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2013

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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Empowering Students to Develop Literacy and Narrative Skills in ASL and
English Through Digital Media/Visual Arts in Storytelling

A thesis submitted in partial satisfaction of the
Requirements for the degree Master of Arts

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Valerie Anne Sharer

Committee in charge:

Tom Humphries, Chair
Bobbie M. Allen
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2013

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The thesis of Valerie Anne Sharer is approved and it is acceptable in quality and form for publication on microform and electronically:

Chair

University of California, San Diego

2013

DEDICATION

I dedicate this thesis to the better future of Deaf children.

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ACKNOWLEDGEMENTS

I would like to express my greatest gratitude and deepest appreciation to my graduate cohort, Omega, for creating so much memories and all the support throughout the past two years.

An enormous thank you to my professors of Education Studies department at UCSD, especially B. Allen and T. Humphries, cooperative teachers, students and all other staff for their constant belief in me as a prospective and better teacher.

Mom, the rest of my family and friends, I would like to express my sincere appreciation to all of you for your constant encouragement and always believing in me. I would not have done this without all of your wonderful support.

Odyssey Pine, thank you so much for always being by my side throughout the past two years. I truly could not do this without your utmost love and support.

ABSTRACT OF THE THESIS

Empowering Students to Develop Literacy and Narrative Skills in ASL and
English Through Digital Media/Visual Arts in Storytelling

by

Valerie Anne Sharer

Masters of Arts in Teaching and Learning: Bilingual Education

University of California, San Diego, 2013

Professor Tom Humphries, Chair

Literacy development is greatly presented and reinforced at school with emphasis on language exposure and exceptional modeling from teachers. However, many deaf students do not get enough exposure to storytelling and reading aloud due to insufficient classroom time and even professional experience in storytelling in the classroom. This becomes an ongoing issue in classroom due to educational standards and lack of investment especially in storytelling. My curriculum strongly focuses on promoting and empowering students to broaden and amplify their understanding, skills, confidence and creativity into storytelling. The curriculum also promotes students to engage with the visual storytelling and/or digital media by using any type of props, technology and other hands-on activities to be more compatible and attend to the diversity of students' literacy skills. Once they increase the knowledge of all the procedure in creating storytelling project, going towards to the completion of the project; Storytelling festival by students' work. The types of curriculum assessments, which are the observations, the measurement of the students' performance, and the field notes, four out of four curriculum learning goals were accomplished. Throughout of the curriculum, both ASL and English are used in the classroom.

I. Introduction and the Overview of the Project

The proposition of my paper is to focus on empowering students to develop literacy and narrative skills in ASL and English through Digital Media and/or visual arts in Storytelling/Reading Aloud in the classroom and at the home settings as well as to enhance their bilingual development. This paper also promotes to broaden and amplify their knowledge, creativity, and confidence in ability to express using ASL and understanding the appropriate procedure of the storytelling and reading aloud. They will also be able to engage with the major concepts of the visual storytelling and/or through digital media by using the app of iBooks on iPad and/or other hands-on activities to be more compatible and attend to the diversity of literacy skills. Meaningfully, the creation of the time on preparation for the storytelling through digital media and/or visual arts will better motivate them to increase the level of engagement in the story and to draw out their understanding in this whole process as well as to provide incentive for reading.

Presenting the goals for the curriculum:

- To increase the knowledge of the groundwork to develop the bilingual development in storytelling/reading aloud through digital media/visual arts.
- To give them a better understanding of the moral and structure of the

- story and narrative skills in order to promote language development and cognitive growth in the classroom and in their home settings.
- To enhance the confidence, build on expressing in ASL as well as making connections to the English language.
- To facilitate development of imagination, improvement of reading, writing and expressing in ASL.

II. Bilingual Approach to Deaf Education

Storytelling: Narrative and Literacy Skills.

This has been an ongoing issue that storytelling is not considered as a big investment in the classroom as the teachers are usually focusing on other subjects to be able to meet the academic goals as well as to meet the standards. This attitude has made it more difficult for students to really enjoy and/or even to understand the purpose of storytelling as a way to improve students' literacy and narrative skills.

A research argument: I have researched on visual language and visual learning in ASL and discovered a source on visual language and visual learning from the VL2 (visual language and learning) at Gallaudet University on the emphasis of the advantages of the early visual language research. On the article, one of the segments from the paragraph has stated that most children from deaf families entering school are typically ready to learn due to the fact that they had already acquired the language when they were infants and/or toddlers by communicating with their first language. Also, they have used their first language through communication with their family who are also fluent in ASL (Baker, S. 2011, p. 2). The more exposure the children get from their parents, the more acquisition the children will learn in any type of settings such as

classroom, home environment or anywhere else they communicate. The communication between children and families has become more accessible and efficient because of the language they use on a daily basis. Another part of the article has significantly mentioned that, "The most accessible pathway for full access to linguistic information for many deaf children is through vision" (Baker, S. 2011, p. 3). The more visual language they acquire, the higher the level of comprehension for these deaf children. It is really significant for the language to be more visible for children to perceive in order for them to understand in every way possible. The book of the Advances in the Sign Language Development of Deaf Children by Brenda Schick, Marc Marshark and Patricia Elizabeth Spencer states specifically that, "ASL is the visual-gestural language used by the Deaf population in the United States. It is passed down from one generation of American Deaf to the next, and it is an independent linguistic system, not derived from any spoken language" (Schick, B., Marshark, M., Spencer, P.E., 2006, p. 137). It is, indeed, a treasure for the deaf community to use the language that is visual for them to communicate. Furthermore, ASL is really a unique language as we sign, and it is a visual language unlike any other languages. We use hands to communicate within the community.

A pedagogical argument: A partial of the article has talked about an additive bilingualism that it builds upon research that shows that first language proficiency is a powerful predictor of second language development. (Garate, M. 2012, p. 2). Increasing fluency for two different languages, and the article has stated that for the development, “Knowledge, experiences, and proficiencies developed in one language can be accessed to support the development of the other language. Within additive bilingualism, a developmental bilingual program fosters the students’ first language, teaches the second language, and provides content instruction using both languages” (Garate, M. 2012, p. 2). Fluency in both languages promotes more fluency in any type of writing and reading skills as well as becoming more knowledgeable in these languages. According to the article, deaf children acquire the first language as early as they can learn thus affecting the strength in developing the second language, because if there is a delay in the first language, it will affect the overall cognitive development as well as the academic achievement. In order to be fluent in the second language, it is really vital for deaf children to be proficient in their first language as well (2012). It is equivalent to hearing students who are bilinguals as well. They receive the exact same amount of need for access. Garate writes that they all are needed to recognize not just one language, but both

languages and both cultures. In order to attain good education is to ensure that there is a good quality of education in the school settings as well as the home environment. The exposure of the both languages is beneficial when they are usually using both languages at home, in the classroom and/or elsewhere.

A socio-cultural argument: it is indeed important for deaf children to be familiar with deaf culture as well as the deaf community in order to understand their own true identities within the community. The first language is valuable to the deaf community as it is the core of the deaf identity. (Benedict, B. 2007, p. 1). Being deaf is not merely being a human whose cannot hear and use the different kind of language other than what the hearing people use. Being deaf includes all of the essentials of the identity and the ability to know and be familiar with a variety of languages all over the world including the core of their first language, ASL. Within culture, Deaf individuals come from diverse backgrounds and influences from diverse people to be able to share a special kind of history, experiences, values and morals (2007). The author shares about the first language that deaf people use and what it really is, “through ASL, members are given a unique medium for personal expression, a spatial and visual language that does not require the use of sound and

emphasizes hands, faces, bodies and eyes” (Benedict, B. 2007, p. 1).

This quotation applies to deaf children in the school environment, as it is the original and first language they use on a daily basis. It is part of their culture and identity, too. With this said, “It is in these visual-spatial environments that a Deaf child becomes “acculturated” through language immersion as well as social interactions with others who share the same language and a similar world view that is experienced primarily through visual rather than auditory experiences” (Benedict, B. 2007, p. 2).

Within culture, deaf children will fathom clearly as it is their cultural language and will achieve better understanding as a deaf person in the same community. In the school environment and community, deaf children attend to the deaf schools, they will increase the familiarity of their culture as they are interacting and surrounding by the same peers as well as ASL within the same community. Deaf children and adults share the same type of communication and are able to pass down significant information of the culture for them to fathom as well as to preserve and cherish the core of the language.

III. Assessment of Need

These goals will help the students increase the effective understanding of the purposes of the story. According to the Article of Linda Fredericks' statement, 'Stories are not just incidental to the development of literacy in young people--they are essential. They are a powerful and indispensable tool to teaching literacy and critical thinking skills to students' (1997). Incorporating technology/visual arts into storytelling will better strengthen students' critical thinking skills and ability to explore their own stories to increase the development of imagination.

Meanwhile, this possibility will increase their own language as well as for the second language to create a vivid imagination to present a better understanding of the story by containing visual aids into their eyes and minds.

The more visual aids that are provided, the more open-minded students will be, promoting the increase of the cognitive growth and language development students will get by understanding explicitly the groundwork of the preparation as well as the procedure of how the storytelling works. Once the comprehension cumulates, they will be empowered to do on their own from the teacher's models. In order to contain visual arts and digital media into storytelling, it would most likely increase the ability to promoting discussion and actualizing their immense

interests in storytelling by embracing the visual aids.

The increase of technology in the classroom is exploding, and it has already impacted many children nowadays by use of multiple technologies/visual arts such as iPads, smartboards, hands-on activities, and the others in the classroom as well as at home, if available. I strongly feel that by increasing and integrating more visual arts and digital media into storytelling, it will enhance and strengthen their critical thinking skills, develop their imagination further, and improve their reading, writing and ASL skills. This type of project is needed to improve and promote the language development by inclusion of the digital media and visual aids to make it more visual for students to aid their understanding as well as to empower them to be familiar with the procedure of this critical project, too. The article promotes me to include the visual aids into this type of development, especially for the Deaf children with a variety of language development skills. "The experiences of the teachers verify what a number of researchers have been discovering: storytelling is crucial to child development, and helps to strengthen neural pathways that make learning of all kinds possible" (Fredericks, L. 1997). It also includes the pinpoints of the reasons for storytelling to be integrated in literacy programs especially storytelling. This is a great way for me to broaden my idea for this curriculum as well. I have also discovered the list of the benefits of

integrating storytelling in the literacy programs in the classroom from Fredericks' article and they are:

- *Development of Imagination*
- *Improvement of Reading, Writing, and Speaking Skills*
(*Expressing/Signing Skills*)
- *Strengthening of Critical Thinking Skills*

This list would promote students' skills on creating their own stories into storytelling from understanding the development of literacy and narrative skills and then onto the skills of how students will express in their own skills.

Another possible outcome of student storytelling goals may be measured in a variety of formal and informal ways from the source of *Storytelling Safari* such as teaching narrative structure, building up the confidence, increasing skill in expression, and observing student behaviors. Also, it can be observed based on the change in students' performances whilst empowering them to do storytelling (Sigle, K., 2008).

I am continuing on a search mode for the further information about the outcomes as well as evidence of empowering students to develop the literacy and narrative skills especially in storytelling.

IV. Review of Existing Materials and Curricula

Whilst exploring the topic of empowering students to develop literacy and narrative skills in ASL and English through digital media and/or visual arts in storytelling, the appearance of this topic did not come up exactly what I was looking for; however, it gave some different information regarding storytelling on how it creates huge benefits of having it integrated in the classroom. I have had to explore in different terms to obtain more information, unfortunately, it was pretty hard to discover what I would need to find. I also obtain a thesis book of Lucinda Baugh (2012) entitled Bridging Literacy of Home and Classroom Through ASL storytelling DVD. It has a different kind of focus between home and classroom while I am focusing on empowering them to develop students' literacy and narrative skills in storytelling. However, it will possibly promote their incentive in reading and able to present their skills to their home environment.

A source that is almost similar to what I am researching on; however, it is not exactly the same thing what I am aiming for. *Aims of Storytelling Safari*, the goal of this is to provide students with skills to succeed across the curriculum by teaching narrative structure. In order to empower students, this author states about how they can literally make students to understand the purpose for my curriculum, "If you teach the essential

elements of story structure to students, their ability to comprehend both story and expository material significantly increases”

(Haven, K. 2007). Also, Kendall Haven mentions that knowing story structure more likely will increase literacy and narrative skills with both stories and non-narrative texts and it will support student success in every area according to students' comprehension of text (2007). This segment of what Kendall Haven has shared, it is the similar vision of how I want to teach and empower students to develop the literacy and narrative skills, the structure of narrative and literacy skills. However, it is not the exact same focus as my curriculum. The structure of literacy skills would be mainly focused on the comprehension of the main points and details of the books that students will choose and students will also learn how to summarize their stories. Once students are familiarized with the structure of literacy skills then they will go towards to narrative skills in ASL to present the main points and details from the stories they choose.

V. Fundamental Learning Theories

In order to provide the utmost support for students to be more independent, the scaffolding method will promote the empowerment of the narrative skills within learning abilities. This method is a great way for me as a teacher to empower students to develop their literacy and narrative skills within scaffolding instruction. According to the article on Edutopia.org, “Scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk” (Alber, R. 2011). This method is intended for me, as a teacher, to promote and assist at each step whilst instructing the process of storytelling to ensure that each student gets all the support they need.

Also, this is also a great way for students to learn thoroughly and to develop the knowledge of the process for the whole curriculum. The purpose of my curriculum is to incorporate the scaffolded instruction into storytelling lessons to promote the independence of the literacy and narrative skills. “Scaffolded instruction optimizes student learning by providing a supportive environment while facilitating student independence” (Larkin, M. 2002).

In order to make the instruction go smoothly, the lessons and steps that will be used is the main idea of the framework outlined by Martha Larkin (2002), which are following from the “teacher does it” going on to

the “class does it” becoming more comfortable with the idea of the process. Students will be doing the “group does it” after being empowered and enhanced by the knowledge of each step from the start. Students will begin the “individual does it” in the final stage of the lesson.

By providing the scaffold instruction, storytelling could create a more superlative learning condition as it promotes significant benefits for children’s language development as well as for narrative skills. Not only for expressing, but it also will increase the linguistic development. The students will have to break down the pieces to get into their elemental components and slowly understand to form the story.

Language transfer strategy is the way to go by learning the first language first before going into the second language. Therefore, students will be focusing on the first language, ASL, to comprehend the intention of the curricula, then onto the second language, English, to read and write from developing the narrative skills by using the first language in the first place. This will be heavily emphasized on the first language first in order to affect comprehension, and then it would be make the process more fluent onto the next language, which is English (read and write/type). For my curriculum, students will use ASL to increase receptiveness, comprehension and learn better through their first language before they can go onto the second language, which will be either moving stories,

drawing pictures onto the comic strips, creating visual arts to tell stories, telling stories from the iPads, or any type of visual arts/digital media to fit the best of their skills. I also will keep on modeling the interaction of ASL and English throughout the curriculum to ensure that students are comfortable in both languages everyday in the classroom. “Language provides one of the most readily accessible windows into the nature of the human mind” (Haukta, K. 1977). This refers to the first language and it will lead onto the second language after being fluent in the first language.

Another research on the language transfer by Leon A. Jakobovits, “the analysis of transfer effects in second language learning should be molecular and have a systematic character that could potentially organize the knowledge language teachers have developed through their experience in the classroom” (2006). Students are familiar with their first language will bring out the best in their second language in the long run.

Using multiple intelligences theory on expressing from the story according to their learning styles enable the students to express in their own learning styles to increase their narrative skills as well as to understanding the structure of the story. This is also a great way to promote their language and comprehension skills using whatever intelligences that are more compatible to students’ learning abilities. This is also the way for students to increase the motivation to do the storytelling

according to their own skills and whatever method would make them really understand the whole procedure of the storytelling, narrative and literacy skills. The segment from the article states that, 'This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," (Gardner, H. 1991).

Students process their learning abilities in different ways and will be able to acquire clearly their own diverse skills. In the excerpt of the article that Howard Gardner (1991) has mentioned the multiple intelligences that he believes each individual has its own variety of intelligences; which is the total of nine. Based on Howard Gardner's study, he developed the theory of multiple intelligences and he also researched and interviewed with a variety type of people. In fact, all human beings possess all nine different intelligences as well as different intellectual composition (1999). Students can improve their education by addressing the multiple intelligences of each student's skills. This applies to my curriculum by addressing these different intelligences for each student to fit the best need of their skills to promote better learning environment for each of them.

The nine intelligences are:

Verbal-Linguistic Intelligence -- well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words

Mathematical-Logical Intelligence -- ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns

Musical Intelligence -- ability to produce and appreciate rhythm, pitch and timber

Visual-Spatial Intelligence -- capacity to think in images and pictures, to visualize accurately and abstractly

Bodily-Kinesthetic Intelligence -- ability to control one's body movements and to handle objects skillfully

Interpersonal Intelligence -- capacity to detect and respond appropriately to the moods, motivations and desires of others.

Intrapersonal Intelligence -- capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes

Naturalist Intelligence -- ability to recognize and categorize plants, animals and other objects in nature

Existential Intelligence -- sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.

In my curriculum, I will mostly focus on *visual-spatial intelligence*, as students will have the capacity to think and use the intelligence that is more compatible to their literacy and visual-spatial skills. Students will be able to visualize the whole images and pictures to create a

storytelling in any way they feel best. Also, students do what they excel at such as drawing a comic story, creating digital media from iPads or any type of media, making props, giving a performance along with the pictures of the story and the list goes on depending on the skills of each student. Moreover, another important focus of this curriculum is *interpersonal and intrapersonal intelligences*, as they will also integrate their moods into the story to present the appropriate expressions of their own storytelling. As for intrapersonal intelligence, they will develop the thinking processes after the instruction of empowering them to develop their own literacy and narrative skills in storytelling. They will be able to start from the beginning to the end of the whole process. In order to tell a story in the end of my curriculum, they will be able to include their inner feelings as if they are into their own stories. Intentionally, the students are supposed to immerse themselves into their stories and be able to tell their stories confidently by learning and scaffolding from the teacher and feel empowered and confident in their primary language as well as second language.

VI. Curriculum

The curriculum framework, *Empowering Students to Develop Literacy and Narrative Skills in ASL and English through Digital Media/Visual Arts in Storytelling*, incorporates 3 units. The first unit focuses on the understanding of the purpose of storytelling and the capability of identifying the types of genres of books. The next unit gives the students the opportunity to discover their preference of the various types of the genres. Then, the students will be able to find and select the morals and purposes of the book to become more familiar with the story itself. Finally, the students will develop their own method of telling the story through digital media/visual arts in ASL.

The each unit consists of 3 lessons in each unit. In each lesson plan, there are 3 different categories of learning target, learning plan, assessments and modifications.

In the section of learning target, the main focus is on goals as well as objectives for each lesson incorporating the standards.

As for assessments, they will be provided with the content of formative and summative assessments, including questions to obtain students' learning progress as well as for the teacher, to measure students' understanding and progress towards the targeted goals of each lesson.

The learning plan section includes what teachers need for the lesson, making it happen, the process, and the moving on (closure) of the lesson. This focuses on the details of the lesson on what teachers would specifically do.

Finally, the teacher will include suggestions in the modification section to help accommodate to all students' learning needs during every lesson to ensure that all students get what they need in all lessons and activities.

VII. The Evaluation Plan

In determination of my curriculum to be more functional, I originated an evaluation plan for my curriculum by assessing and evaluating my teaching approaches. In order to evaluate my curriculum, I have included three different methods of data collection, which were observations, the measurement of the students' performance, and the field notes. I implemented an array of assessments to measure their progress as well as the outcome of my curriculum. The evaluation plan was collected from a variety of evidences based on my students' performance as it relates to their learning progress and to see whether my curriculum goals was met. My evaluation plan included an array of comments, discussions, and participation from the cooperating teachers and students. The evaluation plan also incorporated all of the field notes, student performance rubrics/ students' projects, and observations.

The data collection of my students' learning process and the field notes distinguished all of my students' performance during all of the lessons, including my personal reflections and my observations. The data collection also documented the students' growth in literacy including their narrative development as well as their progress of the storytelling project. I created a list of questions for the discussions, and wrote brief comments during the lessons of what I saw during all of the lessons. I reflected and

documented everything on each lesson as much as possible. On occasion, I created post-it notes during the student' work phase and used it as prompts to further expand my notes from each lesson as possible. In all, all of the documents that I collected provided evidence of students' learning development and acquirement of the curriculum goals.

In addition to the students' performance, I collected all of the visual artifacts they have worked on to reflect and document on the process of their learning in literacy development. It also included all of the students' work from any of handouts, any type of templates, and pictures taken, if needed, on the students' work progress. The outline and agenda also made it a better manifest for the lesson to keep track of what progress they have made on this project. All of these artifacts show evidence of students' learning progress. These visual artifacts were imperative to my curriculum as it was project-based and helped to document every thing they have done as well as how they applied the skills, information and strategies they learned.

Finally, in order to make my curriculum more effective, I used all of these methods of data collection I have presented, which were really fundamental for my curriculum and for reflecting on how I implemented my curriculum as well. All of the ways I collect evidence for triangulation were very crucial for my curriculum. I could find and examine all of the evidence

with heavy emphasis on how it was implemented, how students learned, and what elements of the curriculum students used.

VIII. Curriculum Implementation

My curriculum was implemented at a small Adult Literacy Program at Deaf Community Services of San Diego, Inc. in California in April-May 2013. The program proudly serves over 15 Deaf and Hard of Hearing adults ranging from 18 to 60 years old with a variety of backgrounds. The projected length of the program is usually between 6 months to 2 years depending on the success of the students' learning progress.

The school practices and enforces an ASL/English Bilingual approach to ensure students' communication access and in order to improve their living and literacy skills. The program heavily focuses on student-centered activities to develop skills. The program also helps students to perform successfully in college or at today's workplace by providing students with useful tools including English, communication, life, computer, and college and employment preparation skills. There are two different levels within the Adult Literacy Program, which include preliterate-beginning and intermediate-advanced. The Adult Literacy Program includes educational and vocational assessments that not only determine which class matches students' needs, but also create individualized recommendations for students' progress toward success throughout the program.

My student teaching placement was in the adult classroom. The

classroom was staffed with a team of two other teachers, as well as Deaf volunteers and a couple of hearing volunteers on specific days. All staff was fluent in both ASL and English. All of the teachers divided their time teaching and rotating lessons daily. The daily schedule provided an array of important content areas to develop basic skills with ongoing and balanced exposure of both ASL and English. There were two classes divided into two different levels based on their learning skills. One teacher focused on teaching math, employment and living skills, while the other teacher focused on literacy activities including writing prompts, guided reading and vocabulary development. Technology also available in the classroom including a projector connected to the Smartboard and an iPad for student use.

This particular change and/or potential problem and challenge with my curriculum implementation was that I was aware at this point to adjust my curriculum according to their literacy skills as every student came from a variety of educational backgrounds. The progress of the whole curriculum was a little different from what I would have expected.

After two weeks of observation of the learning structure in the classroom, getting to know students through learning styles and lessons, I taught my curriculum with nine students with an assortment of language levels, developmental needs, and abilities. All students played a part in my

curriculum for the duration of four weeks. The students in my classroom ranged from 18-40 years old. Below I provide a description of each of the students', their background, and their literacy skills in ASL.

Individual Student Notes

EB is an older Filipino student in the advanced literacy class. He has a hearing family; his only sister knows ASL. He still lives with his family during his education and employment. He demonstrated a passion and steady pace of learning ASL narrative and literacy skills. His ASL rated "Early Advanced" on ASL Scale of Development.

IR is a Hispanic woman has hearing parents. She still lives with her family during her education and employment. She demonstrated a passion in improving her literacy skills. She also continued to struggle with fingerspelling words with "R" in it and rated "Early Advanced" on ASL Scale of Development.

CB is a Hispanic man has hearing parents. He still lives with his family and his family can sign with him in ASL. He is passionate about becoming a math teacher. He is also attending Southwestern College for some math classes. He showed an impressive progress of learning English and ASL narrative skills and rated "Advanced" on ASL Scale of Development.

OEM is a Hispanic man who has hearing parents. He graduated from Chula Vista High School and wanted to pursue more education at the Adult

Literacy Program before heading to college. He aims to be working in the construction field. He still lives with his family and his family uses ASL to communicate with him. He showed a lot of passion in improving English and ASL narrative skills and rated “Advanced” on ASL Scale of Development.

OFM is a Hispanic man who has hearing parents. He always showed a passion in art and wanted to become an artist as well as filmmaker. He continued to struggle with low literacy skills. However; his ASL narrative skills were pretty high, rated “Advanced” on Scale of Development.

MG is a Caucasian woman. She is a native ASL user and has deaf family. She came from Pennsylvania and also went to the deaf school in Pennsylvania. She possessed strong ASL narrative skills and showed a lot of improvement toward literacy skills. She rated “Advanced” on the ASL Scale of Development.

ME is an Asian woman who has a hearing family. She always had a passion in improving her literacy skills. Her reading and ASL narrative skills were stronger than writing skills. She wants to become an accountant in the future. She also takes some college courses; however, she wants to get more education at the Adult Literacy Skills to improve her literacy skills. It is a struggle for her to comprehend in some specific areas due to her signing skills, rated “Early Advanced” on ASL Scale of

Development.

KT is an African-American man who has hearing family. He demonstrated weakness in reading (word recognition) and strength in ASL narrative skills, rated “Advanced” on ASL Scale of Development.

AB is a Hispanic man who has hearing family. He demonstrated weakness in writing structure and strength in reading and ASL narrative skills, rated “Advanced” on ASL Scale of Development.

Field Notes

Lesson 1.1 – April 15, 2013

My first lesson, “What is Storytelling?” was presented to the class to increase their knowledge in this area. I began the lesson by asking the students to tell what they already know about storytelling. Everyone responded:

- OFM said, “expressing.”
- MG mentioned, “to tell a story.”
- OEM added, “to share some experiences.”
- EB said, “fun”

Everyone else nodded as in agreeing with other students. I continued presenting in depth of “Storytelling is...” (see *Figure 8.1*). I asked them to look into each word and how they can be used. The few students were able to give some examples of how they can be used:

- MG said, “true stories can tell people some messages”
- OEM added, “information for news, facts and others people need to know”

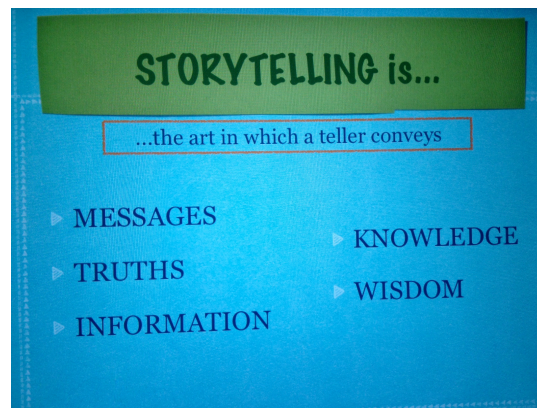


Figure 8.1: Introduction of what the storytelling is.

As I began to ask students what can they tell/share about a story, students began to brainstorm how they could share about a story.

- News
- Folklores
- Fiction
- Non-Fiction
- Education
- Culture/Personal

- Adventure
- Comedy
- Crime
- Fantasy
- History
- Horror

After the brainstorm session, I posed out a question for students to think about where they could tell and share the story. The students began to say, “home?” I nodded and then I told them of some more places where they could share the story, which were school, bookstore, library, and anywhere else. After that, I told all students how and what we could use to share the story in an entertaining way, and by using whatever skills including, but not limited to musical, drama, artistic and creative. Before the end of this lesson, I explained the purposes and motives of storytelling:

- Create a community
- Share with others
- Enhance the audience’s enjoyment
- Increase understanding of the message
- Relive past experiences
- Joy and delight

All students showed the lesson of the storytelling among concepts as if they understood the purposes and motives of storytelling immensely.

A lesson learned today: I could have made some more time for students to discuss and to be able to reflect on the lesson. The class was finished before I could make some time for students to discuss about what they had learned. In the future, I would need to pay attention on timing

and pacing to ensure that students can have time to reflect and discuss on what they have learned and share what they want to share.

Lesson 1.2 – April 19, 2013

I prepared and created an example of the story I picked and I used the keynote program for modeling purposes. I wanted this lesson to focus on perspective for storytelling. I picked the book, “The True Story of the Three Little Pigs!” to give an example for students. While I read aloud to the students, I explained what storytellers usually do by telling the title, authors and illustrators, characters, settings and plots. After modeling, I left a plenty of time for students to reflect on what I had done as well as discuss the story elements. I was able to review with students on what we should include and some responded:

- OEM said, “Characters”
- ME added, “settings”
- MG said, “title”
- OFM mentioned, “emotions”

When the lesson ended, I was able to review with all of students to ensure that they understood what storytelling was all about and they responded, “yes” as if they explicitly understood what included the story elements.

Lesson 1.3 and 2.1 – April 22-24, 2013

I began to empower the students by letting them to pick their own

books. They tried to search for books they could pick for storytelling. I was able to create some conversations with students on their preferences in order to discover what they like. Most students were able to pick the books they like; however, one student, KT, was struggling to pick a book he wanted because some specific books were not available at the library or even online. After a while, he finally picked a comic book he wanted to use for the storytelling project.

All students already picked their own books, and then I was able to explain what I wanted them to do, which was to take the quick glance of the books they picked to discover titles, characters, settings, plots as shown on the *figure 8.2*. I allowed students to have time to read and discover the important information for this simple lesson to give them a better understanding.

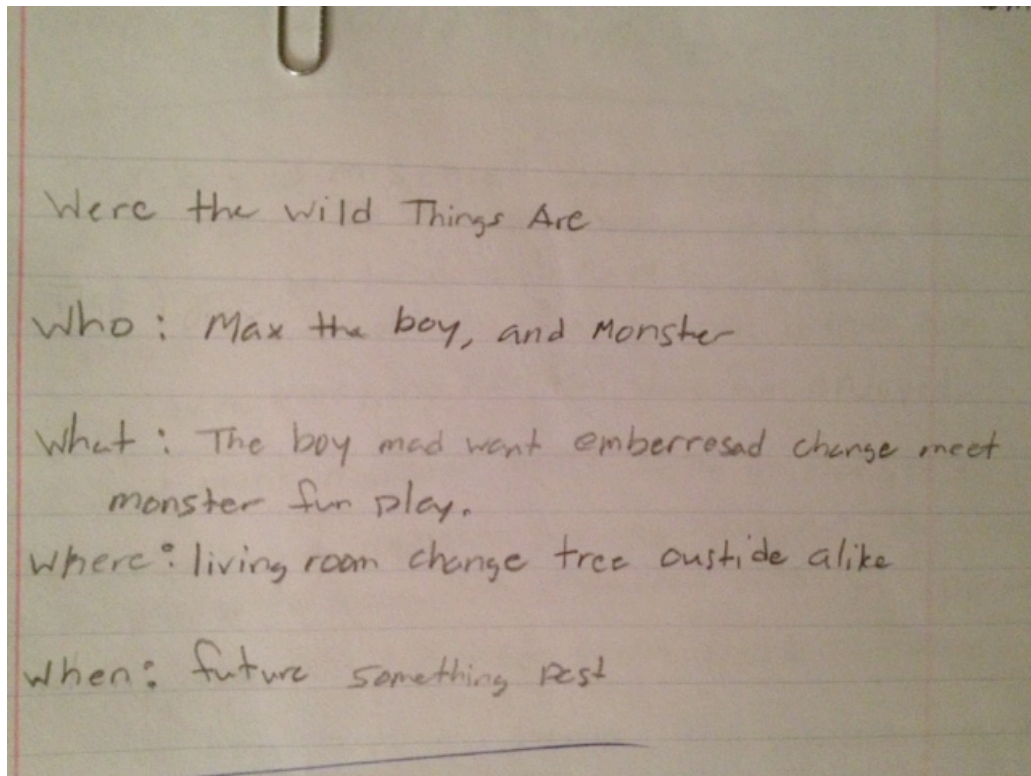


Figure 8.2: Collecting information

After the quick and short lesson of collecting information of students' work from their books, I asked students to jot down words they did not understand at their own pace. I encouraged students to understand the words by using context clues to determine the meaning of a word in a text and a picture if possible. The students were able to work together to figure out the meaning of each word.

All students were done with jotting down words they did not understand initially, and then they understood the whole concept of the story. After that, I asked all students to summarize the story in writing. This was a bit difficult part as they responded in ASL differently than I thought

ME said, "HOW SUMMARY?"

CB said, "I HAVE TO WRITE ALL FROM BOOK?"

I had to put this lesson to a stop and began to explain in simple terms what summary is. The students were pretty overwhelmed by this; however, this step-by-step practical guide helped them build a summary and provided a basis for a better understanding the purpose of summarizing. The students' participation was really high, as they really wanted to understand how to summarize. I gave them an example of what they already learned the last few days about the basics of the story including the key points: who, when, what, and where. Not only that, I mentioned that summary is a brief abstract of the story with my guide: "what happened in the beginning of the story," moved onto the middle part of the story and "what was the climax of a story" and finally, "how did the story end?" Guided questions were somewhat helpful in eliciting students to understand yet it was still a little difficult for them.

A lesson learned today: Some of the assumptions were made during the instruction process as I thought all students knew how to write a summary. It was usually instructed during their time in middle and/or high school. I need to focus on how to explain the purpose of the summary and create strategies for summarizing using story elements and characters.

Lesson 2.2-2.3 – May 1-2, 2013

After the completion of students' work, I introduced them all of the goals I wanted them to accomplish during this whole process. I clearly defined procedures of the storytelling project by including the name of the story, what genre of books that students chose, and the basic keys of the story. I gave a brief modeling of the introduction and all students seemed more certain and confident of what they were doing. All students began to brainstorm on what kind of presentation they wanted to do. Most students wanted to use the PowerPoint and/or Keynote programs; two students wanted to use the iMovie program.

All students were granted an opportunity to practice signing their stories to any kind of video and then analyze their own ASL skills. After that, they showed their work to me so I could give them some feedback and input on their signing skills with some time we had. The time frame of giving feedback and inputs were pretty critically limited even though, I tried to give as much as possible with the limitation of time we had.

Lesson 3.1 – May 7, 2013

Most students continued working and practicing on their project, I kept myself available for them if needed. I walked around in the classroom a couple of times to check on students' progress and helped them when needed. A few students lagged behind but all were working, focused and

engaged in their projects. Some students came to me for my help; I helped them with specific signing skills and increase facial expressions when telling a story. I was very impressed with the students' participation in today's lesson. All students seemed really engaged and motivated about the project.

A lesson learned today: If students lack public speaking skills, I need to include a mini lesson on presenting/public speaking as it could be beneficial for them. Another thing I could do for this lesson is to empower them by pairing up and have them critique each other's work and then peer conferencing in the end to increase confidence.

Lesson 3.2 – May 8, 2013

I started the lesson by giving a presentation about storytelling rubrics. I asked all students what rubrics meant; OEM responded, "LIST WE NEED?" I replied, "YES, THAT'S RIGHT." Then I asked them, "WHY IMPORTANT?" MG raised her hand and then said, "NEED KNOW SO WE CAN DO WHAT WE NEED." I replied, "YES." Then I moved onto the next slide on storytelling performance rubric as shown on *Figure 8.3*, I told all students to include all of these on their storytelling project. When I came to this specific slide on self-assessment, OFM asked what "EMPHASIZE" meant. I asked what you thought it meant. OFM guessed, "LIKE EXERCISE?" Then another student, KT, replied "NO!" He obviously

understood it was out of context. I explained what the term, EMPHASIZE, meant and then students were able to find its context by reading the sentence again. I was able to pull answers from the students during this lesson. I created ASL and English connections such as signing and pointing to print words.

As the lesson ended, I encouraged students to ASK QUESTIONS then a couple of students asked, "WHY?" I gave them an answer, "TO UNDERSTAND BETTER." Then I moved onto the next word, "INNOVATION," OFM said, "CREATURE" then I helped spelling it correctly, "CREATIVE." I mentioned this to the class what it meant, "YES, THAT'S RIGHT, NEW IDEAS – NEW TECHNOLOGY IDEAS AND DIFFERENT." All students nodded.

I was amazed by students' participation and they were really engaged and inspired to do their best work.

Performance Skills Rubric:

| | Beginner | Intermediate | Proficient | Accomplished |
|------------------------------------|-----------------|---------------------|-------------------|---------------------|
| Sign Mechanics | | | | |
| Facial Expression | | | | |
| Body Language & Gesture | | | | |
| Focus | | | | |
| Characterization | | | | |
| Use of Space | | | | |
| Timing/Pacing | | | | |

Storytelling Compositional Skills Rubric:

| | Beginner | Intermediate | Proficient | Accomplished |
|------------------------|-----------------|---------------------|-------------------|---------------------|
| Story Structure | | | | |
| Words | | | | |
| Innovation | | | | |

Figure 8.3: Storytelling Rubrics

Lesson 3.3 – May 9-10, 2013 – Storytelling Festival

Two days of storytelling festival was scheduled with about five-seven minutes per student. I presented a brief discussion to all students about a one-on-one discussion of their results on the storytelling project. They also will be able to know their evaluation results as well. Only four students were sharing their stories on the first day. The rest of students were able to write down any inputs or thoughts on each presenter and presenters had a chance to do their own self-assessment as shown on *Figure 8.4*. All students were really motivated and nervous about this big project. The next day, the other four students were able to give presentations, and due to a tight schedule, one more student will need to do it on May 13, 2013. The only challenges were that there was technical difficulty with the VGA adapter connected to the Smartboard from their iPad and some students were not prepared. They were pretty panicked.

A lesson learned for the last two days: I should have presented a brief discussion about the difference between storytelling and giving a presentation before the implementation. Also, I need to make time to have one day discussion on making sure students are ready for their storytelling project.

1. Nervousness:

How comfortable did I feel in front of the group this time?

2. Memory Lapse:

Did I have any moments where the thread of the plot was lost?

3. Distraction

Did my mind wander off the storytelling task at hand?

4. Personal Pleasure

Did I enjoy telling the story?

5. Insights

Did I realize anything new about the storytelling experience or the story while telling?

6. Personal Best:

What was my personal best?

1. Visualization

Could I hear the teller?

2. Verisimilitude

Did the characters seem believable and real to me?

3. Charisma

Did the teller keep my interest and attention?

4. Vividness

Did the story create images in my mind?

Figure 8.4: Outer and inner criteria self-assessment from proteacher.com

Finishing up and Wrapping up – May 13, 2013

The last student finished up her storytelling project and then all students got to finish all of their evaluations on others and self-assessments. In completion of their evaluations, I presented a brief discussion and reflection on the whole progress of the storytelling project. I asked all of the students a couple of questions such as “How do you feel?”, “What do you think?”, “What improvement do you need” and “Any more questions you might want to know?” A couple of students were able to share their thoughts...

OEM: “WANT MORE STORYTELLING”

MG: “FEEL SHOULD MORE FACIAL EXPRESSION AND ACTING”

OEM: “WANT MORE PRACTICE ON ASL STORYTELLING”

SB: “I FEEL GOOD AND FUN”

OEM: “HOW LONG WILL YOU STAY TEACHING? WANT MORE PROJECT LIKE THIS”

Some students felt the need to improve ASL skills. I explained how presentation skills can be relevant to job interviews and/or any other type of presentations. One of the ideas that a student brought up is to have a team storytelling project. Overall, students seemed to find the experience enjoyable. My particular goal of the curriculum WAS to inspire them to read

Review on Writing and Summarizing – May 22, 2013

I decided to focus on writing and created strategies for building skills in writing from their summaries. At the beginning of the lesson, I asked students to reflect about their summaries. Most students expressed that they wanted to learn more about how to write properly. I wanted to open a discussion about writing, I asked students to share their knowledge about writing. The questions were:

“What is writing?”

“What is it really for?”

“What do you know about writing?”

“What does writing include?”

“Do you like writing?”

Students created a great discussion about writing. Most students added in some things what they know about writing such as essays, communication with hearing people, resumes and cover letters, formal and informal letters, journals, and novels. I asked them to tell me what they write to summarize, then one student, OEM, said that summaries are for concise details and key points of the big story.

More Writing – May 23, 2013

Today was the best day for a great discussion with my students. I decided to focus more on sentences and how they can put them together

in a summary. I also tried to elicit from the students to explain what a summary was and how they can summarize. Most students did a great deal of brainstorming what they can do with summary, for instance: OEM: “WRITING IS FOR LEARNING”, MG: “IMPORTANT TO ENSURE THAT SENTENCES MAKE SENSE”, KT: “JOB APPLICATIONS LIKE COVER LETTER”, OEM: “KEY POINTS”.

I asked each student to write one sentence and then we will identify what is included in each sentence. I explained that this lesson is not about error correction but it is about each student’s prior knowledge of English sentences. I gave a model through processes with reading sentences and I wanted to give a basic foundation of writing sentences

One thing I could have included in this lesson was to explain more than just one example about the difference between Adjective and Verb – give more examples of what each word means and how to put in a sentence. For example, I explained “interesting” and “interested” and how they differ from each other. I also explained and wrote an example of a sentence for each term: “I AM INTERESTED...” and “I AM AN INTERESTING PERSON.” However, it was definitely a great lesson. The students were really engaged, curious and motivated to improve their writing skills as well as to understand in order to write better.

Transitional Words Lesson – May 24, 2013

I had a chance to teach a brief mini-lesson about transitions. The timing was perfect for me to explain what transitions are. I gave them some examples of what transitions are, so they can have some ideas of what it looks like. After explaining and modeling, I took out all of my students' summaries and asked students to work on their summaries again to add transitions into paragraphs. This was a difficult lesson because they were lacking knowledge in the area of transitions. It was a bit struggling for them to put this into their summaries. I listed transitional words on the whiteboard to give them some ideas. Some examples from the book, *6+1 Traits of Writing*, which I put on the board:

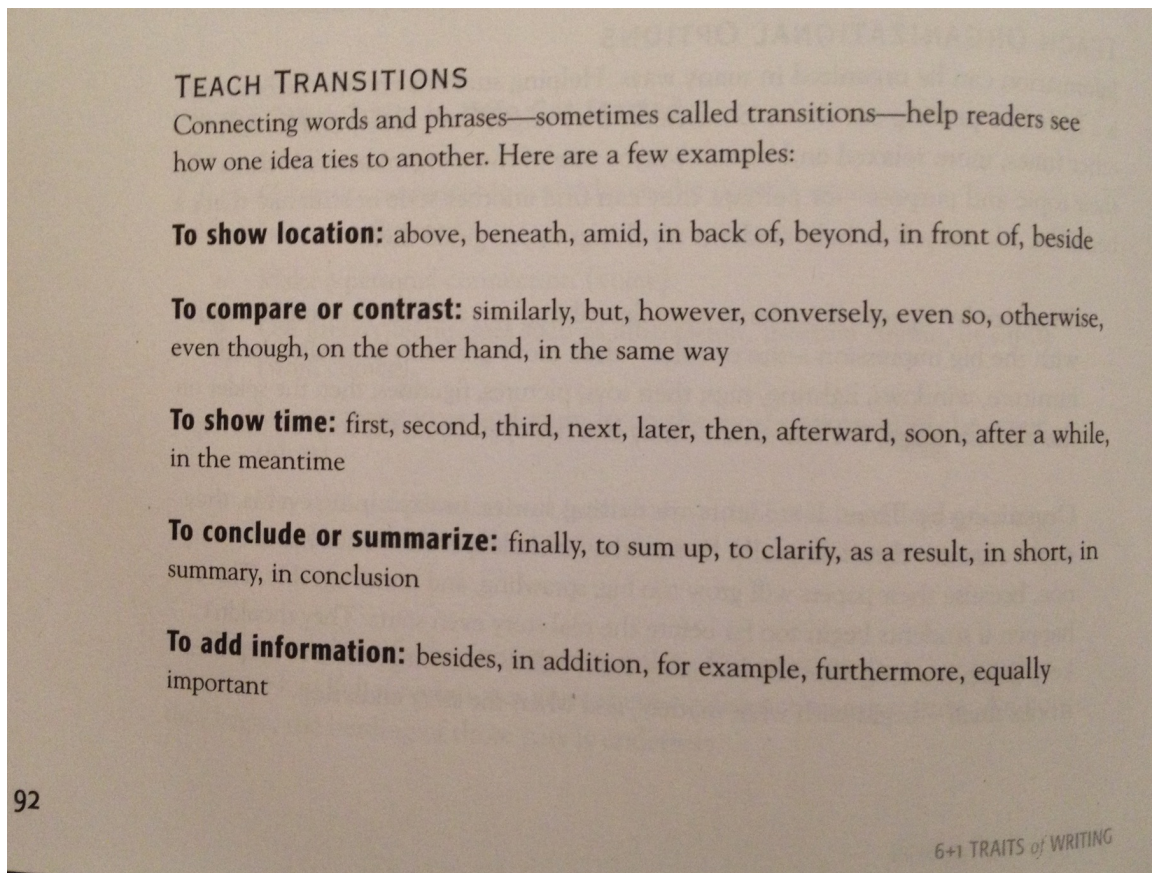


Figure 8.5: Examples of transitional terms they can use to practice writing.

There were some feedbacks I got from my cooperating teacher to distribute copies of “teach transitions”, so students could use them when they struggle for transition words while writing. My cooperating teacher mentioned that I might need to model writing a paragraph along with transitional words to give them a better understanding rather than just using my two examples from the book, “6+1 Traits of Writing” by Ruth Culham.

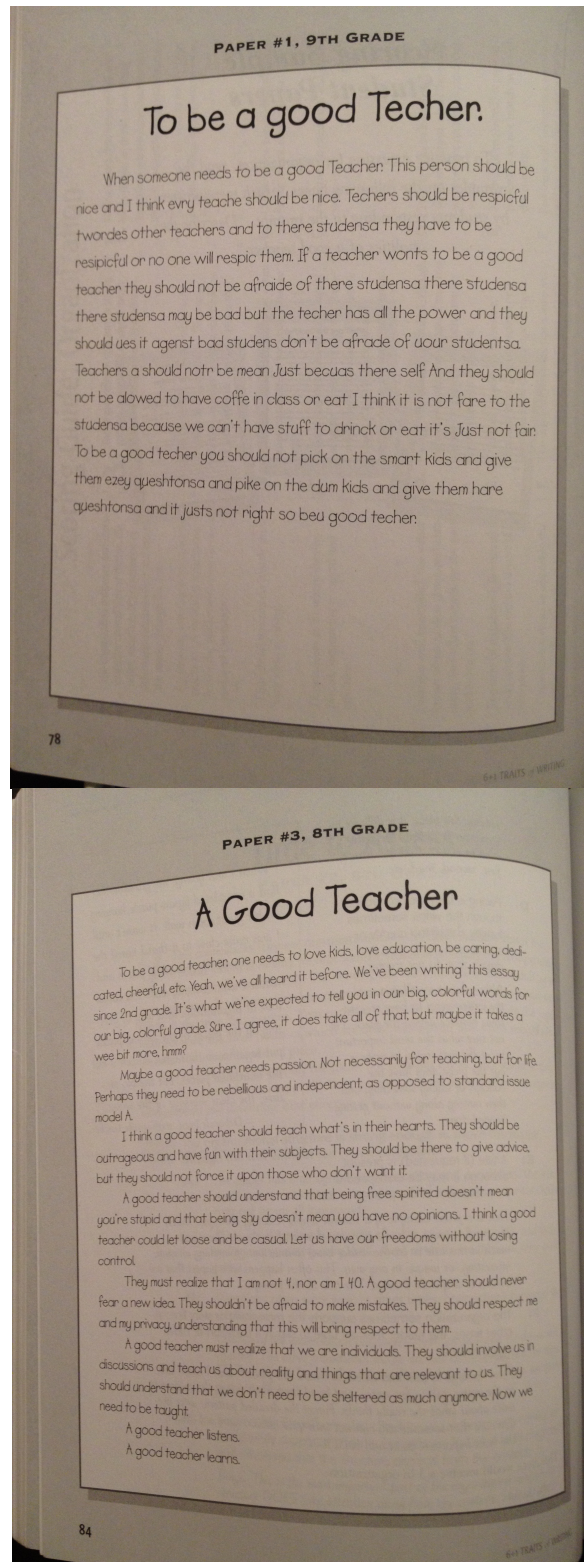


Figure 8.6: Examples of the organizational structure from the book, *6+1 Traits of Writing*

IX. Report on the Result of My Evaluation

This section reports on the evaluation of the curriculum. The curriculum implemented was evaluated with three different types of data collection: teacher observations of the students, the measurement of the students' performance, and the field notes. The evidence I have gathered for my curriculum had helped me to confirm if my curriculum goals were met.

The Curriculum goals were:

1. Students will increase the knowledge of the groundwork to develop the bilingual development in storytelling/reading aloud through digital media/visual arts.
2. Students will have a better understanding of the moral and structure of the story and narrative skills in order to promote language development and cognitive growth in the classroom and in their home settings.
3. To enhance the students' confidence, build on expressing in ASL as well as making connections to the English language.
4. To facilitate development of students' imagination, improvement of reading, writing and expressing in ASL.

The first goal of this curriculum stated that *students will increase the knowledge of the groundwork to develop the bilingual development in*

storytelling/reading aloud through digital media/visual arts. According to my field notes and students' performance in lesson 1.1, 1.2, and 1.3, students promoted and gained knowledge in this area. The comprehension of all lessons created clearer expectations for the students on the basic foundation in writing and narration. Also, all of these lessons included modeling, giving examples and discussing in ASL to ensure that students get the basic foundation of the whole progress. I observed in depth of students' discussion using ASL and students' comprehension of the purpose in these lessons. They were able to brainstorm on what they would do after I gave a model of my storytelling and the meaning of storytelling as well (see figure 8.1 and 8.2). The observations had supported my goal to ensure that students are to explicitly understand the basic foundation in writing and narration. With the help of the rubrics, it gave the students clearer expectations of the purposes for the storytelling project.

The second curriculum goal was *students will have a better understanding of the moral and structure of the story and narrative skills in order to promote language development and cognitive growth in the classroom and in their home settings.* After several discussions and models, students became more knowledgeable of the moral and structure of the story. They were able to comprehend and use the ASL and English

language structures from examples from the teacher of how students would need to do two different things by reading aloud in ASL and writing summaries. Their understanding and use of the language structures of both languages had improved and/or enhanced. The students had the better understanding of the purpose of all lessons they had learned and increased the confidence to express students' creativity throughout their own storytelling progress. Some students struggled especially when they began to write and/or brainstorm of their own storytelling project. However, most of the lesson objectives in this area had been met. Some students struggled with how they can begin and/or never had an experience in writing a summary and finding and creating main points for the story.

The third curriculum goal was *to enhance the students' confidence, build on expressing in ASL as well as making connections to the English language*. To my amazement, students' confidence had literally enhanced by promoting them to develop their own imagination and expressing in their own way, which was ASL along with any types of props and works they created. In the lesson 2.3, the students had to do a self-recognition work by looking and using context of the story in order to understand the meaning of the words they found from their own books. This was an

empowering process for students to self-analysis and self-correct to understand the whole concept of the story of students' preferences. The importance of the learning environment was to ensure that I presented the adaptive preference of the books for the students was one of the key accomplishments of the my curriculum progress as I literally wanted students to have the empowerment of the choice and at the same time they can become more motivated while learning the every step of the whole progress of my curriculum.

Last but not least, the final curriculum goal was *to facilitate development of imagination, improvement of reading, writing and expressing in ASL*. The growth of knowledge, confidence and language development grew throughout the lessons and the goal was met according to students' work, storytelling festival, videos of students' storytelling projects, reflective discussions and inquiries at the end of each activity/lesson. The motivation in each student was really high and passionately wanted to do this again to present the best out of each student's skills in writing and narration.

In spite of all, all of my curriculum goals were fulfilled even though there were some areas that I wish I could have included or extended more time in these specific areas such as writing and specific ASL lessons. The

longer time I have, the more time I can work with students especially with ASL lessons; where I can have a one-on-one with them, practice with them on facial expressions, role shifting as well as finger spelling and many more. I felt as if the time was controlling my entire curriculum project; however, I conquered with all of the curriculum goals I created.

X. Conclusion

I had a very unique situation that I could not be placed to a K-12 school to do my internship; however, I was really thrilled by the news when I can still do my internship at the Adult Literacy Program at the Deaf Community Services (DCS) in San Diego. I did have a little concern about my curriculum if it would suit the need with adults. I researched deeper to find out about the levels of their reading and writing skills since my curriculum was mainly focused on literacy. To my surprise, the reading level was the same as I was hoping for because my curriculum was mostly focused on 2nd-3rd grade level, which meant I did not really have to make a lot of changes in my curriculum. According to the age appropriate, I presented more challenges for the students throughout this progress by giving more explanations in how to write a summary, story details, research more findings on the story elements.

As I began my curriculum, the schedule was a bit different as I was only with my students for just 75 minutes daily unlike other K-12 schedules. I still managed to find some time to work with students within 75 minutes. As time progressed, I realized that I did not have as much time on certain lessons with students due to students' absence, and some important events at the DCS that students were required to attend were greatly affected the my instructional time. I had to maintain my flexibility in

instructing and adjusting/prioritizing the lessons if needed.

If I could implement my curriculum again, I would definitely invest more time on writing summaries, add script writing and ASL lessons to promote better signing skills. Based on the evidence, my curriculum was effective; however, I would like to have more time in many areas throughout my 8 weeks internship. It was pretty hard when the timing was not in my favor as they only have the half day (9-12) everyday.

On a final note, I have seen the growth of students' engagement, motivation and literacy and/or narrative development through out of my instructional time. My curriculum expanded students' appreciation and motivation of the storytelling project. This experience literally promoted students' desire to continue pursuing to improve their storytelling and writing skills. This rich experience had contributed my teaching development a great deal according to the learning and age differences. Also, the timing was limited as they had only half of the day on a daily basis which meant I presented the best teaching possible I can give to each student to ensure that the goals and objectives were met.

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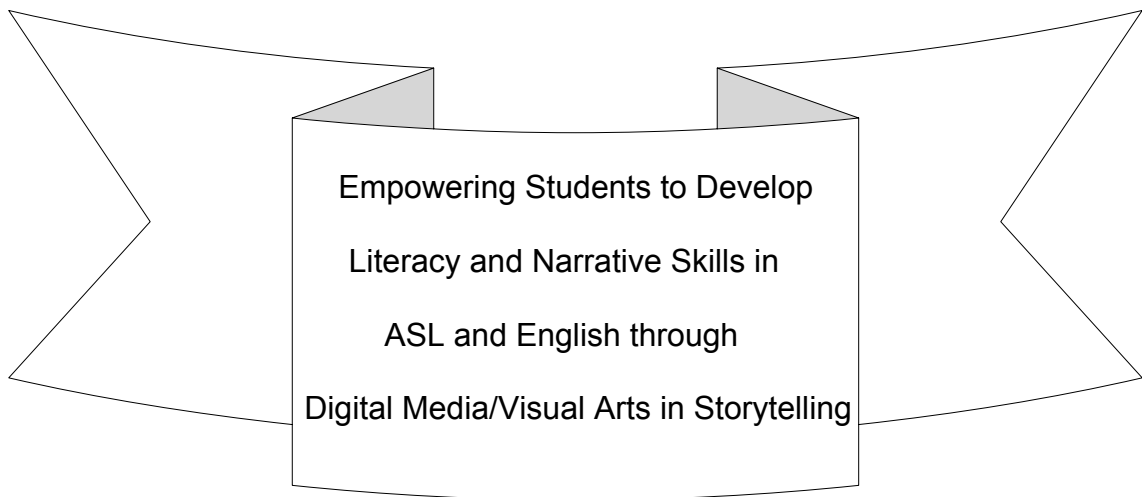
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Appendix A



A curriculum, rubrics, and evaluation forms

by

Valerie A. Sharer

Unit 1: Lesson 1

The Whole Point: To give them a better understanding of the moral and structure of the story and narrative skills in order to promote language development and cognitive growth in the classroom and in their home settings.

Standards: CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or morale.

What the students will do: *Language:* Given teacher's modeling, the students will observe an example of ASL storytelling through visual arts and/or digital media. *Content:* Given ASL storytelling, the students will be able to identify and tell the types of reading within storytelling

Things you will need: Books, easel, projector if possible

Making it happen (Prep/Start-up): Give students some time to look through the different books and discuss on what students have noticed, why and what people tell stories. We will focus on one book after looking through other different books. When presenting a book, the teacher will begin storytelling the book. Afterwards, the teacher will give students some time to think about the book. Questions for the discussion will address the following:

1. how and why the teacher told the story
2. why the teacher picked the specific book for the read aloud/storytelling
3. what was the moral of the story
4. what kind of the message is the author trying to express

The process (Instruction/procedure):

- Begin the discussion with the students about the modes of storytelling of the books. The discussion will be focused on what they have noticed in the books, what people tell and why people tell stories,
- Present a book, *The True Story of the Three Little Pigs* by Jon Scieszka and read aloud the story to the students.
- Ask students about the book, *The True Story of the Three Little Pigs*. What is the moral of the story? What kind of the message is the author trying to tell? What kind of method did teacher use to read aloud about the story?
- After discussing, pair up students and allow a few minutes or less to talk about this book and storytelling experience.

Moving on (Closure): Give a couple of minutes for the volunteers to discuss along with the teacher about what they just learned. The teacher will explain

what we will do next which will be focusing on how will students tell the stories and what important points of the book will students cover when telling a story.

Assessment:

Formative: The students will observe and discuss the importance of storytelling. Observe students' observation remarks on the teacher's storytelling lesson. Are they able to reflect on why we tell stories? Are they able to identify what kinds of readings within storytelling/functions? Are they able to analyze and discover the important parts of the story to share from the book?

Summative: The students will discuss about the purpose of storytelling and able to identify the modes of storytelling by identifying the genres, types of purposes authors present of the books. Students, then, will share the discussion with the teacher on what they have learned.

Modifications/Extensions:

- Additional elaboration/explanation might be needed.
- Step by step guide during the activity.
- Support students who are anxious to work alone. Alternatively, have them work and discuss in pairs.
- Give some waiting time for them to respond

Unit 1: Lesson 2

The Whole Point: To give them a better understanding of the moral and structure of the story and narrative skills in order to promote language development and cognitive growth in the classroom and in their home settings.

Standards: CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

What the students will do: *Language:* Given teacher's modeling and lined writing poster paper, the students will observe an example of ASL storytelling through visual arts and/or digital media and documenting on the lined writing poster paper of the importance of its main points of the settings, plot and characters.

Content: Given lined writing poster paper and teacher modeling, the students will be able to document and identify the importance of its characters, settings and plot and tell what kind of reading strategies were used during storytelling as measured by teacher's observation throughout the activity.

Things you will need: Book of the Little White Rabbit, easel, lined writing poster, marker, projector if possible

Making it happen (Prep/Start-up): Exhibit the book, Little White Rabbit as well as the lined writing poster. Have students discuss and identify what they have found and noticed in the book after the read aloud. Ask students to reflect on the story and what teacher included when storytelling. Have students start identifying and documenting of its characters, plot and setting that should be included while storytelling.

The process (Instruction/procedure):

- After modeling, students will begin to discuss whether it is important to include the reading aloud activity.
- Post up a poster and encourage students to discuss about what they have brainstormed and write a list.
- After discussing, the teacher will begin questioning students on why these lists are important to share.

Moving on (Closure): Give a couple of minutes for the students to reflect on the activity and then discuss on what they should include when reading aloud.

Assessment:

Formative: Ask questions to determine if the students can identify the importance of its characters, plot and setting from the book when reading aloud. Are they able to include the important points for storytelling activity?

Summative: The students will list what they think they should include for the storytelling

Modifications/Extensions:

- Additional elaboration/explanation might be needed.
- Step by step guide during the activity.
- Students may extend more time; motivated students will likely do this, too.

Unit 1: Lesson 3

The Whole Point: To give them a better understanding of the moral and structure of the story and narrative skills in order to promote language development and cognitive growth in the classroom and in their home settings.

Standards: CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

What the students will do: *Language:* Given teacher's modeling and students' book preference, the students will read through out the book and analyze the beginning as well as the ending of the book as measured by teacher's observation

Content: Given teacher modeling, the students will be able to pick the book preference and begin analyzing the importance of its beginning and the ending of the book as instructed from the previous lesson.

Things you will need: Book of students' book preference

Making it happen (Prep/Start-up): Students get to pick their book preference in preparation for the storytelling activity. They will start the book by analyzing and discovering the importance of the beginning and the ending of their book choice.

The process (Instruction/procedure):

- After modeling, students will decide which book they want to focus and work on.
- While focusing on their own book preference, they will analyze and identify the important points of the beginning and ending of the book.
- After discussing, the teacher will begin questioning students on why these lists are important to share.

Moving on (Closure): Give a couple of minutes for the students to reflect on the activity and then discuss on what they will include for the storytelling activity.

Assessment:

Formative: Ask questions on how and/or what they felt about discovering the important points from the book. Examine students on their progress.

Summative: The students will come up with what important points in the beginning and the ending of the book. Students will discuss on what they will include and it must be relevant to the book they have picked.

Modifications/Extensions:

- Additional elaboration/explanation might be needed.
- Step by step guide during the activity.
- Students may extend more time; motivated students will likely do this, too.
- Support students who are anxious to work alone. Alternatively, have them work in pairs.

Unit 2: Lesson 1

The Whole Point: To facilitate development of imagination, improvement of reading, writing and expressing in ASL.

Standards: CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by *speaking* (expressing) in a different *voice* (tone) for each character when reading dialogue aloud.

What the students will do: *Language:* Given teacher's modeling and students' work, the students will analyze and write down a list on each character from the story and begin studying each character's tone through out the book as measured by teacher's observation and students' work.

Content: Given teacher modeling, the students will be able to identify a variety of characters' tones based on the story that students have picked.

Things you will need: Pencil, paper, book,

Making it happen (Prep/Start-up): Students will read, analyze and begin to write down a list on a variety of characters and their tones from the book. Students will identify the expressions to be able to share and express when reading aloud.

The process (Instruction/procedure):

- After modeling, students will begin writing a list of each character and its tone to ensure that it is compatible according to the story.
- While focusing on identifying and writing the tones of each character, they will analyze its tone of each character
- After analyzing and writing a list, students will practice expressions of each character's description/tone.
- Finally, the teacher will begin questioning students on why the activity is significant to include. The possible answers would be: the audience will be able to feel included as if they were in the story. The audience will understand the foundation of the story when including the clear-cut expressions.

Moving on (Closure): Give a couple of minutes for the students to clean up and organize them into their storytelling project box and then reflect on the activity on how they feel about the whole process. The teacher will write down on the whiteboard on what and why would be necessary to include especially sharing the character expressions. The possible answers would be: "you can identify characters based on their expressions." "You will feel like you are in the story with the storyteller." After the discussion, the teacher will begin explaining on

what they will include for next the storytelling activity as the students will move up to the next step to focus on the type of visual arts or digital media they want to use.

Assessment:

Formative: Investigate and ask questions on why is it important for students to analyze, acknowledge and identify character expressions. Examine students on their progress.

Summative: The students will be able to share their knowledge of their findings in characters' descriptions as well as expressing in ASL of their expressions from the book. Students will discuss on what they will include and it must be relevant to the tone of the book they have picked.

Modifications/Extensions:

- Additional elaboration/explanation might be needed.
- Step by step guide during the activity.
- Provide one-on-one assistance during writing activity.
- Students may extend more time; motivated students will likely do this, too.
- Support students who are anxious to work alone. Alternatively, have them work in pairs.

Unit 2: Lesson 2

The Whole Point: To facilitate development of imagination, improvement of reading, writing and expressing in ASL.

Standards: CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.

What the students will do: *Language:* Given teacher’s modeling and students’ work, the students will analyze and brainstorm the events in the book displaying how each character responds to the events from the book and begin writing down and describing the events that are included in the story as measured by teacher’s observation and students’ work.

Content: Given teacher modeling, the students will be able to brainstorm the events and then describe how each character responds to those major events and challenge in the story.

Things you will need: Pencil, paper, book,

Making it happen (Prep/Start-up): Students will look and read through the book and brainstorm all of the events in the story and then students will describe how each character responds to major events as well as challenges.

The process (Instruction/procedure):

- After modeling, students will read throughout of its book to identify the major events and analyze how each character responds to the events.
- While focusing on discovering the major events, students will begin describing how characters respond to the challenges.
- After identifying the responses, students will begin practicing on making connections with characters and main events and how students can express them in ASL.
- Finally, the teacher will begin the discussion with the students on this specific activity. The discussion will focus on why is it imperative for them to include characters’ responses and the main events.

Moving on (Closure): Give a couple of minutes for the students to clean up and organize them into their storytelling project box and then revive on the activity on how they feel about the whole process. The teacher will begin asking students the importance of including the main events and the responses from each character in the story. The possible answers from the students would be: “it would not be off the point.” “The audience will know what we, as storytellers, talk about.”

Assessment:

Formative: Investigate and ask questions on why is it important for students to analyze, acknowledge and identify the main events and how characters respond to them as well as the challenges.

Examine students on their progress.

Summative: The students will be able to share their knowledge of their findings in characters' responses and what the main events/challenges are. Students will share on what they will include their findings and it must be relevant to the tone of the book they have picked.

Modifications/Extensions:

- Additional elaboration/explanation might be needed.
- Step by step guide during the activity.
- Provide one-on-one assistance during writing activity.
- Support students who are anxious to work alone. Alternatively, have them work in pairs.

Unit 2: Lesson 3

The Whole Point: To enhance the confidence, build on expressing in ASL as well as making connections to the English language.

Standards: CCSS.ELA-Literacy.RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

What the students will do: *Language:* Given teacher's modeling and word/sentence recognition worksheet, the students will recognize and use context of the story in order to understand the purpose of the story as measured by teacher's observation and students' work.

Content: Given teacher modeling, the students will be able to self-analysis and self-correct in whatever students recognize from the book they have picked and then they will document what they have found.

Things you will need: Pencil, worksheet, book

Making it happen (Prep/Start-up): Students will do the self-analysis and use self-correction for sentences or/and words from their own books. Students will use context in the story to understand the identified sentences/words for self-correction and then they will be able to reread the book again to ensure that they make connections to the English language as well as to be able to express in ASL.

The process (Instruction/procedure):

- After modeling, students will read throughout of its book to use self-correct word/sentence recognition.
- While focusing on confirming or self-correcting word/sentence recognition, students will begin documenting those contexts to ensure that they understand.
- After documenting those contexts, students will begin analyzing and recognizing the context from the book and begin making connections with the story to be sure that the story is on the right track and then students can express them in ASL in a "sequential" way.
- Finally, the teacher will begin the discussion with the students on this specific activity. The discussion will focus on what they should include, what kind of context can they use to understand and how to recognize sentences/words. The possible answers from the students would be: "use context from the pictures along with the sentences as well as words." "look at the word and picture to know what context is."

Moving on (Closure): Give a couple of minutes for the students to clean up and organize them into their storytelling project box and then reflect on the activity

and how they feel about the whole process. The teacher will allow students to discuss in pairs to share their experience of the whole process.

Assessment:

Formative: Observe, investigate and ask questions on how students can use context and word/sentence recognition from the book. Examine students on their progress.

Summative: The students will be able to use context and/or self-correct word/sentence recognition to understand and reread the book to completely understand the whole context of the story.

Students will share on what they learn and how they use context to understand the story and it must be relevant to the book they have picked.

Modifications/Extensions:

- Additional elaboration/explanation might be needed.
- Step by step guide during the activity.
- Provide one-on-one assistance during writing activity.
- Give some waiting time for them to respond and understand.
- Support students who are anxious to work alone. Alternatively, have them work in pairs.
- This lesson may take more than one day depending on students' progress.

Unit 3: Lesson 1

The Whole Point: To facilitate development of imagination, improvement of reading, writing and expressing in ASL.

Standards:

2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

Visual Arts 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

What the students will do: *Language:* Given teacher's modeling and brainstorming handout, the students will begin brainstorming on their performance preference, identifying and then writing down what they would need to do for storytelling and the ideas for their performance as measured by teacher's observation and students' work.

Content: Given brainstorming handout, the students will be able to discover and assess their preference for ways of telling a story and create a list of what they might need to do.

Things you will need: handouts, pencil

Making it happen (Prep/Start-up): Students will do the brainstorming handout to assess and discover and identify their preference for ways of telling a story. Students also will write down a list of what they might need to do after determining their performance in telling a story.

The process (Instruction/procedure):

- After modeling and discussing, students will begin brainstorming on their preference in any way of telling a story in a variety of art elements.
- While focusing on discovering and identifying the preference, students will begin documenting the necessities on what students will need to include in the storytelling project.
- After documenting, students will begin writing a list of what the story might need to be included in any type of art performance.
- Finally, the teacher will begin the discussion with the students on this specific activity. The discussion will focus on what they should include, what kind of art or digital media can they use to tell a story and how to start. The possible answers from the students would reveal in a variety of statements such as: "I want to use my art skills to tell a story", "I like to do what the book does", "I need to make sure that I will include all main points to tell a story for the audience to know what the story is all about."

Moving on (Closure): Give a couple of minutes for the students to clean up and organize them into their storytelling project box and then revive on the activity on how they feel about the whole process. The teacher will allow students to discuss in pairs to share their experience of the whole process.

Assessment:

Formative: Observe, investigate and ask questions on how students can brainstorm on their preference in any way of telling a story. Examine students on their progress.

Summative: The students will be able to brainstorm and begin assessing/doing what students' interests and want to do to tell a story. Students will share on what they learn and what they use to share the story and it must be relevant to the book they have picked.

Modifications/Extensions:

- Additional elaboration/explanation might be needed.
- Step by step guide during the activity.
- Provide one-on-one assistance during writing activity.
- Give some waiting time for them to respond and understand.

Unit 3: Lesson 2

The Whole Point: To facilitate development of imagination, improvement of reading, writing and expressing in ASL.

Standards:

California Content Standards 2.1 (Storytelling) Present stories that move through a logical sequence of events and describe story elements

Visual Arts 2.1 Demonstrate beginning skill in the use of basic tools and art(and digital media)-making processes, such as printing, crayon rubbings, collage, and stencils.

What the students will do: *Language:* Given teacher's modeling, the students will begin sharing their beginning skills in the use of any type of art preference to present a story, identifying a logical sequence of events/types of art performance and then writing down what they would need for their art performance as measured by teacher's observation.

Content: Given the discussion and blank paper, the students will be able to discuss and write down to identify and explain their story elements and art preference for ways of telling a story.

Things you will need: blank paper handouts, pencil

Making it happen (Prep/Start-up): Students will discuss, identify and share their story elements and art preferences of their ways to present a story. Students also will write down a list of what they might need for their art/digital media project after identifying and sharing their preferences.

The process (Instruction/procedure):

- After modeling and discussing, students will begin identifying a logical sequence of events and sharing on their preference of how students will present a story.
- While sharing, students will begin explaining the necessities and materials on what students will need related to the story elements.
- After identifying and sharing, students will begin writing a list of what materials students might need for their art performance.
- Finally, the teacher will begin the discussion with the students on this specific activity. The discussion will focus on what they should include, what kind of materials can they use to tell a story. The possible answers from the students would reveal in a variety of statements such as: "I want to make a movie", "I want to paint the pictures to tell a story", "I want to use pictures to tell my story", "I want to use toys and/or objects to share my narrative."
-

Moving on (Closure): Give a couple of minutes for the students to clean up and organize them into their storytelling project box and then revive on the activity on how they feel about the whole process. The teacher will allow students to discuss in pairs to share their experience of the whole process.

Assessment:

Formative: Observe, investigate and ask questions on how students can begin considering what type of materials students need for their storytelling project. Examine students on their progress.

Summative: The students will be able to identify and share their ideas on how students will tell a story and what materials students will need for their storytelling project. Students will share on what they learned and what they used to share the story and it is relevance to the book they have picked.

Modifications/Extensions:

- Additional elaboration/explanation might be needed.
- Step by step guide during the activity.
- Provide one-on-one assistance during writing activity.
- Give some waiting time for them to respond and understand.
- This lesson may take more than one day depending on students' progress.

Unit 3: Lesson 3

The Whole Point: To facilitate development of imagination, improvement of reading, writing and expressing in ASL.

Standards: CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Visual Arts 2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, tempera, and other types of skills.

What the students will do: *Language:* Given teacher’s explaining and reviewing students’ projects, the students will use rehearsal skills to improve their rewriting skills as measured by teacher’s observation and students’ work.

Content: Students will strengthen their performance skills through repeated rehearsals.

Things you will need: students’ preference storytelling projects, paper, pencil

Making it happen (Prep/Start-up): Students will begin to practice performing their stories. Students will also write down an outline of what they will need to cover while retelling their stories and they can clean up and embellish their stories into any type of visual arts they want to use for storytelling project.

The process (Instruction/procedure):

- After explaining, students will begin to practice performing
- While focusing on confirming of their performance, they will write an outline or a list of what they will include in their performances.
- After documenting those keys for their performance, students will begin to learn to use rehearsal skills to improve their rewriting/refining skills.
- Finally, the teacher will begin the discussion with the students on this specific activity. The discussion will focus on what they will include while storytelling: the questions will be presented such as how to make a better story? How do they feel while practicing and performing? The possible answers would be: “the story should be included all important main points of the story”, “the feeling of happiness and excitement by telling a story in our own preference of books.”

Moving on (Closure): Give a couple of minutes for the students to clean up and organize them into their storytelling project box and then revive on the activity on how they feel about the whole process. The teacher will allow students to discuss in pairs to share their experience of the whole process.

Assessment:

Formative: Observe, investigate and ask questions on how students feel and think of the whole process. Examine students on their progress.

Summative: The students will be able to rewrite and refine to understand and give a performance of their storytelling project. Students will share on what they learn and how they use to tell the story and it must be relevant to the book they have picked.

Modifications/Extensions:

- Additional elaboration/explanation might be needed.
- Step by step guide during the activity.
- Provide one-on-one assistance during writing activity.
- Give some waiting time for them to respond and understand.

Rubric for the Final Project: Storytelling

Performance Skills Rubric:

| | Beginner | Intermediate | Proficient | Accomplished |
|------------------------------------|-----------------|---------------------|-------------------|---------------------|
| Sign Mechanics | | | | |
| Facial Expression | | | | |
| Body Language & Gesture | | | | |
| Focus | | | | |
| Characterization | | | | |
| Use of Space | | | | |
| Timing/Pacing | | | | |

Storytelling Compositional Skills Rubric:

| | Beginner | Intermediate | Proficient | Accomplished |
|------------------------|-----------------|---------------------|-------------------|---------------------|
| Story Structure | | | | |
| Words | | | | |
| Innovation | | | | |

Rubric for the Final Project: Self-Assessment

Name: _____ Date: _____

Describe the experience and feelings after storytelling.

1. Nervousness:

How comfortable did I feel in front of the group this time?

2. Memory Lapse:

Did I have any moments where the thread of the plot was lost?

3. Distraction:

Did my mind wander off the storytelling task at hand?

4. Personal Pleasure:

Did I enjoy telling the story?

5. Insights:

Did I realize anything new about the storytelling experience or the story while telling?

6. Personal Best:

What was my personal best?

Rubric for the Final Project: Assessment for the Storytellers

Name: _____ Date: _____

Describe your thoughts and feelings about the storyteller.

1. Visualization:

Could I understand the storyteller?

2. Verisimilitude:

Did the characters seem believable and real to me?

3. Charisma:

Did the storyteller keep my interest and attention?

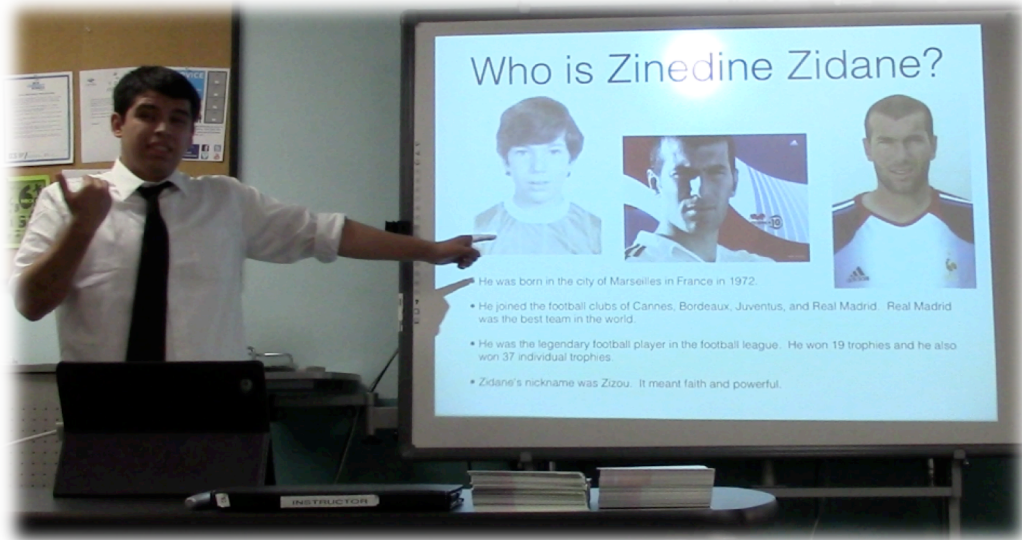
4. Vividness:

Did the story create images in my mind?

Appendix B

This is a documentation of student work samples collected throughout the curriculum, *Empowering Students to Develop Literacy and Narrative Skills in ASL and English through Digital Media/Visual Arts in Storytelling*, during the storytelling festival (the final project).

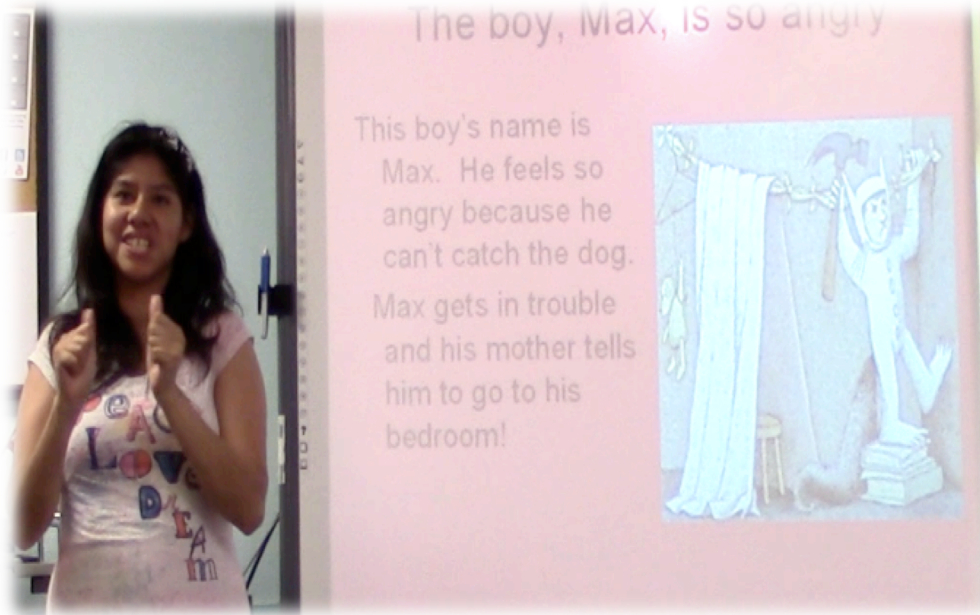
{Excerpts from their storytelling project videos}



(Top) Figure 13.1

(Botton) Figure 13.2

Storytelling



(Top) Figure 13.3 (Bottom) Figure 13.4

Storytelling



Figure 13.5

Storytelling