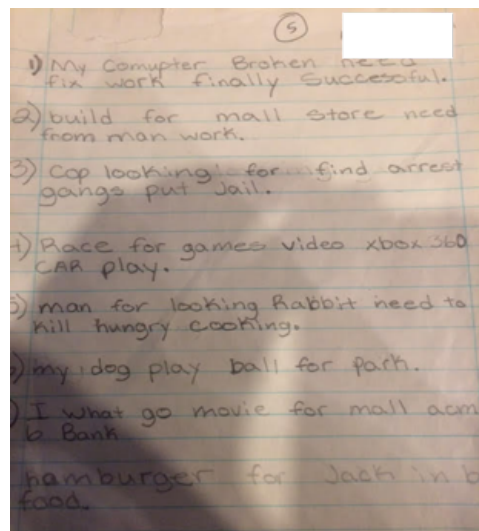
Student H.M



Student A.C.



Student B.B.



APPENDIX B 6b.

1st Trial

Tier 2

10th grade***English and ASL association visual learning writing assignments***

English

My mom bought a new car.

ASL

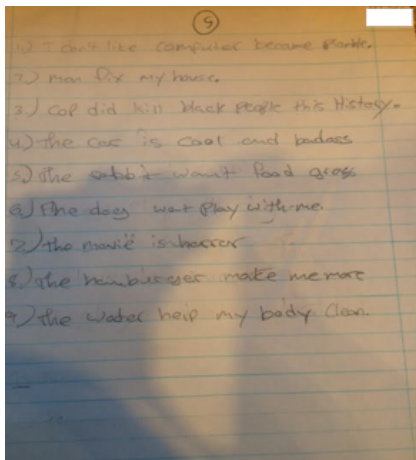
my mom new car buy finish
 buy new car who? my mom
 new car buy my mom

Task #1 Students conduct a pair shares activity to create a sentence in ASL of what they see in the picture. They have free range to express what they see in ASL.

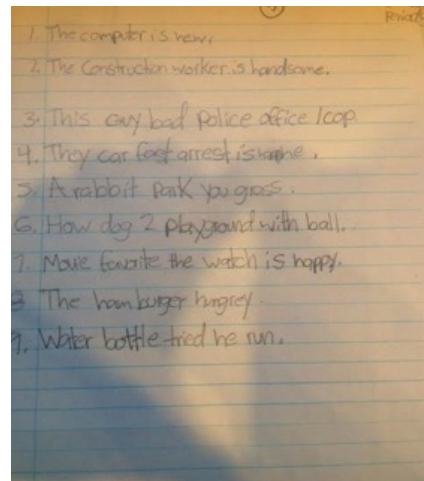
Task #2 Formulate a written English sentence of what they just expressed in ASL.

Task #2 Create written English sentences subsequently after the ASL expression.

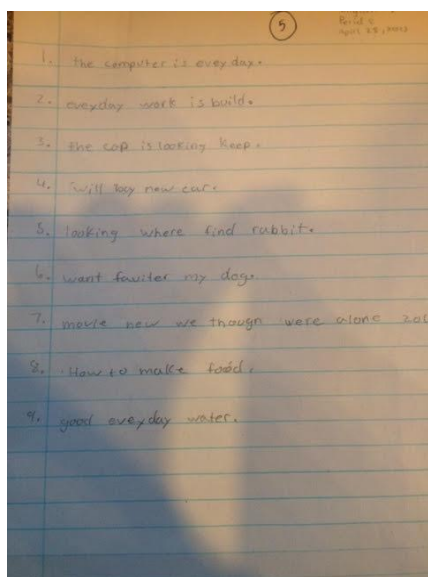
Student H.K.



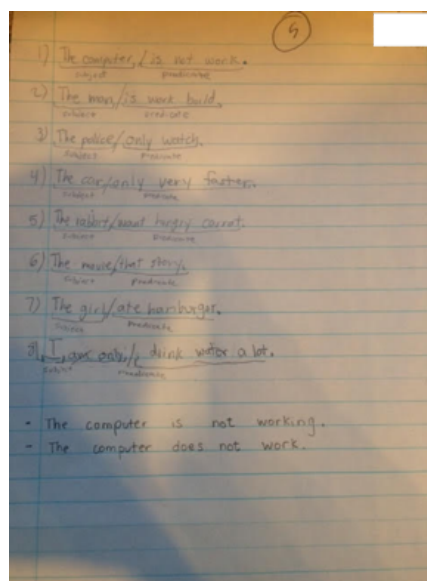
Student M.N.



Student A.R.



Student L.C.



FIRST TRIAL

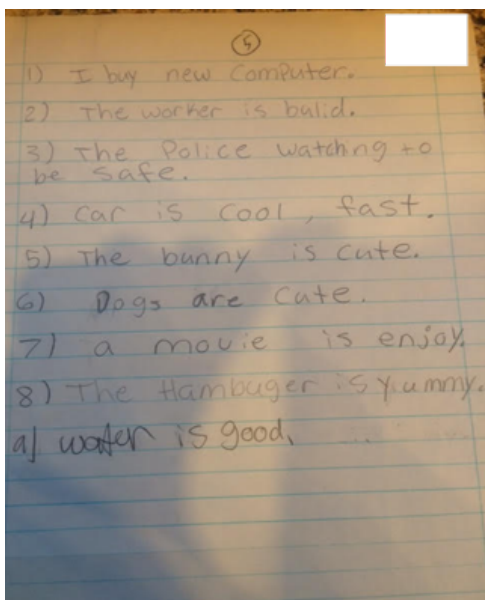
Tier 2

10th grade

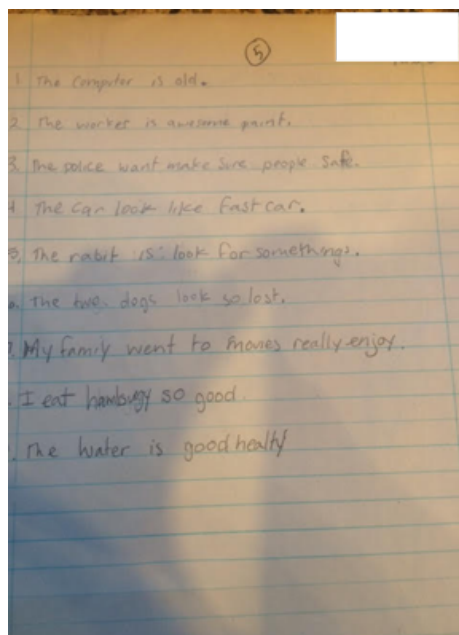
ASL/English

Task #2 Create written English sentences subsequently after the ASL expression.

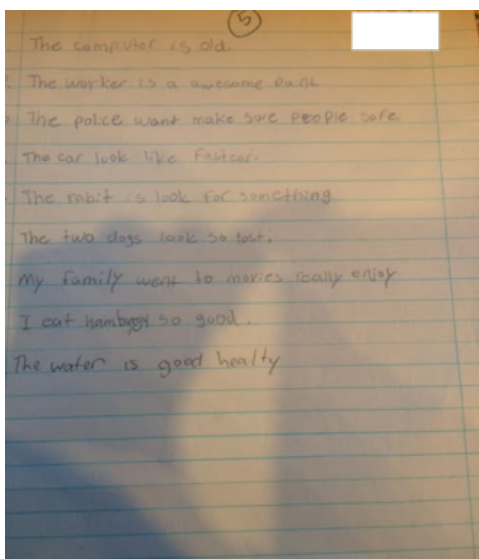
Student K.M.



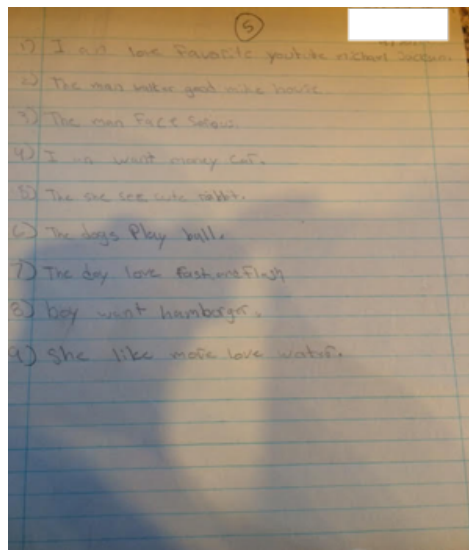
Student C.D.



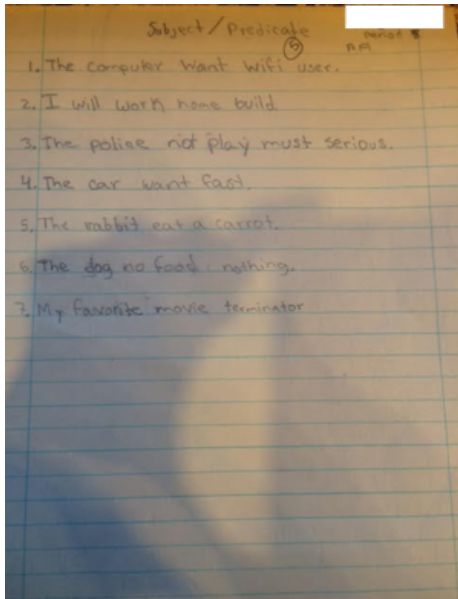
Student S.R.



Student A.L.



Student F.P.



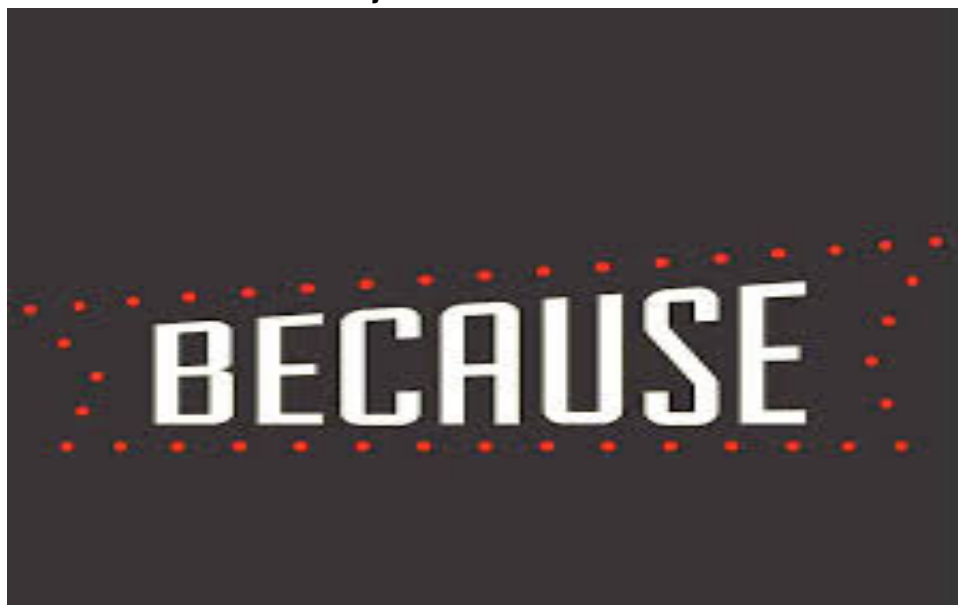
APPENDIX B 7a.

1st Trial

Tier 1

10th-11th grade

The conjunction *because*

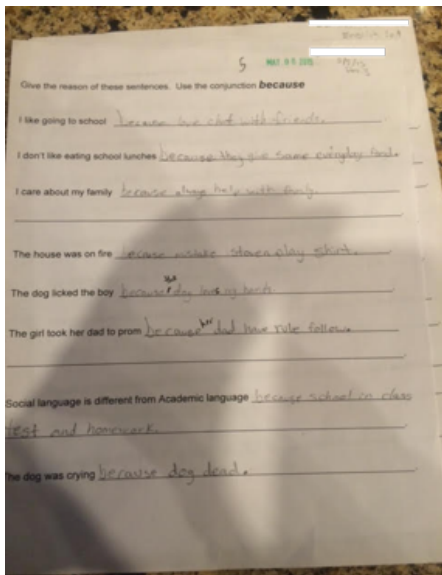


Task #1 Students are to read the sentences in express them in ASL.

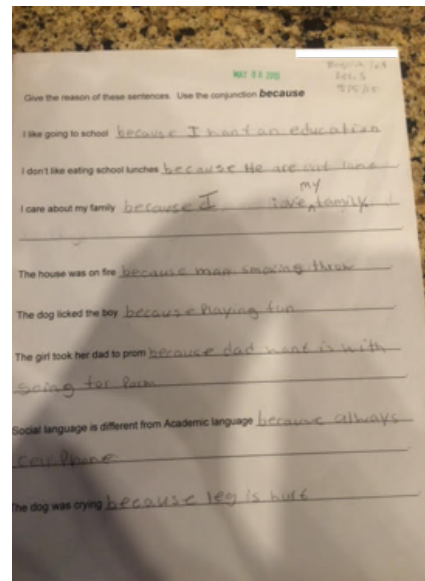
Task #2 Fill in the blanks with written English sentences.

Task #2 Fill in the blanks with written English sentences.

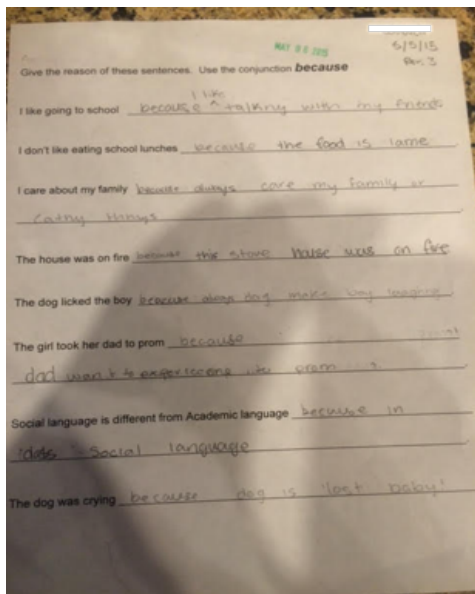
Student J.L.



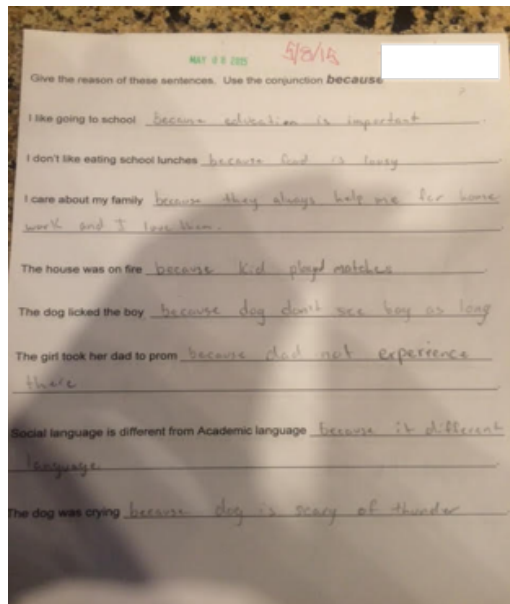
Student E.P.



Student E.O.



Student A.J.



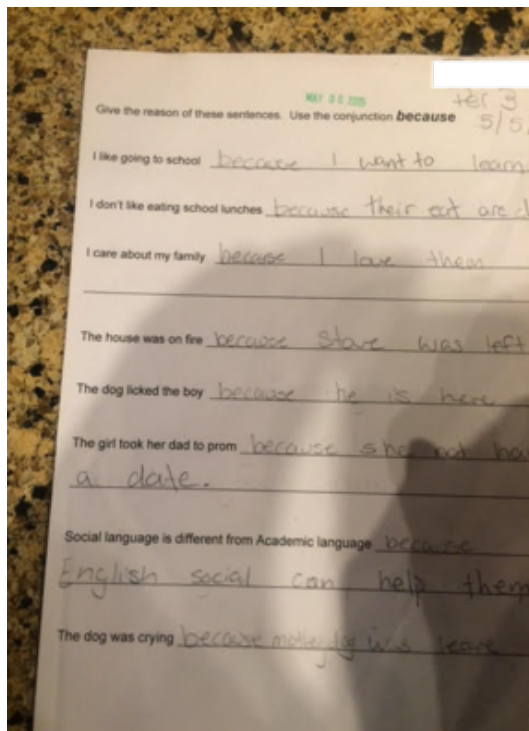
FIRST TRIAL

Tier 1

10th grade

because

Student R.S.



The conjunction *because*



Task #1 Students are to read the sentences in express them in ASL.

Task #2 Fill in the blanks with written English sentences.

FIRST TRIAL

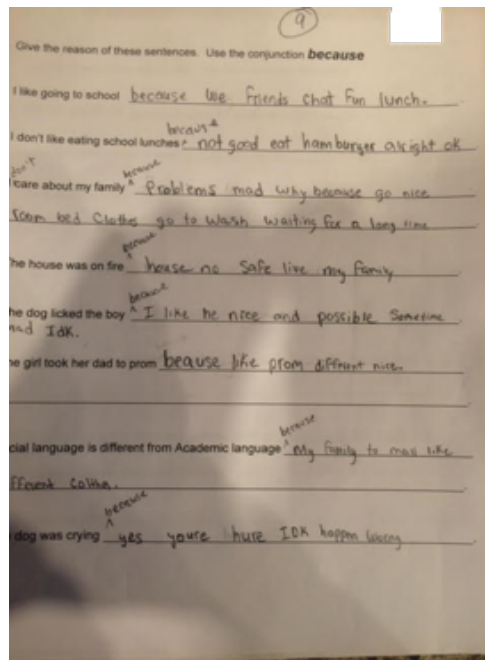
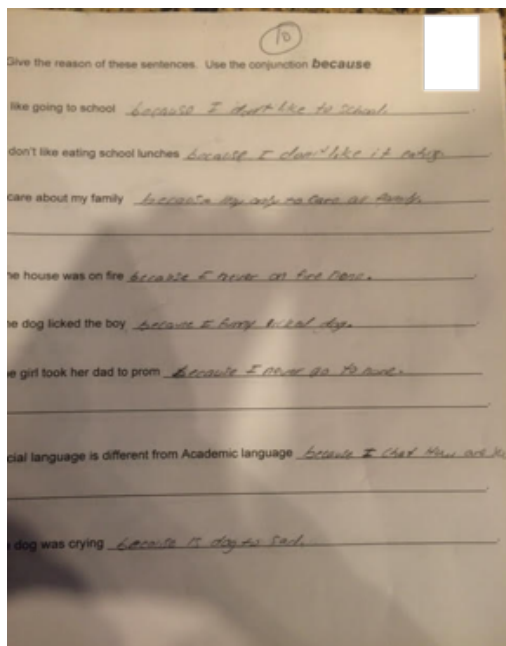
Tier 3 Alternative Curriculum 11th grade

because

Task #2 Fill in the blanks with written English sentences.

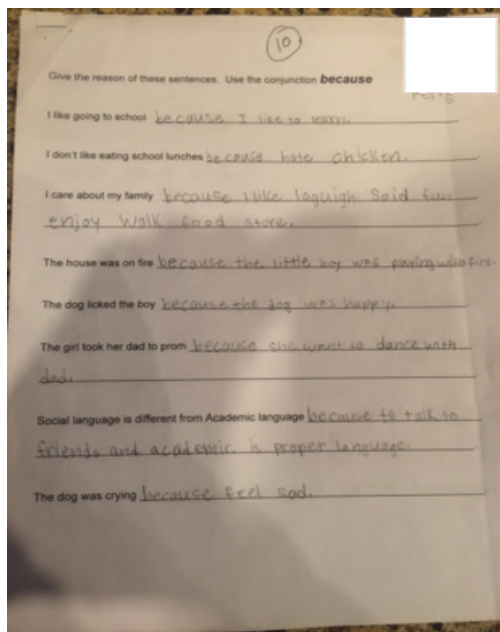
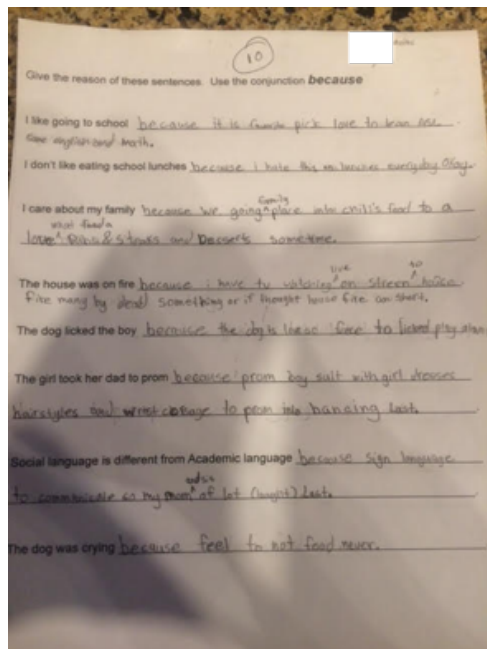
Student J.R.

Student A.C.



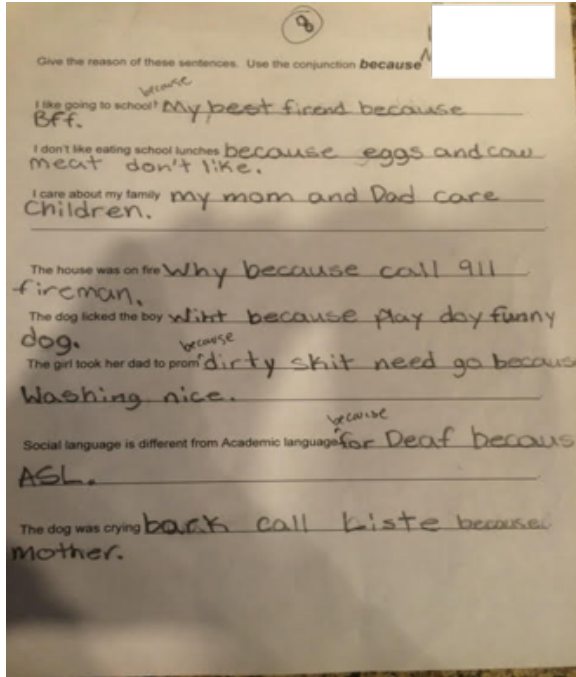
Student H.M.

Student J.A.



Task #2 Fill in the blanks with written English sentences

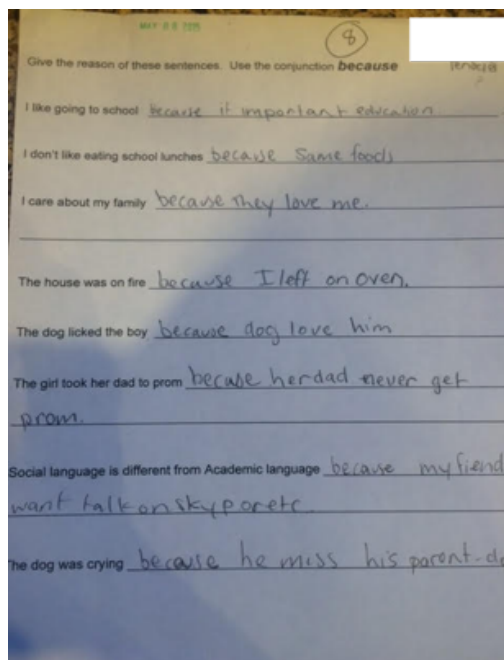
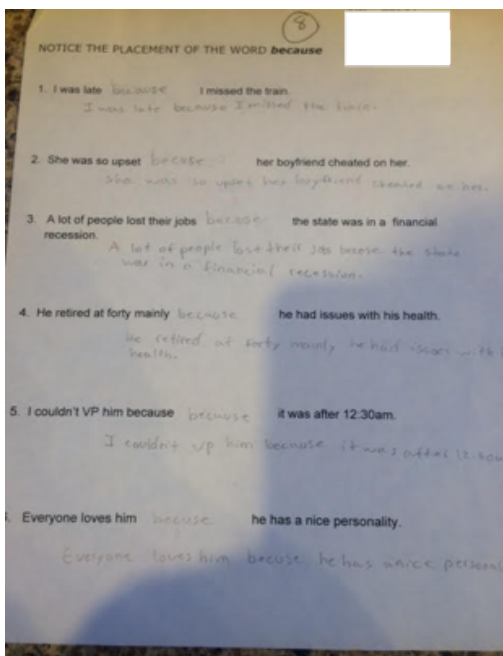
Student B.B.



Task #2 Fill in the blanks with written English sentences

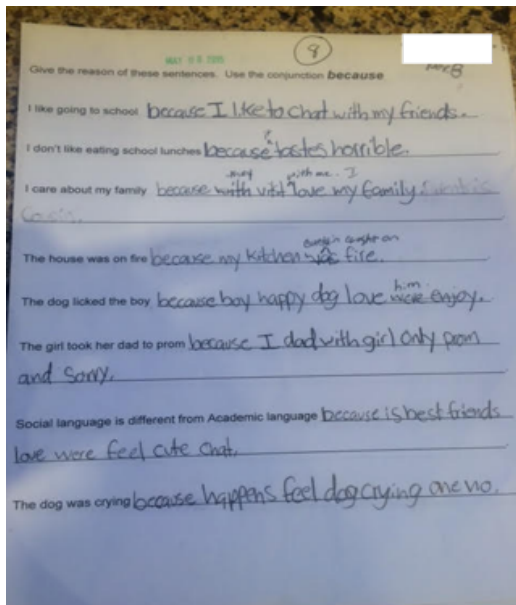
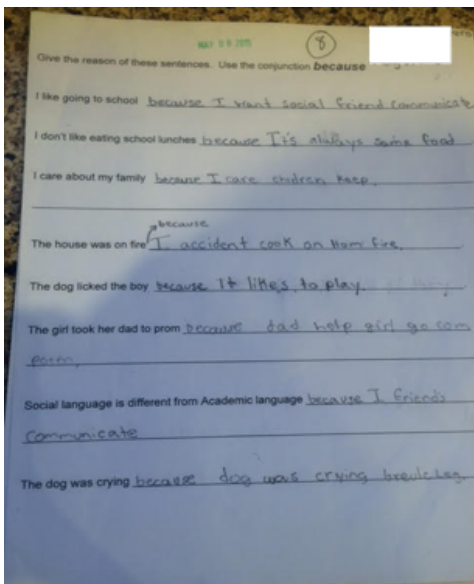
Student A.R.

Student C.D.



Student F.P.

Student M.N.



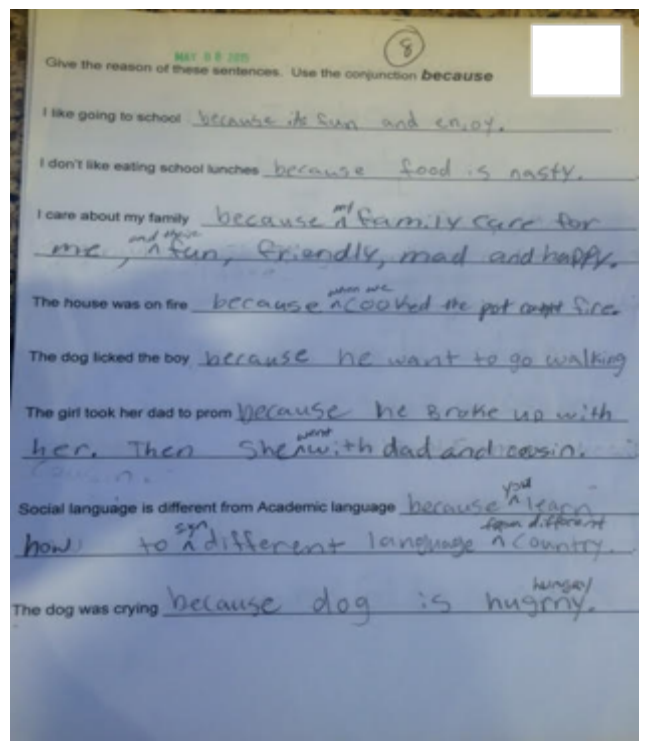
FIRST TRIAL

Tier 2

10th grade

because

Student K.M.



Expository Writing*“Going up in L.A.”*

The following writing assignments are based on the 11th grade curriculum conducive to the CT's grade level reading of the story "Going up in L.A." The 11th grade curriculum requires complicated tasks such as narrative writing of characters and specific details in the story that students cannot recall, thus created a creative/expository writing assignment that is conducive to the story, yet in relation to students' real world experience. Students have done previous projects concerning L.A. locations in relation to the story *Going Up in L.A.*

Task #1 Create a graphic organizer for the story *“Going up in L.A.”*

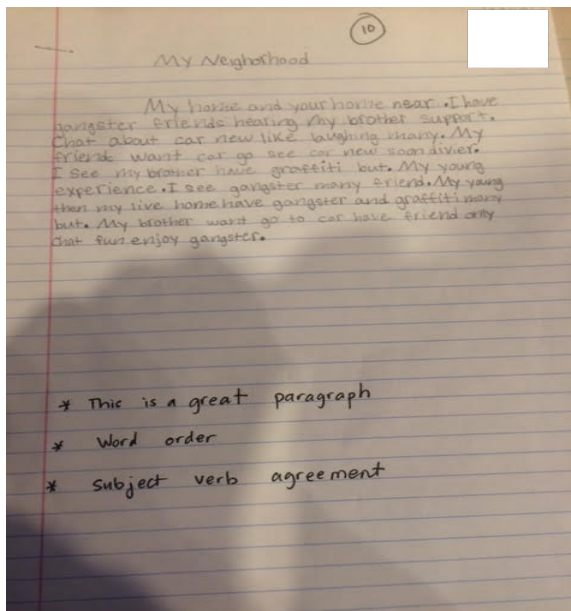
Task #2 Create a one-paragraph essay of at least five to ten sentences.

FIRST TRIAL
Final Draft

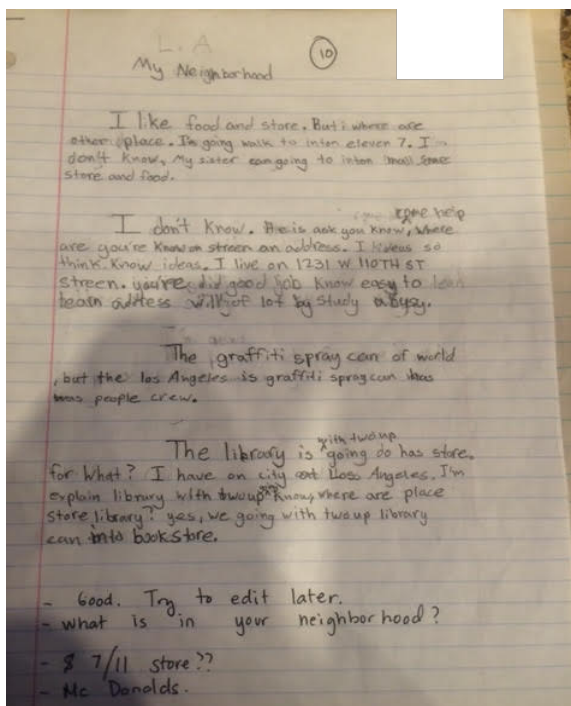
Tier 3 Alternative Curriculum 11th grade

Expository Writing

J.A.



H.M

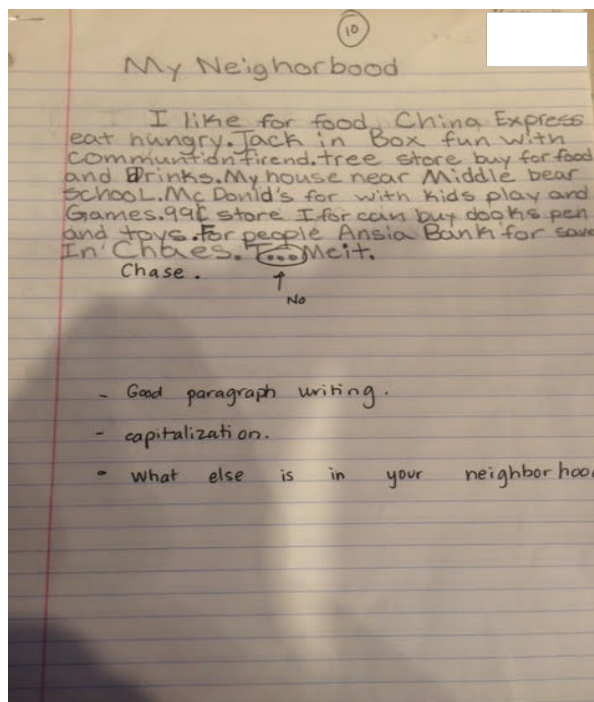


FIRST TRIAL
Final Draft

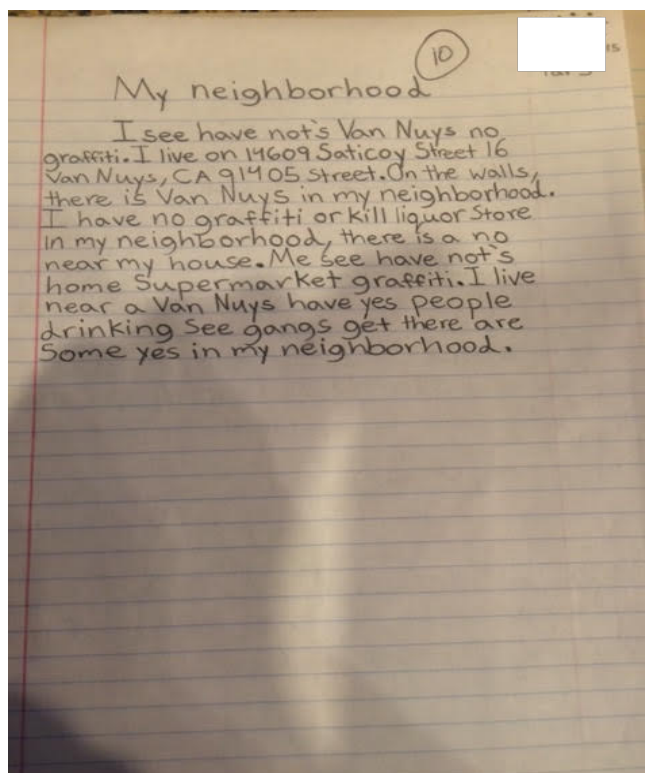
Tier 3 Alternative Curriculum 11th grade

Expository Writing

B.B.



L.M.

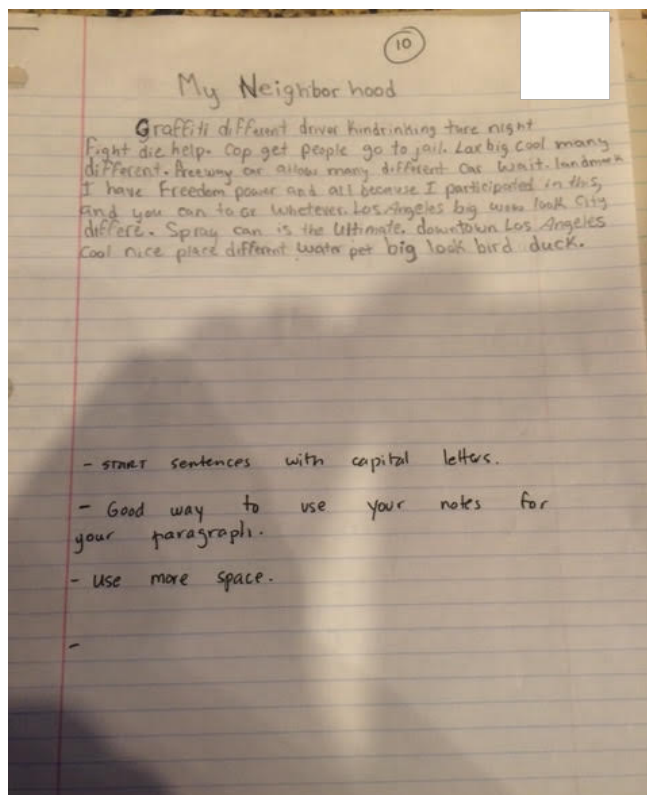


**FIRST TRIAL
Final Draft**

Tier 3 Alternative Curriculum 11th grade

Expository Writing

A.C.



Narrative Writing*“My Favorite Place L.A.”*

Task #1 Create a graphic organizer to explain your favorite place in L.A. Research online and follow some of the sentence strips on the school Weebly website.

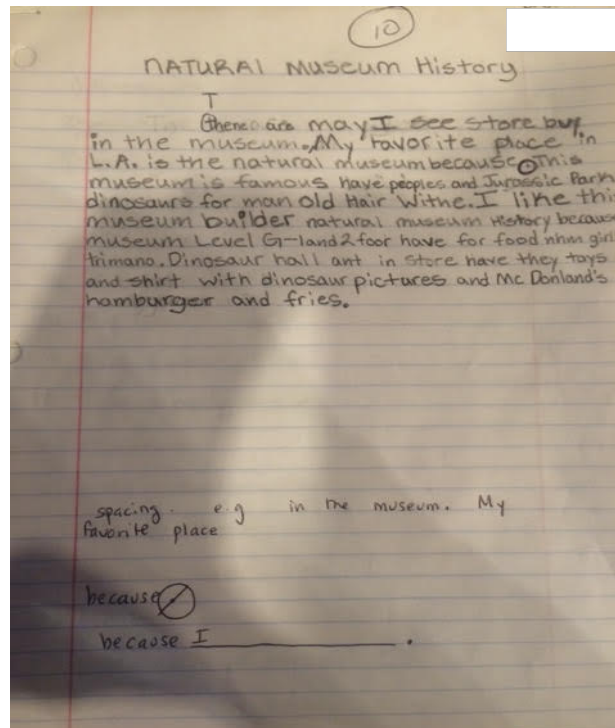
Task #2 Create a one-paragraph essay of your favorite place in L.A. with at least five to ten sentences.

SECOND TRIAL
Final Draft

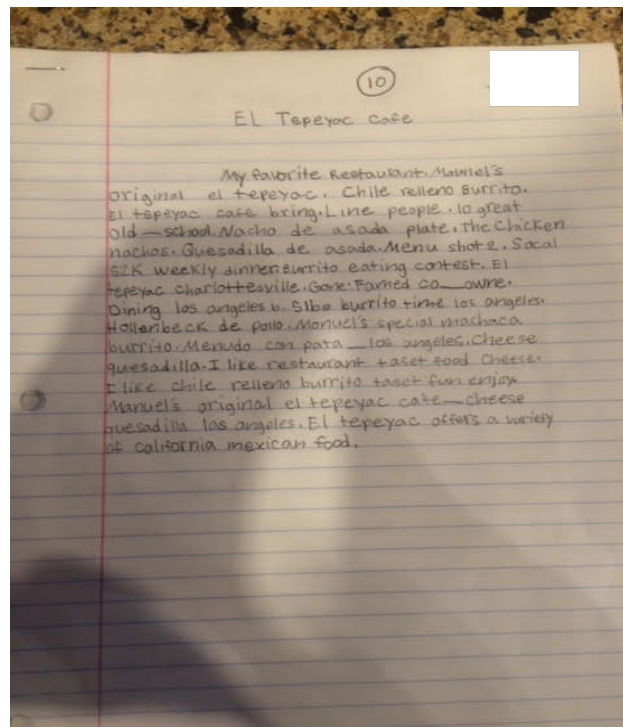
Tier 3 Alternative Curriculum 11th grade

Narrative Writing

B.B.



J.A.

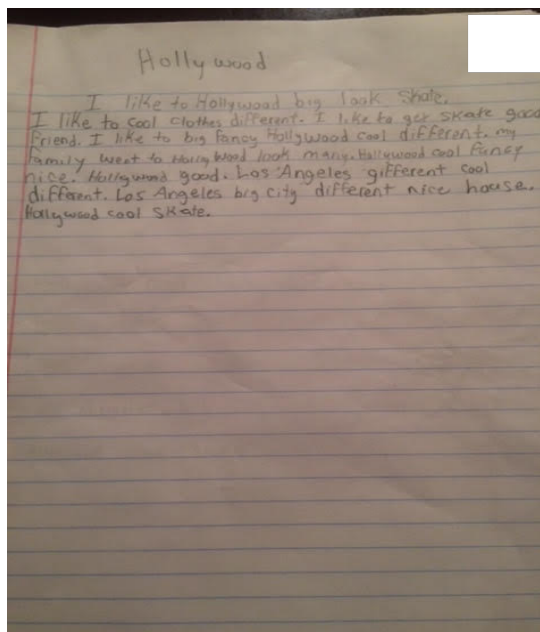


SECOND TRIAL
Final Draft

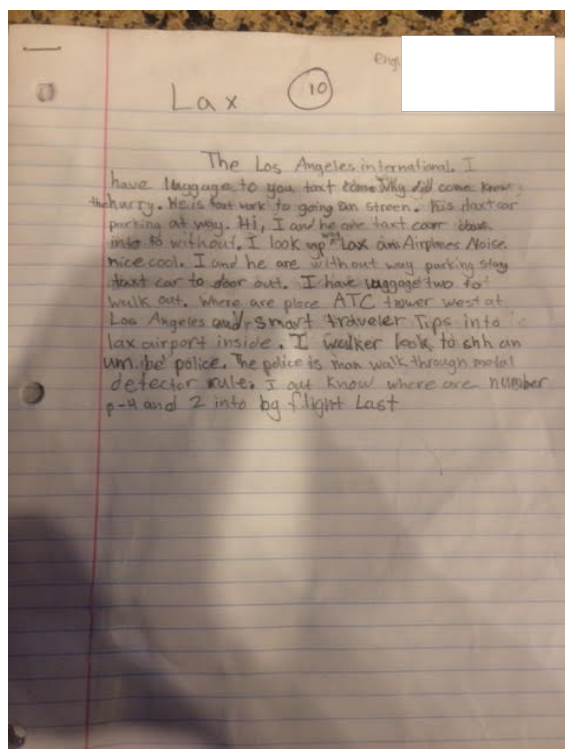
Tier 3 Alternative Curriculum 11th grade

Narrative Writing

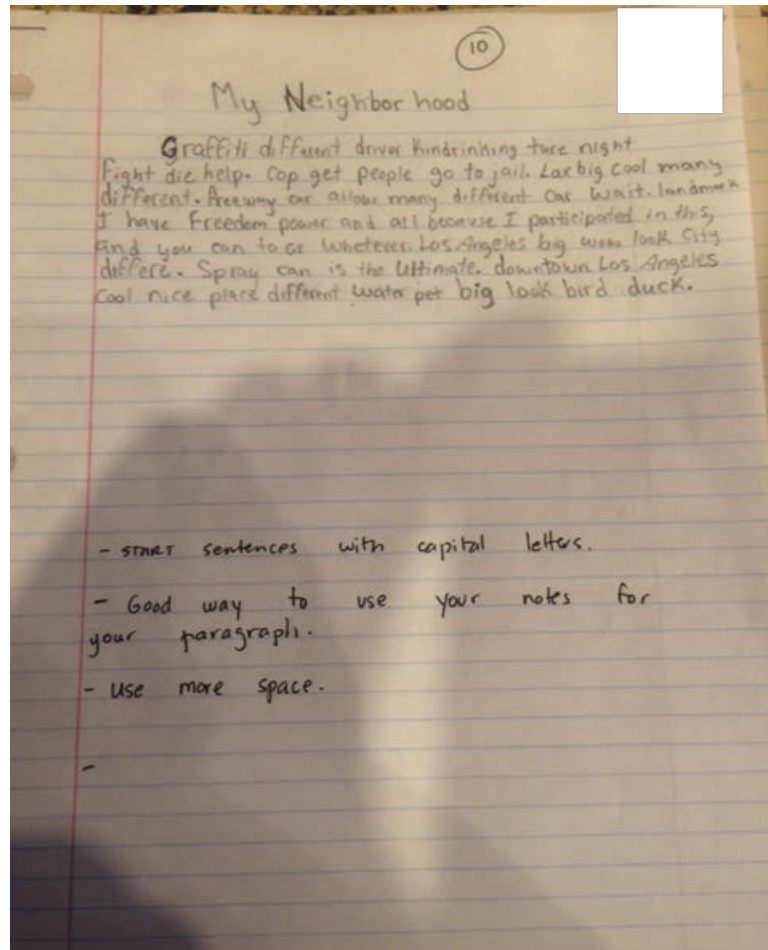
A.C.



H.M.



A.C.



Narrative Essay Final Exam

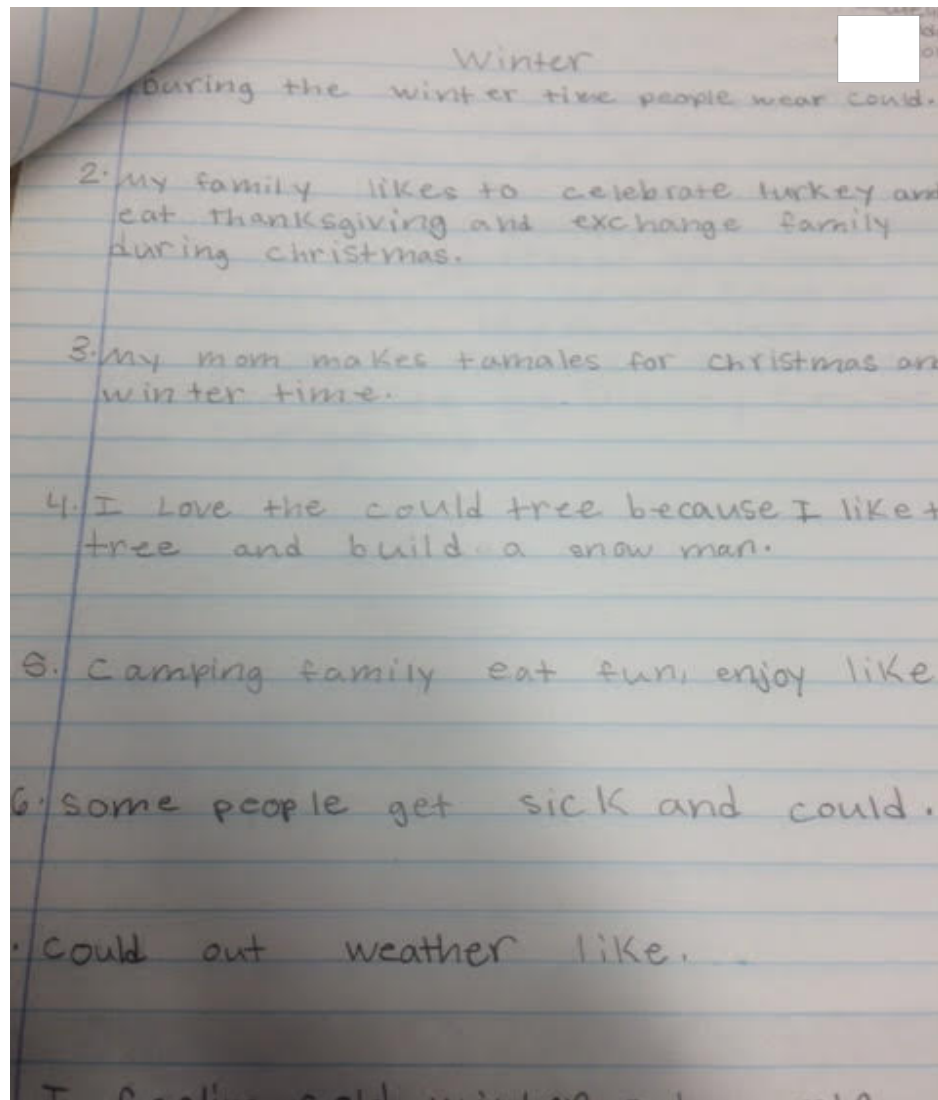
My favorite season Winter or Summer



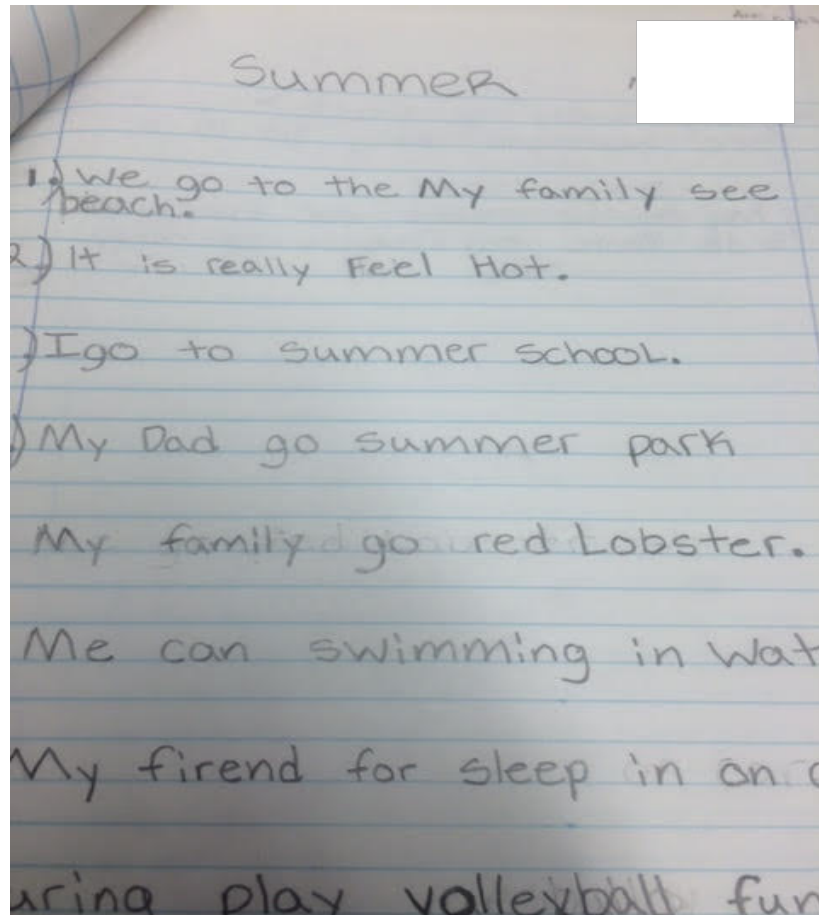
Task #1 Create a graphic organizer to organize your ideas before you write your essay. Explain the different things you do with your favorite season before writing your paragraph essay. Refer to the school Weebly website.

Task #2 Create a one-paragraph essay that summarizes all your ideas.

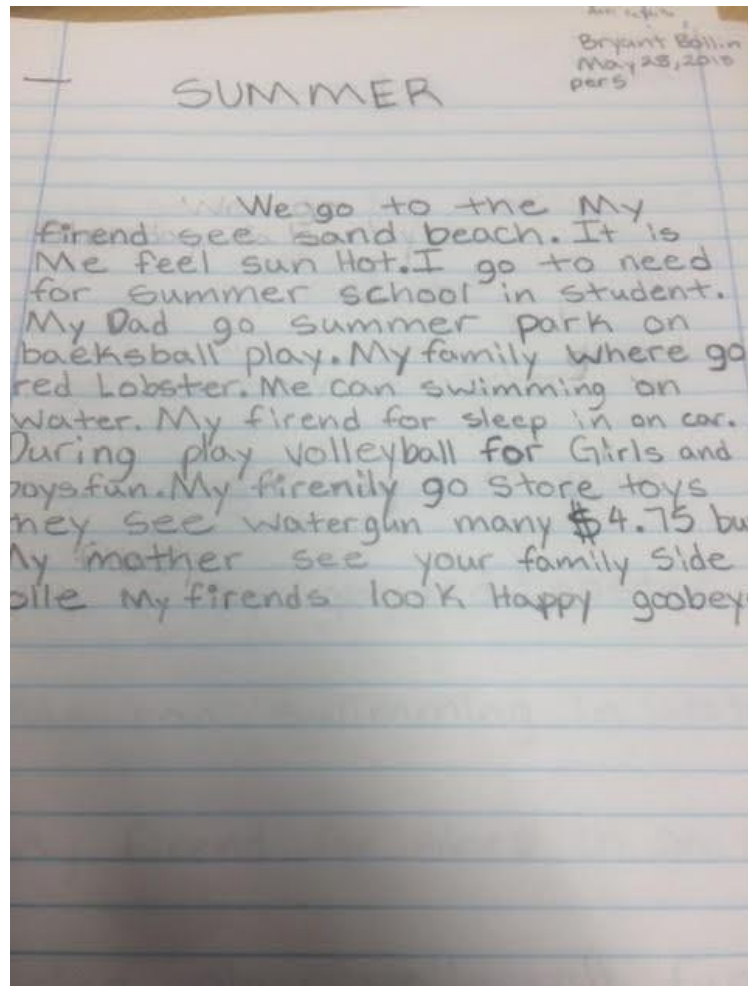
Task #1 Create a graphic organizer to organize your ideas before you write your essay. Explain the different things you do with your favorite season before writing your paragraph essay. Refer to the school Weebly website.



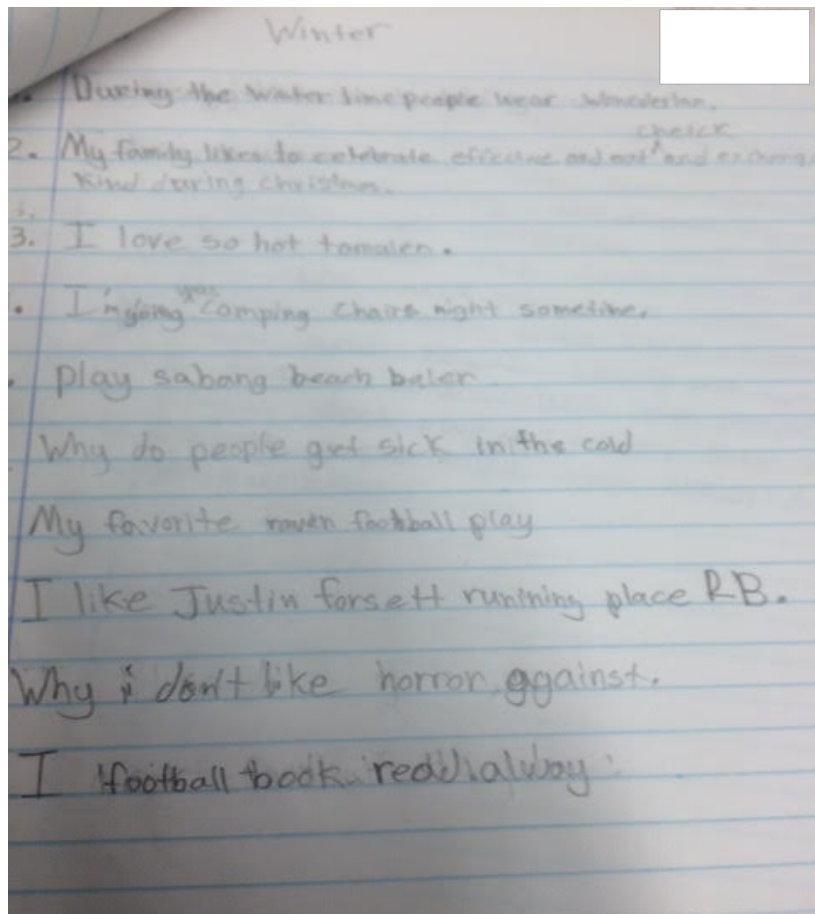
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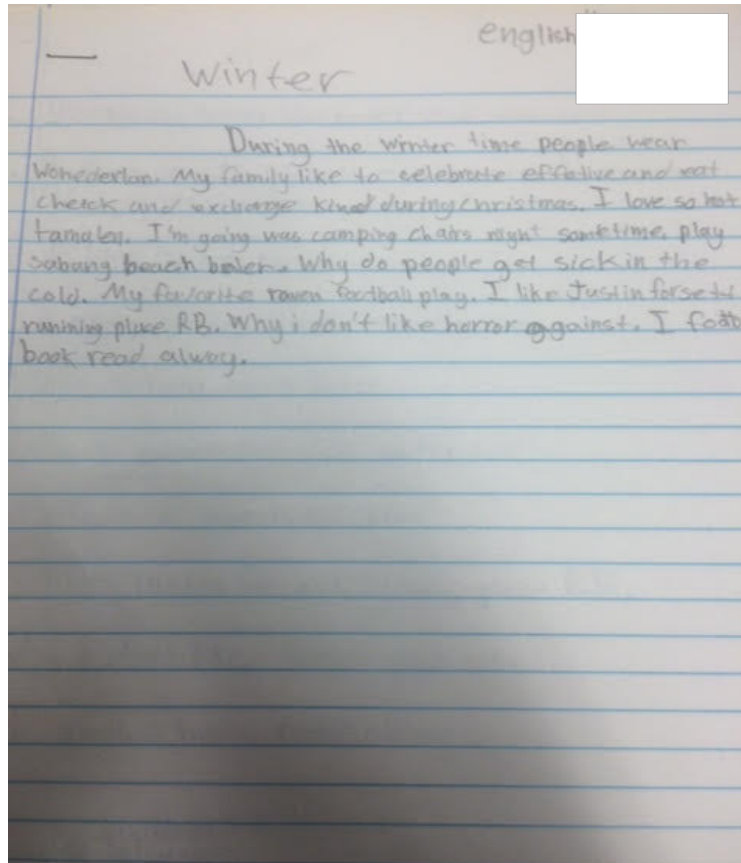
Task #2 Create a one-paragraph essay that summarizes all your ideas.



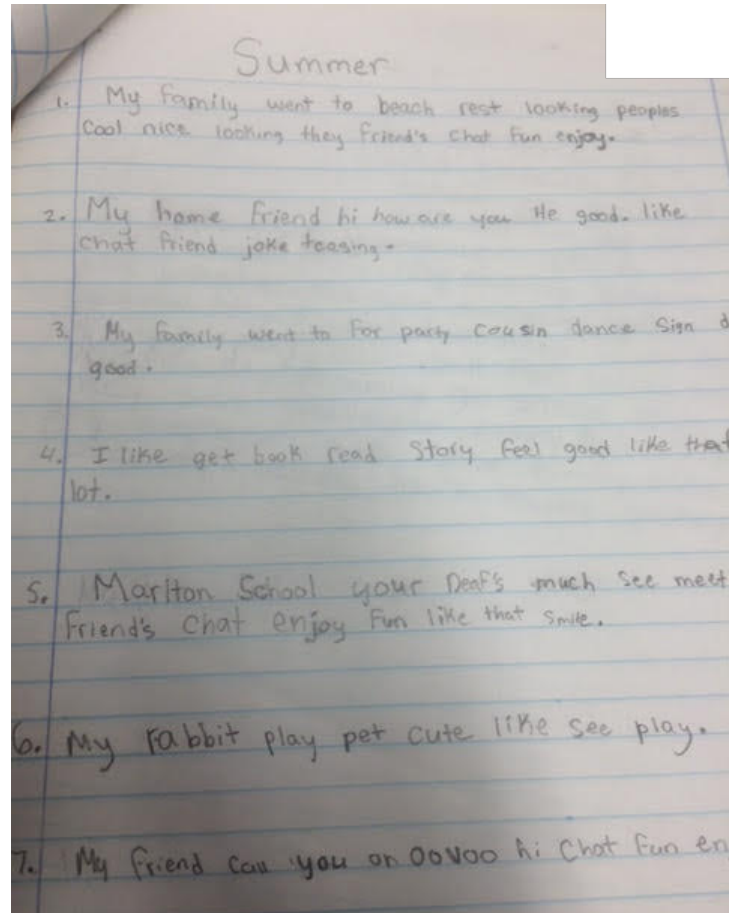
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Task #2 Create a one-paragraph essay that summarizes all your ideas.



Task #1 Create a graphic organizer to organize your ideas before you write your essay. Explain the different things you do with your favorite season before writing your paragraph essay. Refer to the school Weebly website.



Task #2 Create a one-paragraph essay that summarizes all your ideas.

Summer

My family went to beach rest looking peoples cool nice looking they friends chat fun enjoy. My home friend hi how are you He good like chat friend joke teasing. My family went to fair party cousin dance sun dream Sued. I like get back read story feel good like that lot. Marilton School year Deal's snack see meet they friends chat enjoy fun like that smile. My rabbit play pet cute like see play. My friend calljax an esue hi chat fun enjoy. My friends went to park skate play chat fun they Lol joke play Soccer. My family go to cold white snow play making for of joking. Sun feel hot on cold cool better rest sleep feel good.

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