

Rochester Institute of Technology

RIT Digital Institutional Repository

Theses

9-26-2005

Journal writing within deaf education

Clare Cassidy

Follow this and additional works at: <https://repository.rit.edu/theses>

Recommended Citation

Cassidy, Clare, "Journal writing within deaf education" (2005). Thesis. Rochester Institute of Technology. Accessed from

This Master's Project is brought to you for free and open access by the RIT Libraries. For more information, please contact repository@rit.edu.

Journal Writing Within Deaf Education

MSSE Master's Project

Submitted to the Faculty
Of the Master of Science Program in Secondary Education
Of Students who are Deaf or Hard of Hearing

National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

By

Clare Therese Cassidy

Student Signature

In Partial Fulfillment of the Requirements
For the Degree of Master of Science

Rochester, New York

_____ (date)

Approved:

Project Advisor

MSSE Program Director

Special Thanks to:

My Parents
Susan Fischer
Jason Kulchinsky
Tammy Murphy
and
Zeus Omar

Table of Contents:

<u>Topic</u>	<u>Page #</u>
Introduction	1
Problems Within Deaf Learners	1
What is Journal Writing?	3
Benefits of Journal Writing	4
Possible Shortcomings of Journal Writing	8
Reasons for creating this curriculum	9
Overview of Journal Writing Curriculum	10
Rules of Journal Writing	14
Definitions/Descriptions of Journal Writing	15
Ideal Class Schedules	17
Assessment	20
Summary	21
Lesson Plan Section	23
Assessment Tool Section	38
References	45
Appendices Section	49
Daily Sparks Section	53

Introduction

Writing has generally always been a source of resentment, aversion and unhappiness for deaf people. It shouldn't be. When one mentions an English writing course, one would involuntarily envision a long class of boring lectures on parts of speech, sentence structures and know their written paper will return all bloody from those red markers. This has to change; the unconscious fear of English within Deaf people affects their academic, personal and social growth.

The change can happen by the classical conditioning of making writing and English a fun and pleasant learning experience. One remedy to such adversity is journal writing. When growing up, I remember my pleasant experiences were when my teachers or friends wrote to me through journaling and it was nothing like writing those papers required for school. I loved every minute of it.

I decided to try journaling with my students for both student teaching experiences and have come to the conclusion that journal writing is effective in creating a pleasant experience for writing; however, it can be more successful if we blend the academic requirements with journal writing with structured guidance.

Although I used journal writing with my students, I realized that I did not have a structured system for journal writing to have it effectively blend with their academic skills. This led me to the current project, where I aspire to create a curriculum based solely on journal writing that will at the same time meet the academic standards while creating a positive and enjoyable learning experience for everyone involved.

I am about doing this project because not only will I provide information on deaf readers' problematic factors that can be remedied by journal writing; I will also share ideas of topics, objectives, samples of journaling questions, and activities to effectively make journal writing an academically fulfilling experience.

Problems Within Deaf Learners in Reading (English)

The education of the Deaf, thus far, has been considered a failure. Over the years through reports and research, the deaf population's average reading level has been shown to fall at the level of 3rd to 4th grade. The fact of the failure was officially recognized by the 1965 Babbidge report (Babbidge, 1965) and further verified as a continuing failure by the Commission on Education of the Deaf in 1988 (Bowe, 1988). There are countless research studies that state the problematic average of deaf individuals being stuck at the 3rd or 4th reading grade level. Paul & Quigley (1990) explained that the literature in deaf

education is in general agreement that, as a group, deaf children have difficulty attaining literacy in English beyond the fourth grade level.

There are several explanations as to why this has been the case for more than a century. Referring to this commonly known problem, Golladay (1977) said that the average is low due to the disadvantage of individuals with prelingual hearing loss. He said that development of vocabulary, idiomatic and grammatical English and sophisticated sentence patterns, and the understanding of abstract concepts are "severely retarded" thus, affecting their reading (Golladay, 1977). In addition, the struggles may be based on several factors, namely deaf students' weakness in metacognition skill as discussed by Albertini (1990) and Strassman (1997), lack of confidence when it comes to writing (Vanett & Jurich 1990a), low knowledge of vocabulary (Mayer & Mosko, 1998) and more than necessary discomfort when it comes to the subject of English.

Deaf children in reading:

- Lack confidence
- Has poor metacognition skills
- Have low knowledge of vocabulary
- Sees English as a foreign language

Finally, some have argued that the system of educating the deaf lacks proper educational methods (Walworth, 1990); one study emphasized that the problem originated from language barriers (Golladay, 1977). Most of those researchers hold late language development (missing the critical period of language development) accountable for this problem. Inevitably, it would be common sense to assume that writing is one of the domains that is a constant battle for deaf learners. Given all those language related factors, it would not be surprising to see deaf children developing an aversion towards writing, reading and English in general.

There are many educational methods in Deaf education attempting to remedy this dilemma. For this project, my belief in journal writing as a "remedial" educational strategy is sincere. Journal writing alone address satisfy most of those issues brought up by research in regard to Deaf education. Journal writing, according to Albertini (1990) taps into several areas: for instance building independent strategies (metacognition), increasing confidence, coherence, improved expressive skills, and even grammar skills. Also, Hall (1997) described journal writing as a magical way of encouraging children to be interested in writing.

This leads me the beleif that journal writing will ease the anxiety of deaf learners and their inescapable paralysis when it comes to "English." And if students are less uptight about English, they

may be able and willing to increase their exposure to it.

What is Journal Writing?

Written communication between teachers and students is called journal writing; it is also known as dialogue writing. Journal writing, according to Montgomery (2001), consists of several writing methods between the teacher and the students. Montgomery's focus in using journal writing was for mainstreamed students who had learning disabilities or were English Language Learners. She saw it as an effective tool to appropriately evaluate everyone's skills, regardless of diversity, because she was able to assess each student individually.

When it comes to journal writing, the role of the teacher is to ask questions, throw in topics and encourage thought provoking writing (Albertini, 1990; Vanett & Jurich, 1990a, 1990b, Montgomery, 2001; Hall, 2002). Then in turn, the students will freely write their responses and thoughts, ask questions (inference), and relate their answers through personal anecdotes, to experiences or already familiar knowledge (Muller, 1992; Meath-Lang, 1990; Vanett & Jurich 1990a; Albertini, 1990;

**Journal writing
is magical.**
-Hall, 2002

Montgomery, 2001). Journal writing between teachers and students is a turn-taking process where the content of the journal continues to grow as bonding and communication develops.

It is an important to stress that all those previous researchers on journal writing have emphasized that grammar was not to be a major concern and correcting grammar within journal writing was ill-advised. However, Peyton (1990) and Reid (1997) said that in journal writing the teacher does not evaluate what is written, "but models correct language and provides a nonthreatening opportunity for ELL students to communicate in writing with someone proficient in English, and to receive some feedback." Also, Reid's literature review and her action research project show dialogue journaling with a teacher as beneficial in improving spelling and fluency. Within my project, grammar skills are fostered through mini-lessons (usually 15 minutes) per class on specific grammar exercises to ensure that grammar skills are also being taught.

As stated in the introduction about problematic factors for deaf learners, journal writing seems to cover all the bases and do even more. In almost all studies on the effect of journal writing on deaf individuals, there was mutual agreement that journal writing has positive effects in several domains. The positive impact journal writing has is shown in relationships, quality of content and writing skills,

meaningful teachings and metacognition skills (Albertini, 1990; Vanett & Jurich, 1990a, 1990b; Peyton, 1990; Montgomery, 2001; and Hall, 2002). The backbone of their argument as to why journal writing was effective for deaf learners was the win-win situation this genre has for both teachers and students in Deaf education.

Benefits of Journal Writing

Relationships between the teacher and the students

All across the articles and studies, authors have repeated over and over that journal writing promotes relationships between teachers and students, and also among the students themselves. Through those relationships, they develop the concept of interactive communication between students and teachers.

Meath-Lang (1990) elaborated on the topic of journal writing; she wrote, "teacher and student, in journal writing, journey together," while Vanett & Jurich (1990a) explained that while the traditional relationship between teacher and student is often seen as "assignment giver and the assignment completer, or evaluator and the grade seeker," journal writing between teachers and students forces everyone out of that "role" as students came to recognize their teachers not only as the assigner, and the one who reads, but also as a writer. According to a study in a similar vein, Vanett & Jurich, (1990b) state that teacher-writers affect all of the relationships in the classroom; the result is a classroom that is not only more open and "nonthreatening, but also more democratic."

**Teacher and student,
in journal writing,
journey together.**
-Meath-Lang, 1990

Students responded to Vanett & Jurich's journal writing class by claiming that their confidence and motivation increased throughout journal writing (Vanett & Jurich, 1990b). Finally, the students and teachers wrote with "real" purpose and meaning, wishing to share their personal experiences with each other, and more of an opportunity for communication" (Vanett & Jurich, 1990b).

The development of relationships has an obvious positive impact and is a good way to break the aversion to English for deaf learners. Thus far, we have seen that journal writing builds confidence (Meath-Lang, 1990), encourages motivation (Albertini, 1990), and puts deaf writers at ease when writing (Vanett & Jurich, 1990a, 1990b). With the ease and comfort in relationships built from journal writing, the quality of content and writing skills also improve.

Quality of content and writing skills

The genre of journal writing is not limited only to the benefits of relationships; it also has an impact on the quality of content and writing skills in deaf learners. According to several studies, journal writing, with confidence in stride, fosters grammatical skills, coherence and well-structured contents (Vanett & Jurich, 1990a, 1990b; Peyton, 1990; Kluwin & Kelly, 1991; Albertini, 1990). Specifically, Kluwin and Kelly (1991) conducted an extensive study focusing on 153 deaf students; during the study, the researchers looked for changes in content and syntactic complexity through the use of journal writing. They found an improvement in the quality of writing of the deaf students and a change in the nature of the content of their entries. Peyton (1990) drew similar conclusions. Peyton's study was based on 6 hearing English Language Learners who experienced journal writing for 10 months; results showed that even with the variety of students, journal writing did reflect "changes in students' language proficiency over time, even at the earliest stage of second language acquisition" (1990). Aside from language proficiency, their forms and structures of written English continued to develop as well. Bridges' findings (1997) also supported Peyton's study; she found that when using journal writing, teachers understand each of their student's individual "weaknesses" in grammar better. Through journal

Modeling is an effective tool in teaching grammar and writing.

writing, according to her, "we're in a more effective position to help them; to respond in ways that might make a difference for them both personally and academically" (Bridges, 1997). She used the term "academically" to mean fluency in grammar, spelling and expressive skills.

The development of quality in content and writing skills is due to several contributing factors. One is the exposure to modeling of well-written sentences from the teacher or from classmates. Modeling, to the researchers, means instances where the "accurate" or "appropriate" word order, structure and grammatical rules are displayed for others to see and "copy" (Meath-Lang, 1990; Kluwin & Kelly, 1991; Peyton, 1990; and Vanett & Jurich, 1990a). During the process of journal writing, teachers ask for "publication" where the students share their written materials with the class (Vanett & Jurich, 1990a). When sharing, students discuss the work that is displayed and offer feedback and ideas; revisions can be made if needed. Students are thus empowered with opportunities to independently improve their written materials (Vanett & Jurich, 1990a). Vanett & Jurich (1990a) also explained that other students benefited from noticing that those well-developed sentences or writings looked better; they called this activity *sentence expansion* and saw it as an effective modeling tool.

Peyton (1990) stresses that when teachers read students' journal entries, teachers are to refrain from trying to correct the grammar errors because that would ruin the "flexibility" of journal writing. Again, in my proposed curriculum, mini-lessons will be conducted during class time and in those mini-lessons, students will be taught about grammar and sometimes their common "errors" will be addressed through those when needed. It is important to note that these mini-lessons will be separated from the journal writing activity.

Overall, the improvement of quality of content and writing skills has been shown in most research. This is accomplished through the freedom of writing, publication, group discussion, sentence expansion exercises, mini-lessons and modeling. Finally, Vanett and Jurich (1990b) argue that when writing, students intrapersonally challenge themselves to explore their potential as writers; and when those students are in the process of writing, they strengthen their independent skills by being "authorities on their content." Vanett and Jurich also hope that their students will aspire to be writers someday.

Meaningful learning experience

Meaningful learning experience is the area where teachers and students engage in meaningful lessons such as, talking or writing about their personal experiences or relating lessons to current knowledge. This type of domain may seem insignificant, yet it has a large role within the education of the deaf. It is widely known that deaf people lack access to ongoing events, where they miss out an overwhelming amount of information, also described as, "fund of information" (Pollard, 2004). According to Pollard, many people learn new things such as current events, vocabulary or ideas through overhearing side conversations, engaging in a friendly chat while waiting at the food store cashier's lane and listening to the radio. The majority of information would be conveyed through the auditory channel, something that the deaf individuals obviously lack (Pollard, 2004).

Research studies have repeatedly shown that in teaching deaf learners, it is crucial to ensure that the lessons are meaningful. Journal writing excels in this aspect, in that, it provides a non-restrictive learning experience that taps into the familiarity zone through using one's own personal experiences. Reinforcing this point, Meath-Lang states that journal writing is a "powerful bridge" between life experience and the classroom because "it creates written documentation of both life-school and teacher-student relationships" (Meath-Lang, 1990). She also emphasizes that the use of journal writing looks for meaning rather than "control of the subject matter or students."

Pertaining to meaningful writing, Zimmermann (2003) provided 7 keys to comprehension:

- 1) Create mental images
- 2) Use background knowledge
- 3) Ask questions
- 4) Make inferences
- 5) Determine the most important ideas/themes
- 6) Synthesize information
- 7) Use fix-up strategies

Table 1: Zimmermann's 7 Keys

She stresses the use of background knowledge incorporated in each principle to smooth the progress of better comprehension when reading and writing.

It is crucial to make writing a pleasant experience for anybody who struggles with English, because it will affect their future prospects in writing. So far, the use of journal writing for struggling English Learners looks promising and meaningful. However, it is important to describe one major flaw within most deaf individuals, namely metacognition skills.

Metacognition skills

Both Albertini (1990) and Strassman (1997) have shown that deaf learners have poor metacognition skills, and that journal writing seems to address exactly those skills. Mueller's (1992) definition of metacognition "involves at least three critical stages: an awareness of one's own cognitive ability, a proficiency in explaining tasks that improve performance and an ability to suggest alternative strategies when existing practice proves ineffective."

Linking the concept of metacognition skills to journal writing, Mueller (1992) showed that most of the students "became more aware of their thinking processes through journal writing." Supporting this result, Meath-Lang (1990) used an example of a journal written between the author and a participant. The participant stated that she recognized that she could control her thinking processes and was able to independently reevaluate her writing.

**Journal writing
promotes
metacognitive skills.**

Albertini (1990) explains in depth that to language teachers, traditionally control means

“knowledge and correct use of grammar and vocabulary of that language.” Instead of language teachers branding the concept of “control” in traditional ways, Albertini suggests that educators of the deaf encourage metacognition control skills through the process of journal writing, where by the students would naturally develop those skills. Meath-Lang (1990) also emphasizes that through journal writing, “greater control, complex structuring, and real fluency emerge, all characteristics that some people assume deaf people and nonnative speakers cannot achieve.”

The bottom line of the studies relating to metacognition skills is they all strongly suggest that journal writing promotes the skill of metacognition because through writing, students will analyze their work, choose which entries to share, expand and correct their sentences, and successfully bridge their “raw” entries to formal academic tasks. Doing those activities requires the students to naturally use their metacognitive skills.

Possible Shortcomings of Journal Writing

So far, the concept of journal writing seems to have no drawbacks. It is not always the case. Some research has presented several possible problems as well as some solutions for each issue. Three problematic issues are: sensitivity towards the writer, lack of adequacy in inadequacy of academic skills, and promotion of egocentricity in the writer.

The issue of teachers’ sensitivity towards students is emphasized by Meath-Lang (1990). She says that teachers must be “ever-ethical and sensitive to the fears evoked in the assignment of personal writing.” She also adds that if the teacher give neutral responses or directly challenges the writer or even ignores the topic brought up by the student, it could lead to limited topics and restricted writing.

Vanett and Jurich (1990a) bring up some concerns that journal writing does not meet the needs of the students pertaining to other academic skills. Examples include going to college, performing certain job responsibilities, and other type of real life situations. Focusing on linking journal writing skills to academic skills, they offered the point that when journal writing, students develop more confidence and expertise in other domains that can bridge them to successfully transfer their skills to the academic skills that scaffold independence skills in the future (Vanett & Jurich, 1990b).

Finally, journal writing has more of a personal aspect; it may make students less aware of the audience and, therefore, “more egocentric writers” (Vanett & Jurich, 1990a). Vanett & Jurich (1990a) offered several types of solutions to this issue by making journal writing highly interactive.

For instance, by sharing their work, also known as publication, with other students, students “gain an understanding of who their audience is and what content is appropriate to share” (Vanett & Jurich, 1990a)

Despite those issues, there seem to be beneficial ways to make journal writing a positive learning environment for deaf students (and according to Peyton (1990), also for hearing students with English as a second language).

Reasons for creating a Journal Writing Curriculum

Strassman (1997) and Albertini (1990) explained the lack of metacognition skills within deaf learners as a source of struggle in English and education in general. Strassman (1997) also states that the education of the deaf does not emphasize metacognition skills enough. According to Strassman (1997), Schirmer (2001) expressed her concern that despite the obvious results of improved metacognition skills through journal writing within deaf education, effective educational methods are not being put to use. Therefore, the goal of my project is to develop a curriculum focused on journal writing within deaf education and to have it implemented in schools nationwide that work with deaf learners. Not only should teachers or professionals be aware of this successful teaching tool, but parents of deaf children should know about it too. This will be made possible through concise and parent-friendly articles published through newsletters for members of the deaf community and/or people in the field of deaf education.

The target population for the development of this curriculum is middle school students who range from performing at grade level to below grade level in reading and writing. The reason for choosing this specific level is the problem brought up by Gaustad (2002), who indicated that even with language growth when it comes to using American Sign Language (ASL) as a first language (L1) source to learn English, second language (L2) learning ability seems to plateau at the middle school level. The length of time for the proposed curriculum is approximately 10 weeks, depending on the type of students in each class and their levels. Finally, the development of my journal writing curriculum is intended for deaf learners who are struggling in English; however, it can also apply to hearing English Language Learners.

The concept of journal writing has been used before, but what is new about the curriculum I proposed is the blending of journal writing with grammar and academic skills. In journal writing, it is

important not to correct the grammar but to use the grammatical errors from journal writing as a raw material for the development of grammar exercises.

Overview of the Journal Writing Curriculum

Topics and skills facilitated by specific topics

Journal writing can be about anything, but requires guidance; the purpose of journal writing becomes meaningful, academically and personally, as well as facilitating improvements in writing skills (grammar, expressive skills and confidence). Table 2 displays my list of suggested topics regarding journal writing for this curriculum, followed by explanation for the underlying purposes of each:

- | |
|---|
| <ol style="list-style-type: none"> 1. Introduction to journal writing 2. Expression writing 3. Definition writing 4. Marginalia 5. Critical analysis 6. Response to literature 7. Final paper |
|---|

Table 2: Journal Writing Topics

In the Lesson Plan section below, page 23, I provide objectives, the skills developed, and assessment tools for each topic. To maintain flexibility, I shall share two examples of detailed lesson plans that will include instructional procedures to give the reader a sense of what it “should” look like. The detailed lesson plans can of course vary according to the teacher’s preference; however, the objectives and skills as well as assessment tools are set in accordance to standards for academic skills required.

Introduction Week

The first part of the journal writing class is doing an introduction to the concept of what, why and how to write in journals. This introductory activity is for easing the student into the concept of journal writing and the activities should be flexible, fun and thought provoking. It taps into the writer’s hidden or dormant abilities in writing anything they want, regardless of grammar or expressive skills. In this area, the students will be asked about their attitude towards writing; this would encourage them to recognize their abilities as well as limitations. In other terms, this aspect will be a step towards

recognizing their strategies (metacognition skills) when it comes to writing.

Also, this is a warm-up week for the students and the teacher to develop and establish rapport and expectations from each other on communication.

Expression Writing

Expression writing is a writing activity that varies in many areas. The purpose of including this skill is for student writers to be aware of the specific audience they are writing to. For this specific journal writing curriculum, the students have an activity such as creating a letter to a historical figure. Students are given an opportunity to write from their personal experience and develop the skill of writing to a specific audience.

Students will be asked to explain their reasons for choosing that particular historical person and to explain the difference between writing a letter to that specific person and writing to the teacher. Students will also identify their writing tone, style and choice of words when comparing the differences. This will help the students see that writing skills include conscious knowledge of whom and what they write for.

Definition Writing

The ability to write expression pieces comfortably scaffolds the students' confidence to the next level of writing skills, namely and namely definition writing. Definition writing is the skill of defining a vocabulary word or an idiom/slang. In this project, students will choose a phrase from Shakespeare to describe in their journal writings. They will be required to provide at least two different explanations for their chosen phrase. This type of writing fosters the skill of analyzing new phrases using the students' previous knowledge and linking it to new knowledge. Within this activity, students will learn the strategy of using previous knowledge to understand challenging phrases and/or vocabulary words, especially in English, with ease.

Thus far in the curriculum, the students have been learning how to write from their personal knowledge, learned how to write to specific audiences and given justification for their chosen written materials. By now, the students have developed a sense of their writing styles and confidence, and are able to take the bold step into more academically demanding skills. To build a bridge between the comforts of freely "writing" into more restrictive writing, one would need basic lessons in how to

analyze, critically think, and respond. The deaf learners, to repeat have weak metacognition skills; practicing different strategies before actually doing the academically challenging tasks would be beneficial.

Marginalia

**We have all seized the white perimeter as our own
and reached for a pen if only to show
we did not just laze in an armchair turning pages;
we pressed a thought into the wayside,
planted an impression along the verge.
-Collins, 2002**

Table 3: Billy Collins' "Marginalia" poem, 2002

The topic of Marginalia focuses on the skills of reading challenging materials. Marginalia is a term of my choice, inspired by former poet laureate Billy Collins (2002), who wrote about annotations and highlighted sections in the margins of the reading materials, where those written annotations were made by a reader. Collins' concept of 'Marginalia' is also a strategy tool for readers when encountering a difficult text.

According to Strassman (1997), deaf learners are not skilled at identifying the difficulty level of their reading materials. Also, deaf readers lack skills in using strategies to comprehend a difficult task. Marginalia week focuses on annotations, summary, and paraphrase of difficult reading materials. According to Cummins (1981,1996), annotation is considered a good method to improve metalinguistic skills for ELL students. The process of annotation is highlighting specific areas or vocabulary that the reader does not understand. After highlighting, students reread, retell and summarize what they think it means through looking up in the dictionary or through group discussions.

In the curriculum I am proposing, students will be asked to annotate newspaper clippings, magazines, school texts or any poems they want to understand yet find difficult. Marginalia is a dialogue between the author and the reader. Teachers need to encourage their students to not "laze" through difficult readings but decorate the welcoming margins with thoughts, summaries and paraphrases.

Critical Analysis

The skills of Marginalia logically leads to the skills of critical analysis in poems. Reading

poetry requires many skills such as imagery, theme analysis, tone analysis, symbolism, vocabulary, and connecting one's personal reflection to the poetry. Zimmermann's (2003) 7 principles as shown on page 7 is a good application to this area of focus. The students will not be limited only to the analysis of printed poetry; they also will analyze a piece of artwork as well as watch a short ASL story. The ASL aspect of this topic is a good cultural link to their deafness, and the realization that ASL also requires critical analysis; it also gives the students a sense of pride in their language. According to Herrell (2000), it is important to have cultural lessons incorporated when acquiring skills of a second language. It makes it a more meaningful and effective learning experience.

Response to Literature

Students have gone through different lessons, topics and written materials up and are now able to develop an academic piece that requires less of a journal writing style namely, a response to literature. In that lesson, students develop an organized essay responding to a reading with specific expectations such as comparing and contrasting or writing a personal response to the literature. They've already learned about critical analysis, are aware of their strategy skills when it comes to reading, comprehension and writing. Using those acquired skills, students will develop their own responses with supporting explanations.

This area requires students to think not only about what the literature is about but what the author's purpose is; students must also reflect on their feelings or thoughts when reading that specific literature.

Final Paper

Throughout the lessons in journal writing, mini-lessons and publication, and other type of activities, students have probably developed a strong sense of confidence in their tone and writing styles. In this area of focus, they are to choose a writing skill and develop an essay with one of the topics they felt most comfortable with. Students will be required to write an essay using the skills of Expression, Definition, Critical Analysis or Response to Literature and the choice of the skill is up to them. They will independently pick a topic for their essay either from their already written entries or, even better, challenging themselves to pick a brand new topic. For more details, read Final Paper in Lesson Plan Section.

Rules of Journal Writing

So far we have discussed the topics and are aware of the magical powers of journal writing; it is important not to overlook the guidelines required for this genre. To maintain structure, it is important to establish certain rules for both teachers and students. Here is what my rules would look like based on my past experience and my review of the literature.

<u>Ideal Rules of Journal Writing</u>	
1)	Avoid sharing deep personal experiences
2)	Inform students that if they write alarming comments, the teacher might notify somebody
3)	Reader has to highlight unfamiliar vocabulary and/or phrases
4)	ASK thought provoking questions of each other

Table 4: Ideal Journal Writing Rules

The most important rule I would emphasize is to avoid making personal comments to each other. For instance, teachers shouldn't detail information about their private lives such as domestic issues or family problems. Teachers can "connect" by saying, "I had a friend like that," and doing so, the teacher's role remains a "teacher" not as a "best friend." On the other hand, teachers can share personal anecdotes that would be relevant to the written entries such as funny memories, embarrassing (discreet!) memories or precious moments.

Secondly, I would emphasize to the students that they can write about their personal experiences; however, if they write about something that the teacher might find alarming, s/he may have to report it. Examples include suicide notes or family abuse or sexual comment. This is based on my personal experience: I had a student who wrote a poem about slashing her wrists, and I felt that I had to notify the counselors. Luckily for me, I had already informed the students that I would report anything I found alarming. The student continued writing with me and I challenged her to write positive poems about nature. This type of skill requires practice and if a teacher wishes to know more about red flags, I would recommend that they talk with the school counselor.

Third, I insist that my students highlight with a marker vocabulary words that they did not

know. I explain to the students that they can look up words in the dictionary themselves, but they still have to highlight it because I would be more than happy to explain some more about the words they had difficulty with. I do this because the idea of stopping to look up a few words can become too time consuming and disruptive of the reading process; therefore, students would prefer to skip the word and keep reading. Highlighting without having to look in the dictionary will help students recognize in the end how many words they did not understand; it would also help the teacher to recognize their vocabulary difficulties; students can also use this kind of opportunity to learn to find word meaning from context..

Finally, the rule of thumb for my journal writing is: ask questions. The teacher must ask thought provoking questions to ensure liveliness in students' learning and thinking processes. Teachers also should require students to ask questions as well. At first the students may ask trivial and easy questions, but as the journal writing process proceeds, their level of questioning becomes more profound.

My experience has shown that, at first, journal writing will seem like it isn't getting anywhere and some of the students probably would do a cheap job at the beginning. As time passes, with patience, students and teachers will find the whole thing enriching, pleasant, and a very meaningful and educational experience.

Definitions/Descriptions for Journal Writing Lesson Plans

Reading Materials

Week by week, reading materials vary due to specific topics. Sometimes they consist of poetry, sometimes clippings of newspapers or sections from a magazine and sometimes a short story. One week will include a visual storytelling activity through watching a video by Sam Supulla, *For a decent living* (1994, Dawn Sign Press), for critical analysis. The choice of reading materials is flexible as long as materials are appropriate for the topics to facilitate specific writing/reading skills.

Writing Workshop

This is where the students are given an opportunity to independently write answers to questions, to brainstorm as a group, and to evaluate each other's chosen pieces through use of rubrics and checklists. Also, this is an opportunity for the classroom to become student-centered with some guidance from the teacher. Refer to Assessment Tool Section for rubrics and checklists.

Mini-lessons on Grammar and/or Writing Techniques

Throughout the week, mini-lessons will be incorporated on specific grammar exercises through using worksheets and sometimes, examples provided by the teacher. Teacher may use examples from students from previous years, concealing their identity, to model revision and allow students to correct their own errors. The mini-lesson grammar skill of the week will be included in Friday's vocabulary quizzes.

NB: grammar is usually an area of discomfort or aversion for deaf students. To encourage ease when teaching grammar avoid correcting grammar in student's journal entries, it is important to allow the students to volunteer their written sections to share with the class for grammar revision without the teacher's requiring that they do so..

According to Bridges (1997):

Mini-lessons should be what they sound like, short lessons. Whenever possible and appropriate, I try to demonstrate an instructional point using student writing or my own. Having students conduct the lesson, showing some skill they've mastered or some ideas they've discovered can be particularly effective.

Bridges also emphasizes that she would use student writing only for positive reasons and never to show mistakes, in order to encourage confidence.

Publication

Students will present a chosen piece they have worked on through peer and self-evaluation to share with the class. Students are encouraged to present their pieces through a variety of creative methods such as poster-presentation, film presentation, photography, artwork or American Sign Language (ASL). Guidelines and rubrics for assessment are shown in the Assessment Tool Section.

Word Wall (Vocabulary skills)

The Word Wall consists of vocabulary words chosen by the students and sometimes the teacher, and put up on the wall. The words could come from students' journal writing entries or reading materials that they have highlighted. The words of the week (preferably around 10 words per week) will be defined through variety of worksheets (see Appendices Section, Appendices B and C) and then quizzed on Fridays, alongside with the grammar skill of the week.

20 minutes of every class meeting is reserved for vocabulary activities and practice.

Free Journal Writing Prompts

Free Journal Writing prompts: students are to choose a prompt once a week. There will be three categories: easy, moderate and challenging. Students choose one of the questions for the week and answer it any time during the week. Samples of journal writing prompts can be seen in Daily Sparks: Journal Writing section. Those Daily Sparks are taken from the Daily Sparks: Journal Writing (Spark Notes, 2004).

Ideal Class Schedules

Day 1:

Ideal Schedule: A block schedule of: Mondays, Wednesdays and every other Friday, 1 ½ hours each class (if the following days are not possible, somehow schedule to have the class meet three times a week, preferably for at least 3 ½ hours per week).

Every Monday, students will be assigned reading materials (or continue from the previous week's topic if necessary). A ideal writing workshop on Monday could look like this:

Ideal Day 1 Schedule

10 minutes: Warm up

Welcoming students back to class, allow time for chat, show agenda and introduce today's readings or activities.

20 minutes: Silent Reading

Quiet time for reading, group or partner discussions on reading materials.

10 minutes: Mini-Lesson

Introduce grammar skill of the week. Practice worksheet and complete at home.

30 minutes: Writing Workshop

Read journal questions, write responses individually or in group/partners. Brainstorming activities and group discussion are encouraged for difficult reading materials and written tasks.

15 minutes: Vocabulary Builder

Introduce new vocabulary: students bring their own or vocabulary is provided by teacher. Write down the vocabulary on the board, have students copy and work on it for homework.

5 minutes: Closing

Allow 5 minutes or more for students to ask questions regarding journal prompts, vocabulary or free forum for students to discuss new ideas or thoughts.

Table 5: Day 1 Schedule

NB: Teacher is to observe, participate and make sure students understand the journal questions.

The point of Day 1 is to introduce new reading materials and grammar skills to the students. Also, day 1 is used to allow students to have time to write responses to the journal questions. It is necessary to give importance to writing not only for homework but also in the classroom. The stress on writing in the classroom rather than stressing lectures on grammar skills encourages the writer to value writing.

Day 2:

Every Wednesday, students choose one or two questions that they have answered from Day 1 writing workshop or at home, and write them up into more academically appropriate format. They use peer evaluation and group evaluation, and are expected to revise/edit. 15 minutes are dedicated to a mini-lesson and 20 minutes are dedicated to vocabulary activity. An ideal schedule on Day 2 could look like this:

Ideal Day 2 Schedule	
40 minutes: Writing Workshop	Student choose one entry they want to share with the class on Friday. Work on the chosen entry with partner or small group through peer evaluation or checklists.
15 minutes: Mini-Lessons	Mini-lessons on specific grammar skills of the week.
20 minutes: Vocabulary builder	Share definitions, games or activities for this week's vocabulary
15 minutes: Free Time	Use this time to explain more about grammar or give more time to group discussion, feedback or sentence expansions. NB: free time does not mean students have free time on their hands; it is meant for students to grab this opportunity to work on tasks with their teacher or classmates.
By the end of class, teacher collects the written materials chosen by each student to read and the teacher reply to the journals by Friday.	

Table 6: Day 2 Schedule

NB: Teacher is to model correcting grammatical errors through visual aids and allow students to revise their own errors themselves with the teacher's assistance.

The point of this day is for students to work on their own entries, to expand and improve their papers from being too "personal" into more academically acceptable. After choosing and working on the materials, they will hand their entire journal plus the revised chosen entry to their teacher. The teacher writes responses to all, and specifically the chosen entry, for the student to read and then publish it on Friday or Day 3.

Day 3:

Every Friday, students (and teacher) take turns presenting their chosen written piece through ASL and allow an open forum. An open forum is a time for free questions and/or discussions among students and teachers regarding the recent publication of a student. Time per student should be limited: if there are more than 6 students in the classroom (allow appropriately 8 minutes for each if 6 or fewer students). 20 minutes must be reserved for a Vocabulary and Grammar Skill quiz. An ideal schedule on Day 3 could look like this:

Ideal Day 3 Schedule	
20 minutes: Review Written Entries	Teacher returns responses to students' chosen entries. Students read and prepare themselves for presenting their chosen entry to the class.
40 minutes: Publication	Students share each other's chosen and revised entries. During publication, they are to: <ol style="list-style-type: none"> 1. Specify which question they choose to work on 2. Explain their choice 3. Summarize what they wrote about 4. Express their thoughts on this week's topic
20 minutes: Vocabulary/Grammar Quiz	Vocabulary and grammar quiz (every three weeks, have a summative quiz on grammar; when doing so, allow extra time for that in the schedule).
10 minutes: Closing	Students collect their journals with teacher's written responses. Students can give teacher other written entries if desired. The paper they choose for publication has to be revised and typed on a separate paper and is due the following Monday.

Table 7: Day 3 Schedule

NB: For publication, students can use artwork, bulletin board, poster art or an overhead of their topic's question focus of the week. Allow room for creativity! Teacher can model publication

their topic's question focus of the week. Allow room for creativity! Teacher can model publication a few times for inspiration.

The point of Day 3 is for the students to transfer their skills of writing into presenting (in ASL). In doing so, they enrich their written materials from print to discourse, giving them more depth, meaning and understanding. The point of the students taking home their chosen entries with the teacher's comments is to expand the entries from personal written pieces into an academically skilled essay format. They will develop their written paper due to using the "raw" data they invented right from the start. This skill will foster the students to bravely write essays with confidence and a positive outlook.

Assessment

Assessing students' work accurately requires specific criteria in replying and grading. It is crucial that the assessment tools match the objectives; that way, one can make sure that the students are making measurable progress.

Specific assessment tools such as rubrics, checklists and evaluation forms are helpful. Rubrics are guidelines that can look like this:

Connotation				
1 _____ boring choice of words	2 _____ lacked creative use of words	3 _____ used a creative word that's not new	4 _____ creative use of a word	5 _____ creative choice of at least two words
Answer Questions Deeply				
1 _____ No answers, off The point	2 _____ Gave an answer but not good enough	3 _____ Answers were given but need more!!	4 _____ Not bad answers	5 _____ WOW, made me think and want to ask more!!
Organization				
1 _____ no order and not organized	2 _____ some organization	3 _____ structured but choppy transitions	4 _____ well structured with some chopiness	5 _____ smooth flow and good connections

Table 8: Rubrics

The teacher can share this with the students, which I highly encourage, so both sides can refer to this chart when working on or grading a specific task. Students who want to do an outstanding job can refer to the outstanding section to meet the expectations of the grading system. From the teacher's perspective, the teacher strictly refers to the rubrics as a grading guideline to avoid bias and reduce errors in grading.

The checklist is also another guideline for both teachers and students to refer to and is much easier for students to use in identifying their progress on meeting the requirements or goals. Evaluation forms are similar in this aspect; however, the evaluation form gives more flexibility for students and teachers to make comments or feedback. The purpose of the evaluation forms is for the student to improve their written materials from the comments/feedback. The evaluation form can be filled out by the teacher or by peers; which I believe the latter option is more meaningful and effective. The use of peer evaluation also requires practice and guidance.

Based on my personal experience, students initially took the peer evaluation lightly, thinking it wasn't important. I changed that attitude by announcing that their evaluation of other classmates would be graded. I emphasized that they had to make comments in the evaluation form and provide examples to support their comments. This dramatically improved their incentive in giving peer evaluation and resulted into better-written materials based on each other's opinions!

Finally, it is important to ensure that students make neutral and positive comments and refrain from making derogatory, insulting, or highly critical comments.

Summary

The curriculum developed in this project's journal writing topics as previously addressed not only improves skills but also interlinks with metacognition skills and writing with ease; it also provides and a meaningful learning experience for Deaf students. It is fun for students and teachers, as well as promoting meaningful communicative relationships among students and teachers. Not only is the relationship between students and students glorified in journal writing, but skills of grammar, coherence and confidence are also nurtured and fostered in this genre. Finally, journal writing instills skills for deaf learners to improve their independent reading and writing abilities, helping to give the lie to Strassman's (1997) study claiming deaf individuals having weak metacognition skills.

Journal writing needn't be limited to Deaf learners, but also, according to Montgomery (2001), it can be used for mainstreamed students; according to Peyton (1990), journal writing is an effective tool for teaching hearing ELL students. Journal writing also should be used for normal students who have no problem with learning English because it is fun, beneficial and from my perspective, real hands on writing experience.

It is imperative to be aware that journal writing can become too free without academic skills, thus hindering the potential success of the journal writing activity. The obstacles to the effectiveness

of journal writing such as making it too personal touchy-feely can be avoided by guidance, structured planning when teaching journal writing, and incorporating grammar mini-lessons when teaching. Also, journal-writing can be time consuming; therefore, it would be good if journal writing classes were limited to small numbers: my voice of experience says it will be worth it!

Again, Schirmer (2002) expressed her concern that despite the obvious results of improved metacognition skills through journal writing within Deaf education, effective educational methods are not being put to use. This needs to change; we need to implement the effective use of journal writing within Deaf education, giving

Journal writing in deaf education is not getting the attention it deserves.

each deaf individual a chance to become an aspiring writer. This is what I hope for, for my project to extend nationwide, creating a national awareness for all writing for English teachers. When it becomes nationally known, more ideas and more structure guidance could come out of the process. I hope for this project to be a head start for effective teaching methods combining both writing and reading.

Journal writing doesn't have to be restricted to a classroom; it can be used for mathematics writing such as problem solving skills, science lab reports, and even physical education where students reflect on which physical activities they enjoyed and why. Or even better, students could talk about self-image and progress towards accepting themselves regardless of their appearance. I could continue to wax eloquent about the many uses of journal writing, but I will leave that to the reader's imagination.

Finally, I return to my main motivation for diving into this project: my personal experience. I have taught using journal writing methods, but my journal writing teachign experience was unstructured and I had little guidance. I thought journal writing deserved more than that, hence the development of this project! I truly believe that with structured guidance for journal writing within classrooms, the education of the deaf learners, who already are frightened of anything pertaining to English, will soar off the chart of success and defy the self-fulfilling prophecy of many deaf children's inability to succeed.

Lesson Plan Section

Topic by Topic lesson plans with objectives, skills and assessment

The topics as previously introduced in this project will each have stated objectives, skills that are developed, and assessment tools. The lesson plans, including the instructional procedure, vary for each teacher; therefore, in this project, there will be two samples, and the topics that I have chosen for detailed lesson plans are: Introduction week and Marginalia. Specific rubrics and/or assessment tools will be provided for those two samples; however, they can be used as a general idea for other topics. The remaining topics' instructional procedure is open to the teacher's skilled imagination and preferences.

So now, we begin and dive into the great world of journal writing, enjoy yourselves!

Introduction Week

The goal of this week is for students to warm up to the idea of writing and seeing the difference between academically appropriate writing materials to journal writing entries. The rules and ideals will be introduced.

Objectives:

1. Analyze the reader's level of ease in writing and reading
2. Compare and contrast the difference between writing a paper and journal writing
3. Write 150 words essay about personal feelings toward writing through journal writing
4. Do publication of chosen revised entry

Skills:

- **Grammar:** Parts of Speech, Use of nouns
- **Writing:** Reflection, Critical thinking, Free writing, Revision
- **Vocabulary:** Adjectives
- **Publication:** Sharing aloud from chosen revised entry

Assessment:

Informal

1. Group discussion, participation, partner/peer evaluation forms
2. Highlighted vocabulary words unknown to them

Formal

1. Responses to 3 questions that include supportive explanation for their answers; rubrics will be used as an assessment tool (see "Peer Checklist/Evaluation" in Assessment Tool Section, page 39)
2. Publication of chosen entry, 6 minutes long and used visual aids; Student and teacher evaluation forms will be used as grading tool
3. Completed worksheets
4. 150 words essay about personal feelings on journal writing; rubrics will be used as an assessment tool (see "Personal Reflection Rubrics" in Assessment Tool Section, page 42)

Suggestive mini-lessons topics:

- 1) Identifying parts of speech
- 2) Use of nouns

Sample of Instructional Procedure from Day 1 to Day 3:

Day 1:

30 minutes: Warm up

1. Welcome students to class; introduce the rules and expectations of journal writing. Introduce the Word Wall (which is blank at the moment), explain about mini-lessons and schedules, and pass out blank journals.
2. Show poem by Saul Williams through visual aids:

**“even my pen man ship
throws thoughts overboard
into a black ink sea**

**and how many thoughts perish
before they reach the page?”**
3. Ask students to take turns in describing or explaining what the poem means. Encourage them to independently find the author’s purpose and theme of that poem. Be sure to ask students about words they are unfamiliar with. If unfamiliar, encourage dictionary or peer assistance; teacher should be last resort.
4. During group discussion, teacher observes and guides students through the poem analysis; have students see that sometimes good thoughts are lost and it is good to write them before they are forgotten.

20 minutes: Writing Workshop

1. Have everyone open their blank journals and explain that they will take part in a “free writing” activity. Rules for free writing are:
 1. Write 5 minutes non-stop
 2. Do not go back to erase or scribble over errors; leave them alone
 3. Say anything that comes to mind after reading the question asked by the teacher
 - a. If student doesn’t know what to say, write “I don’t know what to say” until you do
 4. If someone stops writing, a penalty of 30 seconds will increase (which means, they have 5 minutes to write non-stop and if someone stops, the time increases thus, 5 minutes plus 30 more seconds)
 5. Have fun!
2. Show the question: “I like/don’t like Saul’s poem because...” Allow students to read the question and the time for questions of clarifications do not count for the 5 minutes of writing time.
3. When time is up, have everyone gather together in a circle and ask students to share their written entries. Open forum: group discusses their thoughts and feelings about the free writing activity, about how they think they did on their writing and what they think about journal writing in general.
4. Explain that now is the time for them to start writing in their own journals, answering 3 questions as a weekly basis and that this week will focus mainly on introduction.

30 minutes: Journal Writing

1. Present the journal questions of the week, signed in ASL for clarification if needed.

Possible journal questions of the week (choose 3):

- 1) **How do I feel about writing?**
 - 2) **Do I like writing? Why or why not?**
 - 3) **How often do I write? Why do I write?**
 - 4) **What "journal writing" means to me.**
 - 5) **What am I most curious about (what would I like to learn about)?**
2. Students can work independently or in small groups. Allow them to discuss the first few minutes but then encourage them to focus independently when answering questions.

10 minutes: Wrap up

1. Explain that they can finish the questions at home also emphasize that students will choose one of the three questions to work on in Day 2 class activity. The piece they choose to work on will be used for publication on Day 3.
2. Allow some time for students to ask questions for clarification regarding rules, procedures, questions and so forth.

Day 2:**40 minutes: Writing Workshop**

1. Students choose one entry they want to share with (or present to) the class on Day 3.
2. Students partner up with classmates or split into smaller group (those who choose question # 2 group together while those who choose # 1 get together).
3. Have students discuss together about their chosen entry, including why they picked that specific entry and what they liked about it. Also have them discuss what they didn't like about the other questions.
4. Within that group discussion, swap papers and allow students read each other's papers. Evaluate papers through peer evaluation form with guidance of teacher explaining how to use it through the whiteboard and/or visual aids.

15 minutes: Mini-Lessons

1. Offer a written entry on the board, have students identify parts of speech; underline the verbs, circle the nouns, double underline the adjectives.
2. Show students a paragraph of any selected text. Have them identify nouns by circling them. Show students a chart on specific nouns: show them the first few answers from the "Nouns: General, Specific, and More Specific" worksheet. Model thinking process on the first and second part of the chart. Discuss with students about how it is/isn't specific.
3. List the nouns and ask students to recognize if the nouns were specific (described clearly) or if it was general. Students take turn in identifying as a group.
4. Hand out developed worksheet relating to this mini-lesson subject and allow free time for students to work on worksheets independently or in small groups. If incomplete by 15 minutes, do for homework.

20 minutes: Vocabulary Builder

1. Since this is the first week, teacher will give 15 new words (preferably adjectives) and students can choose their favorite ten. Have them copy the words into their journal.
2. Pass out graphic organizers, ask student to pick a word from the list they want to focus on, it will be shared on Day 3.
3. Use remaining of the time for students to define the new words, sign the words to them in

ASL if needed, but encourage them to try themselves first.

4. Explain that usually this activity happens on Day 1 but since this is introduction week, they will not have any quiz on Day 3; however, the words will be on the final exam.

15 minutes: Free time

1. Use this time to explain more about grammar or give more time to group discussion, feedback or sentence expansion. NB: free time does not mean students have free time on their hands; it is meant for students to grab this opportunity to work on tasks with their teacher or classmates.
2. By the end of class, teacher collects the written materials chosen by the students, as well as the journals; read and reply by Day 3.

Day 3:

15 minutes: Review Written Entries

1. Teacher return a responses to students' chosen entry.
2. Students read and prepare for publication.

40 minutes: Publication

1. Students share each other's chosen and revised entries through visual aids, presentation in ASL. During publication, they are to:
 1. Name which question they chose to work on
 2. Explain their choice
 3. Summarize what they wrote about
 4. Express their thoughts on this week's topic
2. After each publication, allow an open forum where students comment, share feedback, make suggestions and discuss any leading questions if any.

10 minutes: Vocabulary Builder

1. Have a short vocabulary activity called, "Beach Fun!" Which consists of a real beach ball on each color of which is a specific request. For example, the white part asks for the definition, the red part asks for a sentence with the definition, the green part asks for a synonym, and the blue part would ask for an antonym. Students take turns tossing the ball to each other and when their hand lands on a specific color, teacher shows them the word and they have to answer in accordance to the specific color. If a student makes a mistake, they have to toss the ball to another student volunteering (hopefully).
2. This game may need practice, the teacher mustn't despair if students don't do well or get a little bit out of control. If they go out of control, resort to the boring part where things points at student to define or elaborate the chosen words. This takes practice!

15 minutes: Mini-lesson review

1. Introduce the concept of Abstract Nouns using any developed worksheet regarding this topic.
2. Allow students to volunteer in finding answers, discussion and leave the remaining 5 minutes for students to work independently. Complete worksheet at home if needed.

10 minutes: Closing

1. Students collect their journals with teacher's written response. Students can give teacher other written entries if desired.
2. The paper the students choose for publication, which already has teacher's comments alongside with checklist/rubrics, are to be revised and typed into double-spaced paper, due on Day 1 of the following week.

Expression Writing

The goal of expression writing is for students to recognize and choose a specific audience when writing. This is a skill that requires students to identify specific tone and style when writing for a specific audience.

Objectives Students will be able to:

1. Write for a specific audience with appropriate tone and style
2. Explain their choice of famous person to write to
3. Add or remove characteristics of the famous person for specific reasons
4. Identify the use of pronouns
5. Recognize forms of adjectives and adverbs
6. Do publication of chosen revised entry

Skills:

- **Grammar:** Pronouns, Adjectives, Adverbs
- **Writing:** Specific tone and style to specific audience
- **Vocabulary:** Using context clues
- **Publication:** Sharing aloud from chosen entry

Assessment:

Informal

1. Group discussion, participation, partner/peer evaluation forms
2. Highlighted vocabulary words unknown to them

Formal

1. Responses to 3 questions that include supportive explanation for their answers
2. Written letter to specific famous person in accordance to checklist (see "Specific Audience Checklist" in Assessment Tool Section, page 43.
3. Completed worksheets
4. Publication of chosen entry, 6 minutes long and used visual aids; Student and teacher evaluation forms will be used as grading tool
5. Vocabulary and Grammar quiz

Suggestive mini-lessons:

- 1) Use of Pronouns
- 2) Identifying Adjectives and uses it
- 3) Recognizes adverbs

Journal Questions:

- 1) Why did you choose that person? How did you know about the person you choose?
- 2) How well do you know about that person? Did you feel like you needed to explore more about that person before writing a letter?
- 3) If you could be that person in the future, what characteristics would you add or remove to be a better person than the one you wrote to. Why?

Sample Journal Writing Instruction/Questions of the week:

"Dear famous person..."

Choose a famous historical figure you admire. This person could be a president, actor, athlete, scientist, author, artist, activist, humanitarian, or anyone else you find interesting. Write a letter to this person, explaining why you admire his or her accomplishments and how he or she has affected your life.

Definition Writing

The goal of this topic is for the student to choose and define a phrase. Not only the definition is required, but students also are to make personal connection between the definition and themselves.

Objectives (or tasks for students):

1. Define a phrase from Shakespeare into their own words
2. Compose 150 word essay on personal experience relating to phrase
3. Identify simple predicate and linking verbs
4. Publication of chosen revised entry

Skills:

- **Reading:** Comprehension, Inference, Evaluation
- **Grammar:** Simple Predicate, Linking verbs
- **Writing:** Definition of phrase, Explanation of choice
- **Vocabulary:** Using context clues
- **Publication:** Sharing aloud from chosen entry, discussion

Assessment:

Informal

1. Group discussion, participation, partner/peer evaluation forms
2. Highlighted vocabulary words unknown to them

Formal

1. Responses to 3 questions that include supportive explanation for their answers
2. 150 words essay on personal experience relating to chosen phrase in accordance to a developed rubric
3. Publication of chosen entry, 6 minutes long and used visual aids; Student and teacher evaluation forms will be used as grading tool
4. Completed worksheets
5. Vocabulary and Grammar quiz

Suggestive mini-lessons:

- 1) Simple Predicate
- 2) Linking verbs

Journal Questions:

- 1) Why did you pick that phrase? Was it easy or hard to describe?
- 2) Did you use that phrase before? Or is it the first time you've seen it?
- 3) How did the phrase you choose relates to your life experience?

Sample Journal Writing Instruction/ Questions of the week:

The Common Shakespeare

Shakespeare had an enormous working vocabulary; he used about 29,000 different words in his plays and poems. (Most people today have working vocabularies of only around 9,000 words!) Many people think of Shakespeare's language as difficult to understand, but he invented many words and phrases that we use nearly everyday.

Below are some common phrases from Shakespearean plays. Choose one phrase and explain what you think it means.

Apple of her eye

All the world's a stage

To thine own self be true

Good riddance

Green-eyed monster

Tower of strength

Wear my heart on my sleeves

Eating me out of the house and home

Marginalia

The goal of this area is for the students to develop studying strategies, inference and paraphrasing skills when reading difficult texts. This area also strongly promotes the skill of metacognition, where students practice studying skills or strategies when it comes to reading difficult texts.

Objectives:

1. Paraphrase, retell and/or summarize difficult texts through annotation
2. Identify reading strategy approaches when encountering difficult texts
3. Do sentence expansion from their own written materials
4. Do publication of chosen revised entry

Skills developed:

- **Reading:** Comprehension, Inferring, Making critical judgments, Drawing conclusions, Highlighting key points, Evaluating
- **Grammar:** Revision, Rewrite, Sentence Expansion
- **Writing:** Paraphrasing, Retelling, Summary
- **Vocabulary:** Using context clues, Synonym, Antonym
- **Publication:** Sharing aloud from chosen entry, discussion

Assessment:

Informal

1. Group discussion, participation, partner/peer evaluation forms
2. Highlighted vocabulary words unknown to them
3. Margins filled with key words, summarization, paraphrases

Formal

1. Responses to 3 questions that include supportive explanation for their answers
2. Written summary of chosen reading materials, written into their own words; accurately summarizes it; see rubric "Marginalia Rubrics" in Assessment Tool Section, page 44.
3. Publication of chosen entry, 6 minutes long and used visual aids; Student and teacher evaluation forms will be used as grading tool
4. Vocabulary and Grammar quiz

Suggestive mini-lessons:

- 1) Choose the Synonym and the Antonym for several vocabularies to improve connotation
- 3) Revision, Rewrite, Sentence Expansion

Sample of Instructional Procedure from Day 1 to Day 3:

Day 1:

10 minutes: Warm up

1. Welcome students to class; show them reading materials spread out on desk: newspaper clippings, science textbooks, history textbooks, et cetera.
2. Point out that they do not need to understand the selected texts right away but that it will be this week's goal to do so. Have them choose two different type of reading materials.
3. After students collect their reading materials, have them sit down and choose a specific page from the text and specific articles from newspaper clippings.

15 minutes: Silent Reading

1. Students read the selected pages/newspaper clippings and summarize what they read.

20 minutes: Writing Workshop

1. Teacher shows one selected text through a visual aid, demonstrates annotation, highlight; s/he allows students to participate in underlining, highlighting or summarizing as well as paraphrasing.
2. Have students reread with the margins filled, showing that the teacher understands better with annotated sections and summaries indicated in the margins, and then have students summarize the text on display.
3. Ask student questions like: what kind of method is this? Is it helpful? Why? Leave remaining 15 minutes for students to go back to their selected texts and do the annotation process and summarize again. Compare the differences between the first and later summaries.

15 minutes: Vocabulary Builder/Mini-Lesson

1. Students collect 10 words from their selected texts and choose one word they wish to focus on for the week
2. Teacher lists the 10 words on the board, signs each word and assigns students a vocabulary worksheet for homework

15 minutes: Mini-Lesson

1. Introduce the concept of rewriting a sentence versus revision of a written material. Explain that rewriting a source means paraphrasing, summarizing and retelling selected texts while revising means improving one's own written materials.
2. Demonstrate the concept of rewriting a selected text through visual aids, allow students to participate. Rewrite ideas and choose specific terms to give a synonym. Show that changing words does impact the concept and it is important to understand the specific terms to make sure students get the idea of the sentences.
3. Wrap up and tell the students to take out their writing journals

15 minutes: Writing Workshop

1. Show the 3 Journal Questions of the week, sign them in ASL if needed; students copy the questions into their journal. The 3 questions are:
 - 1) **What made you highlight/annotate these specific texts?**
 - 2) **Did it help you understand the difficult parts better? Why and how?**
 - 3) **What other ways would you use when encountering a difficult part, aside from highlighting and annotating? Why would you use those strategies?**
2. Allow students to have silent time writing answers or work in partners,
3. During the remaining 3 minutes have students discuss any questions if needed and tell them to complete the journaling for homework alongside with the worksheets.

Day 2:**10 minutes: Warm up**

1. Welcome students to class; discuss previous homework if any difficulties, if not, proceed into next section of class.

40 minutes: Writing Workshop

1. Students choose one entry they want to share with the class on Day 3.
2. Students partner up with classmates or split into smaller groups (those who choose question # 2 group together while those who choose # 1 get together).

3. Have them discuss together with their chosen entry, discuss on why the students picked that specific entry and what they liked about it. Also, teacher should encourage students to name the questions they disliked and to explain their answers.
4. Within that group discussion, students swap papers with each other and allow other students read each other's papers. Evaluate papers through peer evaluation form with guidance of teacher explaining on how to use it through the whiteboard and/or visual aids.
5. Save the remaining 20 minutes for a quick poetry reading where students will participate in annotating it. A brief excerpt of Billy Collins' poem, "Marginalia" is shown here:

Students are more modest
 needing to leave only their splayed footprints
 along the shore of the page.
 One scrawls "Metaphor" next to a stanza of Eliot's.
 Another notes the presence of "Irony"
 fifty times outside the paragraphs of A Modest Proposal.

Or they are fans who cheer from the empty bleachers,
 Hands cupped around their mouths.
 "Absolutely," they shout
 to Duns Scotus and James Baldwin.
 "Yes." "Bull's-eye." My man!"
 Check marks, asterisks, and exclamation points
 rain down along the sidelines.

Billy Collins, 2002

6. Model highlighting, annotation, and underlining to analyze the poem; allow students to participate. Ask questions on what it means, have students summarize and retell the poem into their own words.

15 minutes: Vocabulary Builder

1. Beach Ball Fun vocabulary activity (see Introduction Week for instructions on the activity).

15 minutes: Mini-Lesson

1. Display sentence on overhead, "I like using annotation because it helps to understand the text better."
2. Ask students how to improve the sentence: for example, model sentence expansion by adding, "difficult" before "text," and ask if students see any difference. Discuss.
3. Have some volunteers (2 or 3) select 2 specific sentences from their journal writing and display them on the board.
4. Students discuss together on how to expand sentence and make it look better.
5. Explain to students that it is important for them to keep in mind that the reader will 'converse' with the writer, and to be clear, descriptive and informative when writing.

10 minutes: Wrap up

1. Use this time to touch on some areas that might be unclear for the students from today's class.
2. If students need to work more on revision of selected entry, on vocabulary homework or any other tasks, use this time to catch up.
3. Use remaining few minutes for teacher to collect any written materials and journals; read and reply by the following Day 3.

Day 3:**15 minutes: Review Written Entries**

1. Teacher returns responses to students' chosen entries.
2. Students read and prep for publication such as, setting up visual aids, practice signing or write notes.

40 minutes: Publication

1. Students share each other's chosen and revised entries. During publication, they are to:
 1. Specify which question they chose to work on
 2. Explain their choice
 3. Summarize what they wrote about
 4. Express their thoughts on this week's topic
2. After each publication, allow open discussion where students comment, share feedback, make suggestions and discuss any leading questions if any.

20 minutes: Marginalia Quiz

1. Pass out quiz to students on the week's chosen vocabulary
2. Read short difficult text excerpt, annotate, highlight and summarize into own words

10 minutes: Closing

1. Students collect their journals with teacher's written responses. Students can give teacher other written entries if desired.
2. The paper students choose for publication, which already has teacher's comments alongside with checklist/rubrics, are to be revised and typed into double-spaced paper, due on the following Day 1 of the week.

Critical Analysis

The goal of this topic is for the students to critically analyze poems through using the skills of annotation, translating and recognizing the author's tone in the poem. They will also relate to the chosen poems through personal experience and feelings inferred from the poetry.

Objectives:

1. Critically analyze tone and style of text/ASL poetry in 150 words essay
2. List literary elements of selected poems
3. Translates poem into their own words
4. Do publication of chosen revised entry

Skills:

- **Reading:** Comprehension, Inferring, Evaluating, Critical Analysis
- **Grammar:** Sentence expansion, Revision
- **Writing:** Literary Response, Critical Analysis
- **Vocabulary:** Using context clues
- **Publication:** Sharing aloud from chosen entry, discussion

Assessment:

Informal

1. Group discussion, participation, partner/peer evaluation forms
2. Highlighted vocabulary words unknown to them
3. Use of annotation

Formal

1. 150 words essay of critical analysis on poet's tone and styles using a rubric as a guideline
2. Responses to 3 questions that include supportive explanation for their answers
3. Written translation of selected poem into their own words
4. Completed worksheets
5. Publication of chosen entry, 6 minutes long and used visual aids; students and teacher evaluation forms will be used as grading tool
6. Grammar and Vocabulary quiz

Suggestive mini-lessons:

- 1) Identify the Tone of poem
- 2) Identify Figurative Language and define them
- 4) Poetry Analysis (see Appendix A)

Sample Journal Writing reading materials of the week:

Suggested poems:

Emily Dickinson: "Hope is a Thing of Feathers"
 Langston Hughes: "A Dream Deferred"
 Maya Angelou: "The Lesson"
 Robert Frost: "The Road Not Taken"
 Sam Supalla: "A decent living" (ASL version)
 Ben Behan: "Birds of a Different Feathers" (ASL version)

Journal Questions:

- 1) Which poem did you like the best and why?
- 2) How did you understand the poem better? What method did you use such as imagery, annotation or looking at words?
- 3) Pick a poem and explain me the theme of the poem and how did the author show it?

Response to Literature

The purpose of this topic is for the students to use their skills of critical analysis, annotation, definition and expression writing into writing a response to literature (preferably short stories). The underlining goal of this topic is for the students, as reader, to have a "dialogue" with the author, the stories they are to read. They will write to the author on: What they liked about the story and what they did not like about the story, explaining their answers of course.

Objectives:

1. Write a 150 words essay response to the author describing what the reader liked and disliked about the story
2. Use at least 5 transitions into the 150 words essay
3. Identifies independent/dependent clause and fixes sentence with fragments
4. Do publication of chosen revised entry

Skills:

- **Reading:** Comprehension, Inferring, Evaluating, Critical analysis
- **Grammar:** Fragments, Independent/Dependent clauses
- **Writing:** Use of transitions, Critical Analysis, Literary response
- **Vocabulary:** Using context clues
- **Publication:** Sharing aloud from chosen entry, discussion

Assessment:

Informal

1. Group discussion, participation, partner/peer evaluation forms
2. Highlighted vocabulary words unknown to them
3. Margins filled with key words, summarization, paraphrases

Formal

1. 150 words response to literature; with at least 5 transitions
2. Responses to 3 questions that include supportive explanation for their answers
3. Completed worksheets
4. Publication of chosen entry, 6 minutes long and used visual aids; students and teacher evaluation forms will be used as grading tool
5. Grammar and vocabulary quiz

Suggestive mini-lessons:

- 1) Write Complete Sentence: Identifying fragments
- 2) Use Transitions to improve flow of paragraphs

Journal Questions:

- 1) What did you like about the story? What didn't you like about the story? Explain why.
- 2) If you could meet the author, what piece of advice would you share with to the author? Explain your advice and why you thought of it.
- 3) If someone wrote you a response to your "book" about what s/he did/did not like and gave you an advice, would you appreciate it? Why or why not?

Suggested Literature:

Kate Chopin: "The Story of an Hour"
 Edgar Allen Poe: "The Tell Tale Heart,"
 "The Black Cat"
 W.W. Jacobs: "The Monkey's Paw"
 Sharon Creech: "Love That Dog"

Continued on next page -->

Sample Journal Writing Instruction/Questions of the week:

Writing: Response to Literature

You have read the short story you picked for the week. This week's paper, you will focus on writing a 150 paged "letter" to the author, explaining: What you liked about the story and what you did not like about the story. Finally, you will give an advice to the author on his/her short story.

Final paper

The type of final paper is up to each teacher. Be sure that the type of paper is more of academically acceptable such as, essay on critical analysis or a compare and contrast essay. The final paper needs to be different from what has been used up until now. For instance, rather than 150 words, increase it to 500 words and the process of creating the essay is similar to a regular writing class, that is, without the use of journal writing.

Throughout this topic, I strongly recommend the use of 6 + 1 Writing Traits as a guideline in creating a final masterpiece. See the following Table 9 of 6 + 1 Writing Traits:

Idea/Content: No paper has value without ideas. Ideas should be presented clearly and developed fully with reasons, examples and support from a text. Insightful development of interesting ideas makes a paper great.

Organization: Writing should be organized logically and be easy to follow

Word Choice: Precise and effective word choice adds clarity to writing.

Sentence Fluency: Sentences should be varied and effective in sound and in purpose. When read aloud, a paper should sound fluent. Short, stilted sentences impair readability.

Voice: This is the personality and conviction of the writer showing through the words.

Conventions: Spelling, mechanics, usage, agreement are all conventions of writing. Too many errors in conventions impair readability.

Presentation: This is how the paper looks. Is it typed according to a format? Does it have a title page? Presentation affects readability.

Table 9: 6+1 Writing Traits (Falcon Skills, 2002)

NB: 6 + 1 Writing Traits emphasizes a lot on the use of modeling while revising.

6+1 Writing rubric sets the standard for excellence for each of these areas; some teachers may choose to emphasize more scoring on specific traits than others or some use them all equally (Falcon Skills, 2002). In this case, especially for the deaf or ELL and journal writing sense, it is important to

have less emphasis on conventions. To present an example of a checklist rubric in accordance to 6+1

Writing Traits developed by myself for a narrative paper, see Table 10:

Organization: Follows paragraph structure	____ / 50
Introduction	
Problems	
Resolutions	
Details and Support	
Good transitions	
Word Choice: Creative use of words	____ / 42
Brings in at least 10 new vocabulary	
Word or sentence play	
Descriptive	
Sentence Fluency:	____ / 20
Shows good sentence structure	
Good subject-verb/time agreement	
Conventions:	____ / 20
Capitalization	
Punctuation	
Spelling	

Table 10: Rubrics with 6+1

NB: Rubrics vary, this is a checklist and not detailed in measurement and I would recommend you to create your own detailed 6+1 Writing rubric.

Next, the review of grammar skills and vocabulary words learned since day one of this class is strongly encouraged. Teachers need to measure the progress of students' learning of new grammar skills and vocabulary words through creating a summative exam.

Finally, where does journal writing come into this? For starters, allow students to create their own 3 questions for the teacher to answer, do a role switch because they already have enough on their plate. This is a good empowering activity for the students, to become the "grader" and they will assess on their teacher's responses using checklists, and/or rubrics. End the journal writing class experience on a positive and fun activity, creating the experience of writing unforgettable! Last but not least, instill the value of loving to write in those students so they CAN become aspiring writers.

Assessment Tool Section

Peer Checklist/Evaluation on Chosen Journal Entry (used for Day 2 sessions)

Journal Writing

Ms. Cassidy

Peer Evaluation for Chosen Entry

Name: _____

Date: _____

Connotation

1 _____

boring choice of words

2 _____

lacked creative use of words

3 _____

Okay choice of word, combined ok with sentence

4 _____

Good choice of word, combined well with sentence

5 _____

Creative choice of word, outstanding combination of word/sentence

Sentence Fluency

1 _____

Sloppy and hard to read

2 _____

can read but choppy

3 _____

readable with some smoothness

4 _____

readable and smooth

5 _____

nice flow of words with great transitions

Organization

1 _____

no order and not organized

2 _____

some organization

3 _____

structured but choppy transitions

4 _____

well structured with some chopiness

5 _____

smooth flow and good connections

Answers question(s) deeply

1 _____

No answers, off the point

2 _____

Gave an answer but not enough

3 _____

Answers were given but need more!!

4 _____

Not bad answers

5 _____

Wow, made me think and want to ask more!!

Explained the answer(s) well

1 _____

Gave no reason why choose to answer that way

2 _____

Gave a reason but not related or doesn't make sense

3 _____

Gave a reason but need more explanations

4 _____

Not bad reasons, understood the reasons

5 _____

Clear and creative reasons, understood fully!!

Additional Comments: _____

Publication Evaluation Form: TeacherJournal Writing
Publication

Date:

Student: _____

Teacher's Evaluation Form

Student's presentation was clear w/ visual aids **1** **2** **3** **4** **5**Additional comments: _____
_____**Student had clear ASL skills** **1** **2** **3** **4** **5**Additional comments: _____
_____**Student explained choice of entry well** **1** **2** **3** **4** **5**Additional comments: _____
_____**Student summarized what they wrote well** **1** **2** **3** **4** **5**Additional comments: _____
_____**Student expressed thoughts clearly** **1** **2** **3** **4** **5**Additional comments: _____
_____**Student did well in Open Forum** **1** **2** **3** **4** **5**Additional comments: _____

Publication Evaluation Form: Student

Journal Writing
Publication

Date:
Student Evaluator:

Student: _____

Student's Evaluation Form

The publication was organized and clear **1 2 3 4 5**

Additional comments: _____

I understand why s/he made that choice **1 2 3 4 5**

Additional comments: _____

I understand the summary well **1 2 3 4 5**

Additional comments: _____

I enjoyed his/her thoughts shared **1 2 3 4 5**

Additional comments: _____

I enjoyed the publication given by him/her **1 2 3 4 5**

Additional comments: _____

I liked how s/he used visual aids **1 2 3 4 5**

Additional comments: _____

Personal Reflection Rubrics

Journal Writing
Clare Cassidy

Name:
Date:

Personal Reflection on Journal Writing

	1 point	3 points	5 points
Organization	Sequence of information is difficult to follow	Reader has moderate difficulty in following because student sometimes jump around but is <u>readable</u> .	Information in logical, interesting sequence which reader can follow.
Sentence Fluency	Reader has difficulty in following due to choppiness, incomplete, rambling or awkward sentences. Beginnings of sentences are repetitive and have endless <u>connectives</u> .	Sentences are grammatical but reader sometimes has to hunt for clues to better understand it. Overall, the writing is pretty easy to follow with little awkwardness.	Sentences are constructed in a way that helps make meaning clear; the writing has cadence, varies in length and structure as well as grammatical. Easy to follow.
Content Knowledge	Student does not have grasp of information on journal writing, sees no difference between writing and journal writing.	Student demonstrate minimal knowledge on the difference between writing and journal writing.	Student demonstrates full knowledge (more than required) and elaborates the difference between writing and journal <u>writing</u> .
Reflection	Student did not write personal reflections toward journal writing, gave no interest in reflecting.	Student wrote reflections towards journal writing without explaining his/her reason for those reflections.	Student showed excellent writing by supporting his/her thoughts through giving reasons for those <u>reflections</u> .

Total score: _____

Feedback: _____

Specific Audience Checklist (Expression Writing)

Journal Writing
 Ms. Cassidy
 Checklist for Expression Writing

Name: _____

Date: _____

Connotation

1 _____
 boring choice of words

2 _____
 lacked creative use of words

3 _____
 Okay choice of word, combined ok with sentence

4 _____
 Good choice of word, combined well with sentence

5 _____
 Creative choice of word, outstanding combination of word/sentence

Sentence Fluency

1 _____
 Sloppy and hard to read

2 _____
 can read but choppy

3 _____
 readable with some smoothness

4 _____
 readable and smooth

5 _____
 nice flow of words with great transitions

Specific Audience

1 _____
 NO clear audience writing to who??

2 _____
 Weak specific Audience

3 _____
 Moderate consistency in writing to specific audience

4 _____
 Clear on specific audience

5 _____
 Outstanding tone to specific audience,

Good explanation on reason of admiration

1 _____
 Gave no reason why choose to answer that way

2 _____
 Gave a reason but not related or doesn't make sense

3 _____
 Gave a reason but need more explanations

4 _____
 Not bad reasons, understood the the reasons

5 _____
 Clear and creative reasons, understood fully!!

Clearly explained why the specific person affected the writer

1 _____
 Gave no reason why choose to answer that way

2 _____
 Gave a reason but not related or doesn't make sense

3 _____
 Gave a reason but need more explanations

4 _____
 Not bad reasons, understood the the reasons

5 _____
 Clear and creative reasons, understood fully!!

Additional Comments: _____

Marginalia Rubrics

Journal Writing
Clare Cassidy

Name:

Date:

Marginalia

	1 point	3 points	5 points
Organization	Sequence of information is difficult to follow	Reader has moderate difficulty in following because student sometimes jump around but is <u>readable</u> .	Information in logical, interesting sequence which reader can follow.
Sentence Fluency	Reader has difficulty in following due to choppiness, incomplete, rambling or awkward sentences. Beginnings of sentences are repetitive and have endless <u>connectives</u> .	Sentences are grammatical but reader sometimes has to hunt for clues to better understand it. Overall, the writing is pretty easy to follow with little awkwardness.	Sentences are constructed in a way that helps make meaning clear; the writing has cadence, varies in length and structure as well as grammatical. Easy to follow.
Content Knowledge	Student does not have grasp of information; student cannot summarize the selected difficult <u>texts</u> .	Student is at ease with reading the selected difficult text, is able to demonstrate basic concepts but <u>fails to elaborate</u> .	Student demonstrates full knowledge (more than required) and elaborates the selected <u>difficult texts</u> .
Use of Margins	Student did not write anything in the empty space (margins) of their reading text, shows no effort in trying to "converse" with the <u>author</u> .	Student showed satisfactory effort by highlighting, underlining and wrote few key words, with some white spaces in the margins.	Student showed excellent efforts by highlighting, underlining and wrote keys, summaries, paraphrases in the margin, barely <u>leaving any room</u> .

Total score: _____

Feedback: _____

References

References:

- Albertini, J. (1990). Coherence in Deaf Students' Writing. In J. K. Peyton (Ed.), *Students and Teachers Writing Together: Perspective on Journal Writing* (pp. 127-136). Alexandria, VA: Teachers of English Speakers of Other Languages.
- Babbidge (1965, Winter). A Report to the Secretary of Health, Education, and Welfare by his Advisory Committee on the Education of the Deaf. *Education of the Deaf*, i-xxiv.
- Behan, B. & Supalla, S. (Performers). (1994). *A decent living*. [ASL story-telling film]. San Diego, CA.
- Bowe, Frank. (1988). Commission on Education of the Deaf. *Towards Equality*. (pp. vxi-xxiii)
- Bridges, L. (1997). *Writing: as a Way of Knowing*. The Galef Institute: Stenhouse Publishers.
- Collins, B. (2002). *Poem Hunter*. Retrieved May 03, 2005, from <http://www.poemhunter.com/p/m/poem.asp?poet=8221&poem=168477>
- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and language minority students: A Theoretical framework* (pp. 3-349). Los Angeles: National Dissemination and Assessment Center.
- Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Ontario: California Association for Bilingual Education.
- Gaustad, M. G. (2002). Deaf and hearing students' morphological knowledge applied to printed English. *American Annals of the Deaf*.
- Golladay, L. (1977). Suggestions for Assessing Reading Levels and for Preparing Written Materials. In *Reading and Written Materials* (pp. 120-234).
- Hall, N. (2002). Chapter 17, pp. 343-356 in *Under the Whole Language Umbrella: Many Cultures, Many Voices*. (Ed.) Alan Flurkey and Richard J. Meyer. Urbana, IL: NCTE.
- Herrell, A.L. (2000). *Fifty strategies for teaching English language learners*. Upper Saddle River, NJ: Merrill.
- Kluwin, T. & Kelly, A.B. *The Effectiveness of Dialogue Journal Writing in Improving the Writing Skills of Young Deaf Writers*. *American Annals of the Deaf*. 136, no. 3, (July 1991).
- Mayer, C., & Moskos, E. (1998). Deaf children learning to spell. *Research in the Teaching of English*, 33, 158-180.

- Meath-Lang, B. (1990). The Dialogue Journal: Reconceiving Curriculum and Teaching. In J. K. Peyton (Ed.), *Students and Teachers Writing Together: Perspective on Journal Writing* (pp. 5-17). Alexandria, VA: Teachers of English Speakers of Other Languages.
- Miller, M., & Lee, M. (2003). *Quick Practice Writing Skills: Dozen of Reproducible Pages That Gives Kids Practice in Grammar, Mechanics, Spelling, and Other Key Writing Skills Grade 6-8*. New York, New York: Scholastic.
- Montgomery, W. (2001). Journal Writing: Connecting Reading and Writing in Mainstream Educational Setting. *Reading & Writing Quarterly*, 17, 93-98.
- Mueller, R. J. 1992. *Instructional psychology: Principles and practices*. Champaign, Ill.: Stipes Publishing Co.
- Paul, P. V., & Quigley, S. (1990). Education and deafness. New York: Longman.
- Peyton, J. K. (1990). Dialogue Journal Writing and the Acquisition of English Grammatical Morphology. In J. K. Peyton (Ed.), *Students and Teachers Writing Together: Perspective on Journal Writing* (pp. 67-97). Alexandria, VA: Teachers of English Speakers of Other Languages.
- Pollard, R. Q & Adams, J. W. (2004). Robert Pollard, Ph.D.: Mental health and deaf and hard of hearing individuals. In J. W. Adams & P.S. Rohring (Eds.). *Handbook to service the deaf and hard of hearing: A bridge to accessibility* (pp. 121-132). San Diego: Elsevier Academic Press.
- Reid, L. (1997). Exploring the ways that dialogue journaling affects how and why students write: An action research project. *Teaching and Change*, 5(1), 50-57.
- Schirmer, B. *Using Research to Improve Literacy Practice and Practice to Improve Literacy Research*. *Journal of Deaf Studies and Deaf Education* 6:2 Spring 2001.
- Six + 1 Writing Traits. (2002). *Falcon Skills & Style Handbook: Language Arts Across the Curriculum*. Retrieved May 4, 2005, from Sheboygan Falls High School District Web site: http://www.sheboyganfalls.k12.wi.us/staff/dehogue/FSSH/6_trait.htm
- Strassman, B. *Metacognition and Reading in Children Who are Deaf: A Review of the Research*. 1997, Oxford University Press.
- The Daily Spark: Journal Writing*. (2004). Spark Publishing: Spark Notes
- Vanett, L. & Jurich, D. (1990a). A Content for Collaboration: Teachers and Students Writing Together. In J. K. Peyton (Ed.), *Students and Teachers Writing Together: Perspective on Journal Writing* (pp.

- 51-62). Alexandria, VA: Teachers of English Speakers of Other Languages.
- Vanett, L. & Jurich, D. (1990b). The Missing Link: Connecting Journal Writing to Academic Writing. In J. K. Peyton (Ed.), *Students and Teachers Writing English Speakers of Other Languages*.
- Walworth, M. (1990). Interactive teaching of reading: A model. In J. K. Peyton (Ed.), *Students and teachers writing together: Perspectives on journal writing* (pp. 37-47). Alexandria, VA: TESOL.
- Zimmermann, S., & Hutchins, C. (2003). *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!*(pp. 5-8) New York: Three Rivers Press.

Appendices Section

Journal Writing
Ms. Cassidy
Poetry Analysis

Name:
Date:

1) Imagery Words:

(choose words or sentences that gave you clear pictures)



2) Symbolic Values:



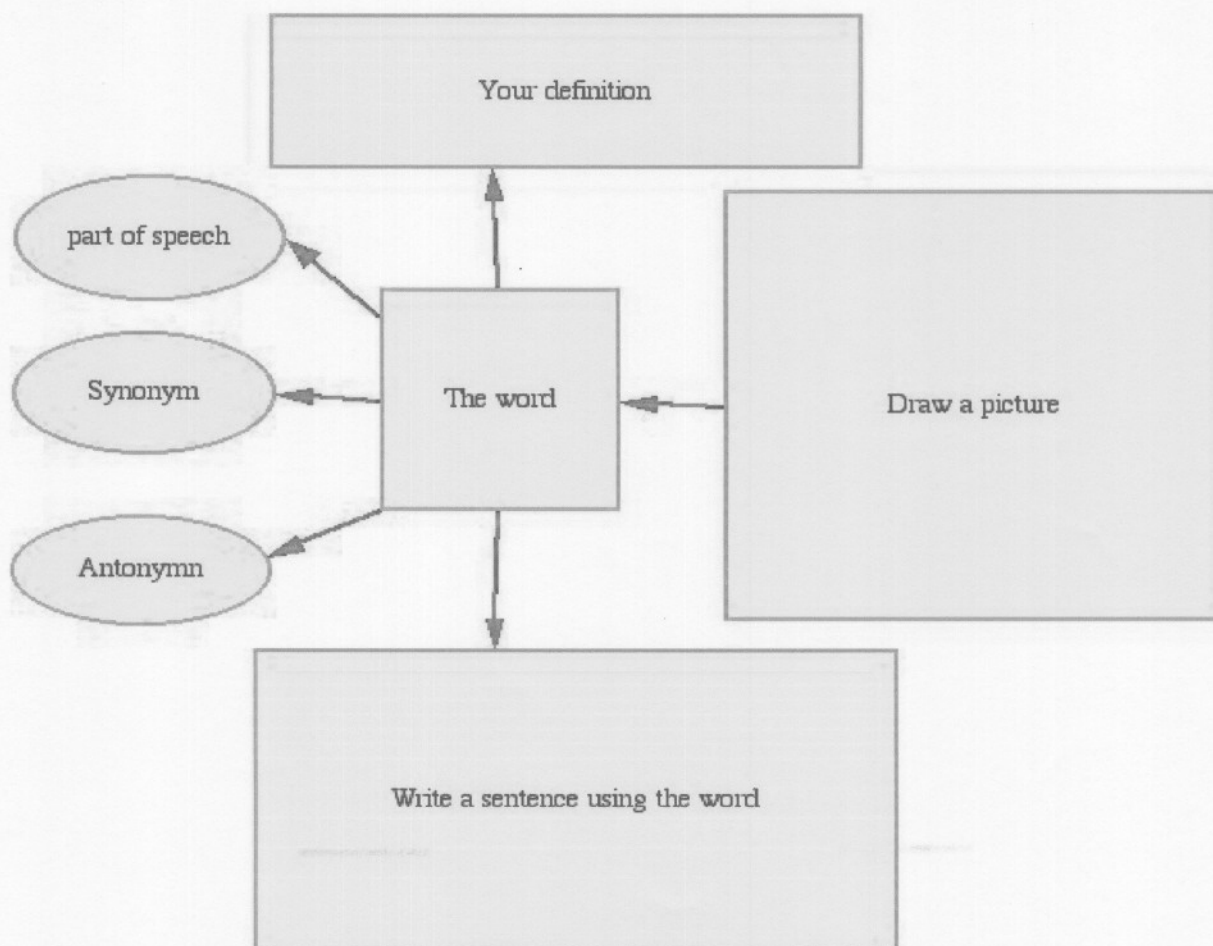
(choose words or sentences that had deeper meanings)



3) What does it mean to you?

Vocabulary Builder Graphic Organizer # 1

Suggestive vocabulary Graphic Organizer for Vocabulary Builder assignment: have a student choose a word of the week to work on this.



Vocabulary Builder Graphic Organizer # 5

This should be used as an assignment for new vocabulary words each week. This is a good habit forming experience for the students.

Word	Part of Speech	Definition	Synonym	Antonym	Create sentence using word
Ex: Outstanding	Adj.	Standing out among others of its kind; prominent	Amazing	Unexceptional	My students are outstanding when it comes to journal writing!

Daily Sparks: Journal Writing Ideas Section

Daily Sparks: Journal Writing
SparkNotes

Samples of easy free journal writing prompts:

Childhood memories [easy]

Most people have vivid memories of certain events from childhood. What sticks in your mind? Pick one particularly strong memory and describe it in detail.

Alone at last! [easy]

Your parents just left on a weeklong vacation—leaving you all alone, in charge of the house. What do you do?

Remembering firsts [easy]

There are many firsts in our lives that we don't remember, such as our first tooth, first step, first word, or first birthday. Firsts from later in childhood come easily to mind: a first pet, a first award, the first day of middle school, a first summer at camp. Write about a special first that you remember clearly.

The center of the Earth [easy]

Imagine that you know nothing about science. Now, what do you think is at the center of the Earth? Come up with few theories or ideas.

Pick the parent [easy]

Do you think you are more like your mother or more like your father? Or do you think you **resemble** one in looks, and the other in personality? Whom would you prefer to look like?

Samples of moderate free journal writing prompts:

My animal [moderate]

Which animal do you think you are like? Think of the quiet, **retiring** animal like mice; bold and fearless ones like lion; **eager**, friendly ones like dogs; and **finicky**, secretive ones like cats. Consider your appearance, your personality, and the way you move. Then write about the animal with which you feel a **kinship**, explaining how you are similar in personality, characteristics, and/or physical **features**.

Beauty or brains? [moderate]

"Beauty is only skin deep," the **cliché** claims. If you had to choose between beauty and brains, which would you pick? Which do you think would get you further in life? Which do you think would make you happier?

About my name [moderate]

Many names have special meaning or history. For example, the name Clare means "bright" or "clear." The name of Vito means "life."

Write about your own name. Who named you? What does your name mean? Does it have a special ethnic or religious significance? Are you named after someone in your family? If you could change your name, would you?

If I could meet... [moderate]

If you could meet anyone, alive or dead, who would it be? Consider scientists, entertainers, world leaders, artists, writers, people in your family, and so on. Make a list of questions you would like to ask

this person.

How embarrassing! [moderate]

Life is **chock-full** of embarrassing moments. When you're lying awake at night, having trouble sleeping, do your most embarrassing **blunders** run through your mind? Share some of your most **agonizing** memories.

Everyday heroes [moderate]

How do you define **hero**? Do you think fame is an important part of heroism, or do you think most heroes are unknown? Is there anyone you know personally whom you consider a hero?

Samples of challenging free journal writing prompts:**My own private utopia [challenging]**

A **utopia** means "any place or state of ideal perfection." One person's utopia might be a country where discrimination does not exist and all lifestyles are accepted. Another person's utopia might be a huge city full of clubs, theaters, and restaurants. What is your idea of utopia? If you could design the ideal society, what kind of laws and government system would it have? What would it look like? What kind of people would live there?

Overcoming obstacles [challenging]

Obstacles constantly happen in your life. Some are **fleeting**, such as facing an important test in school. Some may take years to overcome, such as a major injury or the loss of a loved one. Write about an obstacle you've faced in your life. Did the experience change you for the better, or did it leave you bitter and **cynical**?

Pot shots [challenging]

"Whenever you feel like criticizing anyone, just remember that all the people in this world haven't had the advantages you've had."

--F. Scott Fitzgerald

It's easy—and often really fun—to criticize or make fun of people we don't know. Do you feel you're fair to other people, especially those you don't know very well, or do you criticize too much? Write about your **tendency** to be critical or fair.

Wonderful words [challenging]

English, perhaps more than any other language, is full of descriptive, **evocative** words. For example, we don't just *walk*, we *amble*, *sashay*, *skip*, *lumber*, *tip-toe*, *stride*, *saunter*, *move*, *step*, *ramble* or *stroll*. Some words (*luscious*, *dillydallying*) are fun to use; others use (*plop*, *slither*) to describe a sound of a movement. What is your favorite word? What is your least favorite word? Explain your choices.