

Promoting Positive and Dynamic Reading and Writing Experiences for Deaf Students

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Promoting Positive and Dynamic Experiences for Students

- In the classroom, we provide a variety of texts for students to
 -
 - read, analyze, and reflect upon
 - apply to real-world situations
 - integrate and weave information into research papers
 - integrate with ideas learned in many disciplines
 - analyze scientific case-studies
 - create and post blog entries

Promoting Positive and Dynamic Experiences for Students

- Outside the classroom, we encourage students to —
 - conduct their own research
 - go on field trips to museums and cultural events
 - attend film festivals
 - read blogs and watch vlogs (video blogs in ASL)
 - write articles for the school newspaper, and
 - write and submit creative pieces for our literary contests.

Lower Level Writing Assignments

- For students with weaker reading/writing skills, all teacher assigned articles involve: annotation, discussion and analysis. Teacher shows models of acceptable annotations and demonstrates how this process aids comprehension and encourages analysis of writing / reading structures.
- Summary Essays---writing formal summaries of reading assignments; models are demonstrated
- Definition Essays—writing connotations of an abstract word (ex. freedom, love, stress) after reading sample essays defining similar terms. Start with basic/known terms, move to more challenging.
- Compare/Contrast Essays----writing essays comparing and/or contrasting two elements that have been read about and discussed in class, (ex. two characters, two cultures, two courses etc) Goal is to eventually move to compare/contrast styles of writing (word choice, sentences---paragraphs).

Lower Level Writing Assignments (continued)

- Cause/Effect Essays---writing essays that discuss the move from cause to effects or the move from effects to causes after reading similar essays.
(ex. causes or effects of academic failure, etc)
Both cause and effect in the same essay not expected at this level, usually.
- Essays Blending Rhetorical Modes---essays that require students to blend several modes in one essay (ex. summary, definition, effect).

Intermediary Level Writing Assignments

- Practice previously taught lower-level assignments to ensure student confidence
- Summary Analysis Essays—students demonstrate previously practiced summary skills, but now add analysis that was demonstrated with reading assignments. Points of analysis may include: author's thesis, word choice, organization, kind of evidence/support, etc.
- Simple Research Essays---students select a familiar topic related to the reading theme discussed throughout the course. Teacher provides the external research material (ex. brief journal article, movie, newspaper article, etc). Students are shown how to do simple documentation of external source material. Goal is to expand discussion and development of thesis using support material.

Upper Level Writing Assignments

- Essays that reinforce intermediate level skills are initially assigned.
- More challenging writing assignments include:

Cross-disciplinary Essays—

One example may require students to read and analyze articles that discuss advertising and marketing strategies. Then, students are asked to select one print ad and do an analysis of the ad's content as well as the visual layout using the articles they have read for support.

Upper Level Writing Assignments (continued)

- Another example of a cross-disciplinary assignment is one that asks students to investigate an ecological or social issue after several weeks of reading a daily blog on the chosen topic. For example, students at both the intermediate level and the upper level enjoy reading blogs on homelessness and the destruction of the rainforest. The concept of audience was especially reinforced with this assignment.
- Scientific Reports—students enjoy hands-on investigations
examples: Mall culture, Social networking investigation,
obedience to authority

Literature and Film Critiques

- Students read literary texts and afterwards see the film version.
They analyze, reflect upon them, compare texts with films, focus on different cultures, think and discuss global issues.
- Students read simple poems and create visuals to accompany meaning.
- Students read a short story and write a different ending than the original.
- Students write a letter to a character in a film, short story or poem that explains why the student agrees or disagrees with that character's behavior or words.
- Students create a short film or photo story line about a topic and write the accompanying script.
- Students read a professional film review and then write their own.

Thinking Creatively

- Brainstorming Activity About How to Create Dynamic Writing Assignments for Deaf Students at Varying Skill Levels