

wonder media

STORYMAKER[®]



Wonder Media
Story Maker[®]



Wonder
Media



Wonder Grove
Social Skills



Habits of
Mind Kids

Wonder Media, LLC

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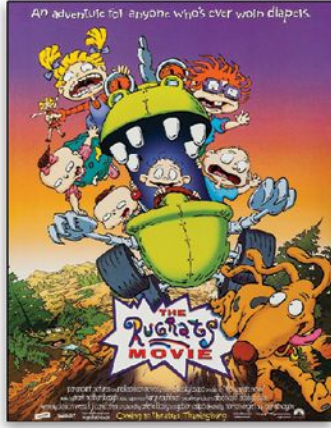
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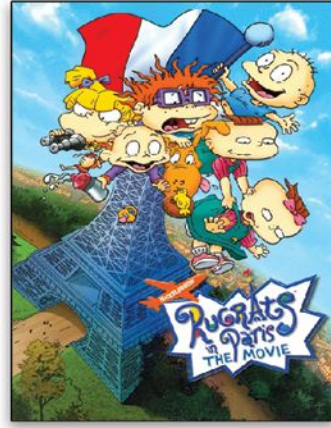
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STORYMAKER[®]

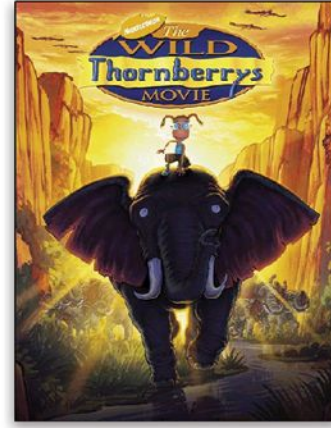
blue sky thinking, grounded in successful
research based implementation



The Rugrats Movie
1998



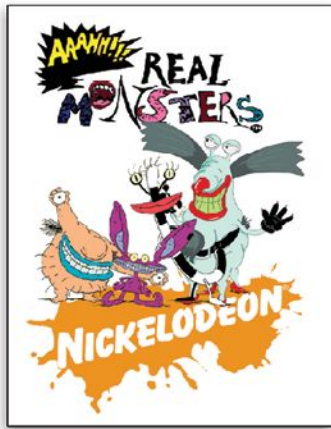
Rugrats in Paris
2000



The Wild Thornberrys Movie
2002



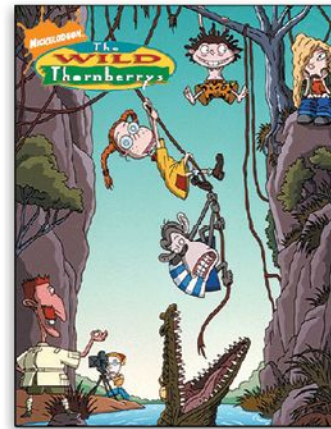
Rugrats Go Wild
2003



**Aaahh!!!
Real Monsters**
52 Episodes



Rugrats
179 Episodes



The Wild Thornberrys
96 Episodes



Rocket Power
71 Episodes



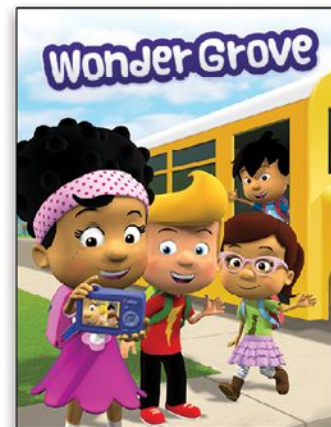
**As Told
By Ginger**
61 Episodes



**Rugrats
All Grown Up**
45 Episodes



Santo Bugito
13 Episodes



Wonder Grove
255 Episodes

Welcome to Wonder Media's Story Maker®!

In this book we demonstrate how we have studied academic theory and applied research proven strategies (pages 37-62) to ensure the Story Maker® production process aligns with today's best classroom practices.

Educators tell us they can't teach students if they don't come to school!

Teachers report that students run to school to use Story Maker®. This will be our 8th year implementing Story Maker® and every year it improves classroom attendance.

If you want success teaching students to be engineers you hire an engineer.

If you want success teaching students to be physicists you hire a physicist.

If you want success teaching students to be storytellers you hire storytellers.

At Wonder Media, we are a team of dedicated storytellers, driven to create purposeful, educational content for children, tweens and teens. Our rule at Wonder Media is: "if it is not on the page, it is not on the screen. Success is in the writing." This is the fundamental rule of the Story Maker® production process.

As the former CEO of Klasky Csupo, the company that incubated the Simpsons and created Rugrats, I had the good fortune to oversee the production of more than 500 TV episodes for Nickelodeon and four animated movies for Paramount. Today, the Story Maker® production process we teach students in schools is the same production theory we used to create successful movies and TV episodes for prime time.

As proof, this year the Wilder School District in Wilder, Idaho used the Story Maker® process to produce their 2nd feature length animated movie. The Totem Middle School in Marysville WA., used our process to create nine TV episodes for YouTube.

My career has evolved from overseeing the production of some of the entertainment industry's biggest hits to using animated stories to connect with schools in three significant ways:

1. Our production team, managed by Creative Director Amanda Carson and Producer Michelle Cahn, creates mission driven animation for global companies.

2. Our education team, managed by Anu Watts, Jennifer Jacobson and Emily Mullin, manages the implementation of WonderGrove Social Skills and the 16 Habits of Mind Instructional Animations in elementary schools.

3. The Wonder Media Story Maker® professional development team is managed by Jason Richards, Mike Barker and Romtin Erfani, ensuring schools are successful with their implementation of Story Maker® inside the classroom.

We look forward to working with you.

Terry Thoren
Executive Producer

"I taught my first writing for animation class in 1974. I love animation. 35 years ago I was so passionate about the art of animation that I created Animation Magazine. Today Animation Magazine remains the only global animation publication, a testament to its enduring appeal."

- Terry Thoren, Animation Magazine Founder 1987

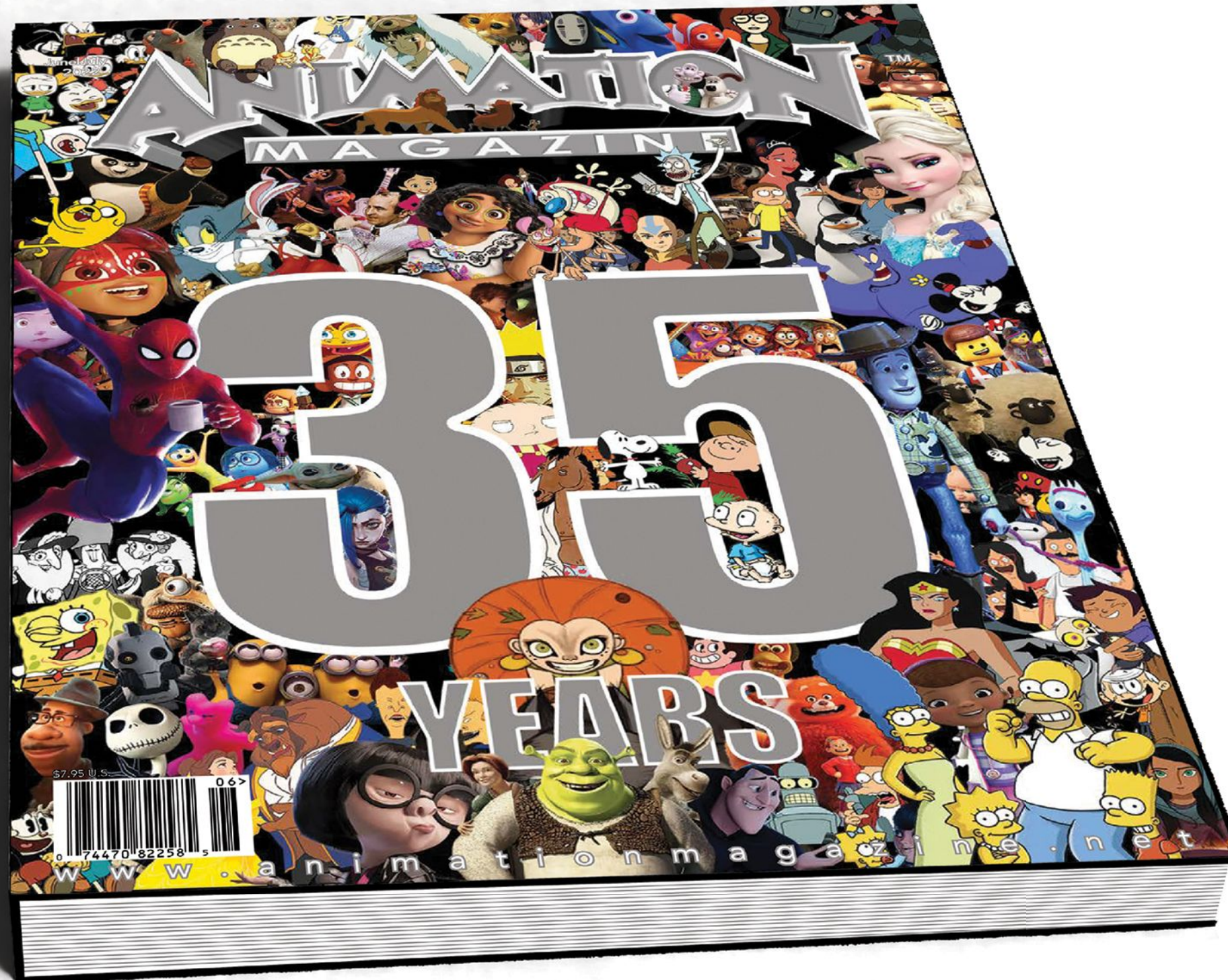


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Wonder Media uses Story Maker® to Produce These Global Resources



What is Wonder Media Story Maker® ?

Wonder Media Story Maker® is a reading and **writing** program, not just an animation program. It is a comprehensive learning tool that allows students in grades 2-12 to create their own animated lessons in class, bringing their words to life with Wonder Media's proprietary library of more than 250,000 animation assets.

The writing process is available on two levels: **Story Maker® Lite** and **Story Maker® Pro**.

Story Maker® Lite requires no equipment. Students work in teams of 3 or 4 to write their stories and record their voices for the animated characters. They upload the voice recordings to Wonder Media and our production team creates the animation, adds music and sound effects and returns the fully produced animations to the students to be shared with the class.

Story Maker® Pro transforms classrooms and/or maker spaces into fully-fledged animation studios, where, again, students work together in teams of 3 or 4 members. Students take on roles in over a dozen creative, technical, and managerial departments. A minimum of one technology workstation is required to execute Story Maker® Pro.

With **Story Maker® Pro** each team works together to develop an academic story idea that can be taught with premade animation characters, and then each department gets to work in the same production pipeline that is used by Wonder Media for our professional projects.

- The writers write the script.
- The artists storyboard the action.
- The voice actors perform the story.
- The puppeteers puppet the animation characters.
- The sound and camera crew record the performance.
- The editors assemble the recordings.
- The sound engineers add music and sound effects.
- The producers keep everyone working in harmony.

The Wonder Media team will train teachers and students to be proficient at every step in the production pipeline. When the next project begins, students switch roles and apply the fundamentals they've learned while gaining experience in a new department.

Producing a complete animated story requires focus and dedication from the entire team. Story Maker® is designed so that no job is too big for motivated students to handle, and each member of the team comes away with a finished animated story that they can be proud of.

THE 7 STEPS OF STORYMAKER®

IN THE CLASSROOM...



1 RESEARCH STORY IDEAS

Students start by researching and investigating the topic so they can write a premise for their story. Then they review the available animation assets on the Wonder Media Story Maker™ website. Students can also create or add visual elements of their own like photographs, drawings, stock footage, music, sound effects, etc.

2 WRITE, READ & REVISE STORY

Writing the script is the next step. Students learn how to adapt their premise into an outline, and then shape it into a script. Then they read their scripts out loud with their assigned team. Students learn how important grammar, punctuation and sentence structure is when they hear their dialogue performed by the actor. They learn that revising is crucial and can even be fun!



3 PRE-VISUALIZE ANIMATION WITH STORYBOARDS

When the script is approved by the team, students will visualize the action by drawing storyboards to previsualize the ideas in their script. Storyboards include what is seen, what is heard, and what is said. This teaches students the critical thinking needed to write in three dimensions.

4 IN THE STUDIO...

4 RECORD VOICES FOR ANIMATED CHARACTERS

Animated characters need a voice in order to come alive. Students love to bring their characters to life through their voice acting. The magic starts while recording the voice performance. Students see the power and purpose of grammar and punctuation to communicate their stories properly. This is when the light goes on in their heads and they learn why good writing is relevant.



5 ANIMATE CHARACTERS

Students puppeteer the animated characters to make them move and act. They use Wonder Media's proprietary software and vast library of 1000s of animations to create a performance for each character. Their animation can even be recorded in real time. This step in the process teaches the importance of organization and teamwork.

6 IN THE COMPUTER LAB...

6 BUILD FINAL VIDEO - ADD SOUND & MUSIC

Now it's time to put all the story elements together. The final touches include adding music and sound effects to fill out the entire audio/visual experience for their audience. This step is typically done using any school approved editing software.



7 SHARE STORY WITH THE WORLD

Finally, it's time to share your story with the class, the community and/or the world. Videos made with Wonder Media Story Maker® are easier to share than written essays. Plus students can enter their animated stories to compete in global Wonder Media Story Competitions.

The Story Maker® Production Guides Promote a Rich Vocabulary of Words by Grade Level

Wonder Media Story Maker® is first and foremost a reading and writing application. A rich vocabulary is the life blood of all storytelling. We have infused vocabulary in our Production Guides and explicitly in the descriptions of the 50+ animation characters.

Story Maker® is an ideal tool for students to apply learned vocabulary to real-world situations. We challenge students to incorporate these targeted vocabulary words in their essays and scripts. We inspire them to breathe life into them during the voice recording process all while effectively learning, practicing, and applying new words in a creative and meaningful way.

The Story Maker® process is so engaging that students don't realize they are being exposed to and applying the vocabulary words they will need to know for standardized testing. States and school districts often dictate the complete list of target vocabulary for each grade level. We've gathered some of the most common target vocabulary words and listed them on these pages. They are also embedded in the Production Guides for grades 4-6, grades 6-8, and grades 9-12.

6th Grade:

accumulate
adapt
adequate
adjacent
appropriate
artifact
benefit
blunder
boisterous
calculate
catastrophe
chronological
citizen
civilization
compose
conclusion
congruent
consequence
construct
continuous
contrast
contribute
declare
democracy

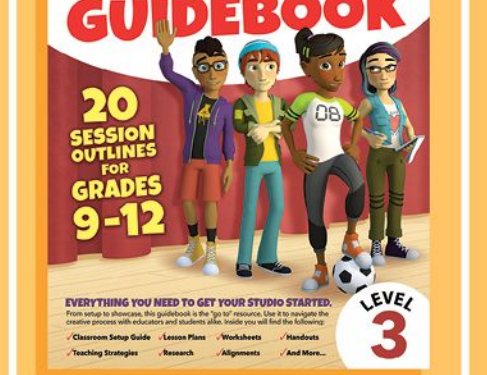
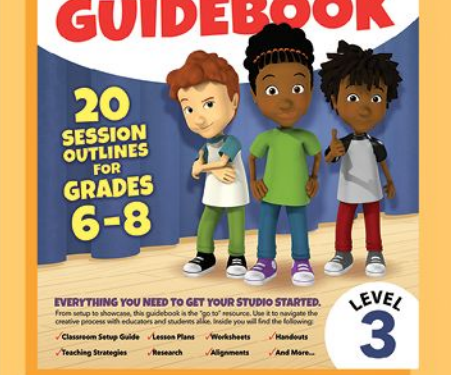
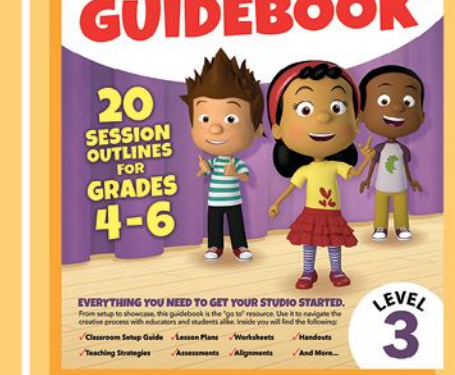
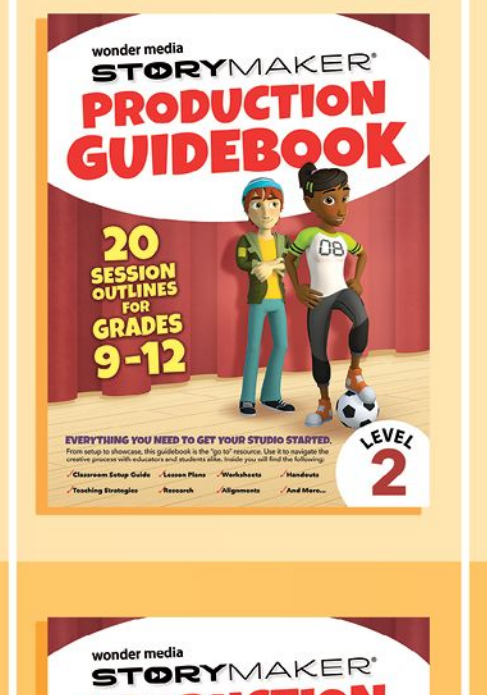
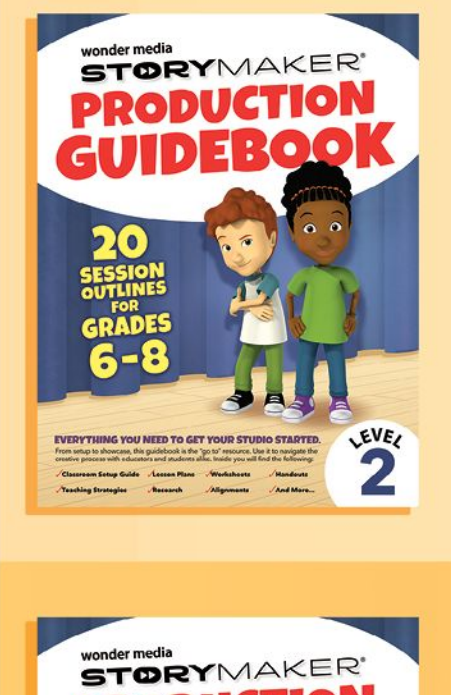
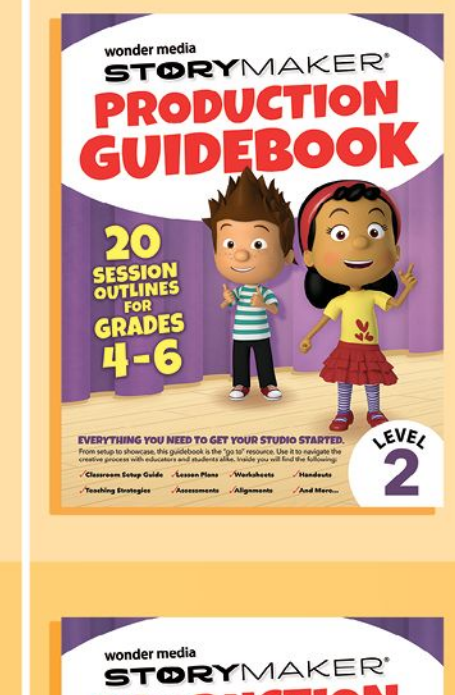
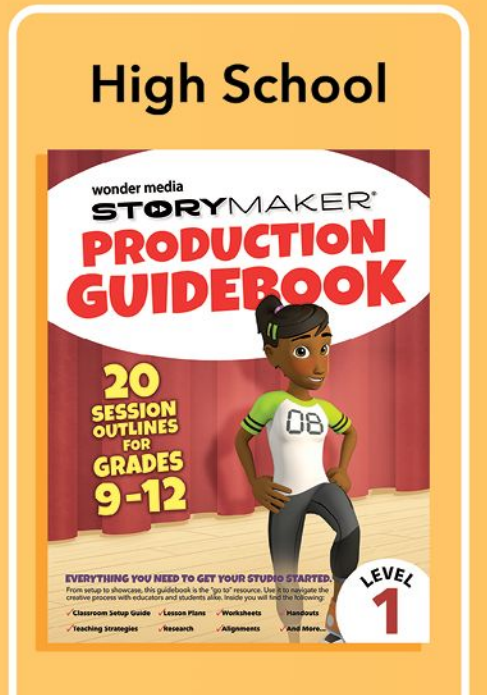
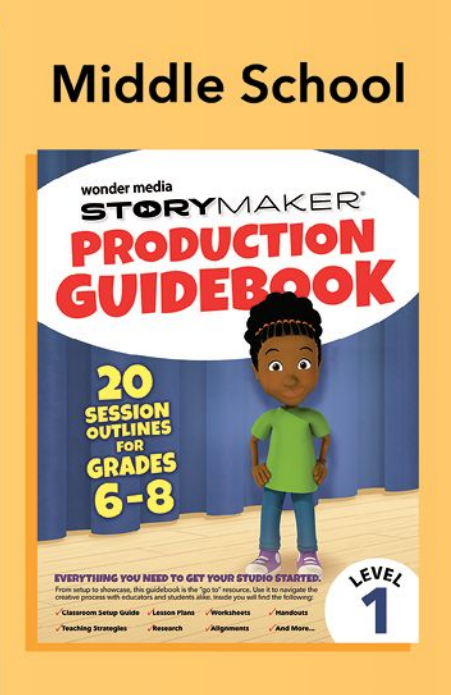
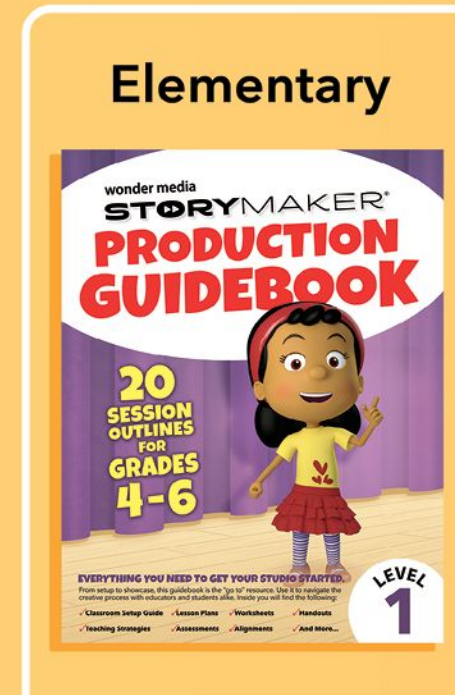
dimension
distinct
diversity
domestic
dominate
drastic
drastic
duration
dwell
elaborate
encourage
exaggerate
exhaust
expanse
exploit
expression
extend
extensive
extinct
extract
factor
ferocious
frequency
frequent
genuine
government

history
hypothesis
insists
irrigate
lofty
manipulate
massive
narrate
obedient
oblivious
origin
peculiar
priority
quote
realistic
recount
reinforce
repetition
retrieve
salvage
sanctuary
similar
solar
solution
soothe
stationary

stifle
strategy
strive
subordinate
subsequent
substitute
superior
supplement
suspense
tentative
thesis
transfer
unanimous
unique
variable
viewpoint
violate

7th Grade:

abdicate
abrasive
abruptly
acknowledge
acquire
addict



adequate
admonish
affiliation
agitate
allege
allocate
alternative
amendment
antagonize
attribute
authentic
bamboozle
belligerent
bewilder
bias
boycott
cause
characterize
chronological
compel
competent
component
conclusive
concur
condemn
condor
connotation
consecutive
consult
contrast
copious
correspond
dawdle
deceitful
demeanor
derogatory
devastate
devious
devour
diversity
eligible
emphasize
estimate
evaluate
exonerated
exposition
exuberant
famished
formidable
gaudy

geography
gratify
gravity
grim
impartial
indifferent
industrious
inevitable
infuriate
inhabitants
initiate
intimidate
irate
legendary
liaison
libel
ludicrous
mandatory
mitigate
naive
narrate
necessity
negligent
obnoxious
omit
opposition
oppress
perceive
persuasive
prediction
prominent
prospective
punctual
quote
relinquish
resolve
rudimentary
signify
sovereign
suspense
talisman
tentative
toxic
treason
viewpoint

8th Grade:

abhor
abrasive

alternative
ambiguous
amiss
anarchy
anonymous
anthology
apathy
apprehend
assimilate
assumption
audacious
authority
avid
ban
belligerent
bisect
bizarre
boycott
capable
cause
characterize
chronological
commence
compels
concise
conclude
confiscate
conjecture
conscientious
consecutive
consistent
construct
contrast
corroborate
depict
derive
despicable
despondent
elapse
embark
encompass
endeavor
evidence
evoke
feasible
focus
formula
generation
gruesome
imminent

impel
imperative
inspire
integrate
interrogate
languish
legendary
liberal
loll
lucrative
luminous
merge
modify
mutiny
narrate
novice
obsolete
opposition
perish
perspective
persuasive
precise
prediction
prevalent
procedure
prodigy
proprietor
prudent
pseudonym
quote
rebel
rebuff
rebuke
recur
resilient
response
reverberate
significant
similar
simulate
simultaneous
source
specific
spontaneous
surmise
theory
tirade
universal
validate
variable

**SAT Words
Grades 9-12:**

abate
abstract
abysmal
accordingly
acquisition
adapt
adept
adequate
advent
adversarial
advocate
aesthetic
afford
agitate
agitate
allow
allude
altercation
ambiguous
ambitious
ambivalence
analogous
annihilate
anomaly
anticipate
antipathy
apex
apprehension
articulate
artificial
assertion
austere
authenticity
avenue
avid
basic
bear
benevolent
bias
bittersweet
bolster
boost
brawl
brevity
candid
candor

capitalize
capture
civic
clinical
clout
coarse
coincide
commission
comparable
competent
complacent
complement
concede
conceive
condone
conducive
conduct
confide
confine
consensus
constitute
contemplate
contend
contradict
controversial
conventional
convey
conviction
corroborate
counteract
counterargument
counterproductive
culmination
cultivate
decree
deference
deficient
demonstrate
demur
deplete
desolate
devise
dilemma
diligence
diminish
dire
discord
disdain
dismay
disparage

dispatch
diversification
doctrine
dominion
dreary
dubious
eccentric
egregious
eloquent
eminent
emit
emphatic
empirical
endow
endure
entail
entrenched
enumerate
envy
erratic
establish
evoke
exacerbate
excel
exert
exhilarating
expend
exploit
facilitate
feasibility
ferocity
fiscal
flourish
fluctuate
foment
foreseeable
frankly
freewheeling
fundamental
galvanizing
geriatric
hostile
hypothetical
ignominious
impart
impartiality
imposing
irreconcilable
locomotion
lucrative

malicious
melodramatic
momentous
nuance
obsolete
omnipotent
opine
paramount
persecute
pitiable
postulate
pragmatic
principle
promulgate
qualitative
quantitative
ramify
reform
refute
renounce
repudiate
satiated
scandalous
scrupulous
secrete
sheer
solidarity
squalid
subordinate
substantiate
surly
susceptible
tactful
teeming
treacherous
ubiquitous
undulate
unmitigated
unprecedented
urge
validate
viability
vital
vow
warrant
yield

CTE Standards

We have created a universal CTE framework for Story Maker® to align to middle school and high school CTE coursework in all States. Our framework has been adapted and is currently being used for course requirements in Washington and California. We are in the process of working with schools in Idaho and Montana to adapt our framework for their needs.

Our team can adapt our CTE framework to your state requirements.

Story Maker® Aligns to CTE Standards

Wonder Media Story Maker co-founded by Terry Thoren (Former CEO of the company that produced the Emmy Award-winning 'Rugrats') provides an industry-linked, teacher led, project based learning program that leads to career paths in the creative industries. Students address a variety of objectives and audiences by engaging in creative projects and collaborative decision making - ultimately cultivating responsibility, reliability, and accountability alongside the production of quality projects.

Apply appropriate technical skills and academic knowledge.

Students using Story Maker readily access and use the knowledge and skills acquired through experience in their production crews - modeled after real-world professional production protocols. Students using Story Maker:

- Brainstorm topics and ideas
- Use the internet to research assets and gather information
- Navigate and use effectively: Audacity (voice recording software)
- Navigate and use effectively Animation Now! (3D animation software)
- Navigate and use effectively: Premiere or similar (professional video-editing software)

Students using Story Maker make connections between abstract concepts with real-world applications by recognizing the value of academic preparation for research, solving problems, communicating with others, and performing other work-related practices. Every project in Story Maker is an opportunity to refine technical skill and academic knowledge.

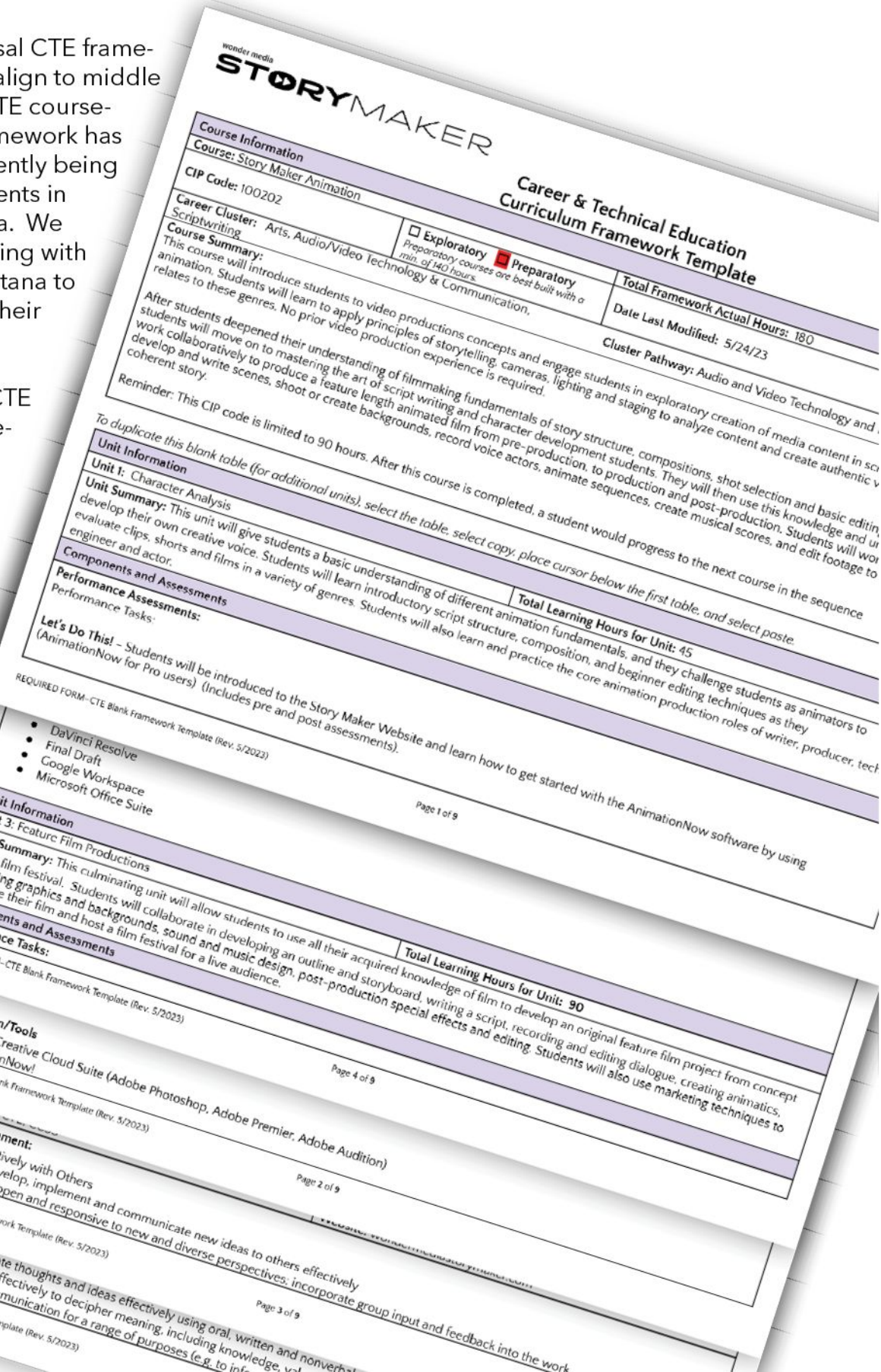
Communicate clearly, effectively, and with reason.

Students using Story Maker communicate thoughts, ideas, and action plans with clarity; using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others in a variety of capacities and 'roles': they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Story Makers consider the audience for their communication and projects and prepare accordingly to ensure the desired outcome. Communication is at the core of the Story Maker process, from start to finish - as is an understanding of the target audience.

Develop an education and career plan aligned with personal goals.

Students using Story Maker take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

Students using Story Maker are exposed to a wide variety of professional production tasks and skills - receiving first hand experience in a variety of professional 'roles' while they are setting their career goals.



Story Maker® Aligns to CTE (continued)

Apply technology to enhance productivity.

Students using Story Maker find and maximize the productive value of existing and new technology to accomplish workplace tasks (projects) and solve problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks. Story Maker provides the opportunity to refine organizational and production skills that translate across curriculum and learning objectives.

Utilize critical thinking to make sense of problems and persevere in solving them.

Students using Story Maker recognize and understand the nature of the problems that arise in their projects and production crews, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions, and reflect on past successes. Story Makers consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved. Students using Story Maker are called upon to 'see' and 'speak' through characters they learn about - deepening their skills in critical thinking and empathy.

Act as a responsible citizen in the workplace and the community.

Students using Story Maker understand the obligations and responsibilities of being a member of their Story Maker crews, as well as a school community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in

going beyond minimum expectations and in participating in activities that serve the greater good.

Model integrity, ethical leadership, and effective management.

Students using Story Maker consistently act in ways that align with personal and community-held ideals and principles by implementing the "Our Studio" Story Maker Protocol. Story Makers employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

Work productively in teams while integrating cultural and global competence.

Students using Story Maker contribute positively and share the experience of both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences and empathy. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members. All goals, decisions, projects and outcomes in Story Maker depend on the crews ability to think, respond and produce as a productive group.

Demonstrate creativity and innovation.

Students using Story Maker consistently recommend ideas that solve problems in new and different ways and contribute to the success of their production crew and project. They consider unconventional ideas and suggestions by others as solutions to

issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value and make decisions accordingly. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

Employ valid and reliable research strategies.

Students using Story Maker employ a variety of research practices to plan, investigate, and bring to life their ideas in a series of projects. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

Understand the environmental, social, and economic impacts of decisions.

Students using Story Maker understand the interrelated nature of their actions and regularly make decisions that positively impact their production crews. Bringing 'Hollywood' into their thinking provides opportunities to focus on the resources (and value) of time and talent - while providing a real-world example of how important collaboration is in the creative industries. Story Maker projects often reflect the students' attention to and their concern for the environment and the social issues that impact their lives - and how the quality of the decision making process affects the greater good for all.

Social Emotional Learning & Wonder Media Story Maker®

"I am the master of my fate"; "I am the captain of my soul."
- INVICTUS by William Earnest Henley

While test scores can predict academic success, experts agree that **self-management and relationship skills** may better prepare students to thrive and graduate.

Five essential social-emotional aptitudes: **self-management, self-awareness, responsible decision-making, relationship skills,** and **social awareness**

Social Emotional Learning Goals: Develop self-awareness and self-management skills to achieve school and life success. Use social-awareness and interpersonal skills to establish and maintain positive relationships. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Story Maker and Social Emotional Learning: Self Awareness:

Reflection and self-assessment tools are found throughout the Story Maker Guidebook and are central to the Story Maker process. Story Maker provides students the opportunity to reflect on what they've done, where the growth has been, and what can be done better in the future to have greater suc-

cess. Having an established "role" in the Story Maker production process offers students multiple opportunities to experience strengths and success, which leads to self-confidence; and gaining experience in the roles by understanding what is required and meeting production goals strengthens self-efficacy. Story Maker 'characters' embody positive thoughts and values and set the bar for students - knowing individual strengths and weaknesses is key to self-improvement and successful behavior.

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Story Maker and Social Emotional Learning: Self-Management:

The Story Maker program is centered in goal-setting and organization. Students work collaboratively at all times - but in specific 'roles'. Because they are responsible for their piece and part of the process, students are required to discipline and manage themselves - self-motivation is required to 'step up' in their roles in their production crews, where self-discipline also becomes key. A sense of shared responsibility and ownership of projects mediates individual stress as well as strengthens interpersonal communication and skill.

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Story Maker and Social Emotional Learning: Social Awareness:

The Story Maker 'characters' that students interface with in the Story Maker Production Guidebook reflect the diversity of current classroom demographics in the US. They represent a variety of learning styles and motivation levels. Students "relate" to the Story Maker characters by getting to know them and making decisions about which character best suits their project perspective and objective. Then, by writing for these characters (basically placing themselves in their characters' shoes), students develop empathy which translates into respect for others.

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

Story Maker and Social Emotional Learning: Relationship Skills:

The Story Maker process is collaborative from start to finish, and centered in communication, teamwork and relationship-building. As students cycle through production 'roles' and changing production 'crews' social engagement remains the platform for all projects. Students must build and practice relationship skills regularly throughout their process - where communication is central to all implemen-

tation. Working together on a meaningful project provides an arena for developing and maintaining healthy and rewarding relationships with fellow 'crew members'. Students must listen well, communicate clearly, cooperate with each other and seek and offer help as needed in order to produce quality projects.

Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Story Maker and Social Emotional Learning: Decision Making:

Story Maker offers on-going opportunities for responsible decision making at all levels throughout the program. The realistic evaluation of the consequences of various actions comes alive as students deal with production goals, decisions, and time restraints. Students are continually identifying problems, analyzing situations and solving problems throughout the Story Maker process. They are also called upon to evaluate projects (and effort), reflect on experience, and take responsibility for their specific 'role' and contribution to projects - and be able to articulate on the strength and challenges of the group as a whole and themselves as individuals.

"Persistence is the difference between being college-eligible and college-ready," says Laura Jimenez, the director of an American Institutes for Research center focused on college-and-career readiness and success.

Story Maker® Aligns to CCSS

On these pages we demonstrate how we have aligned the first 20 sessions in the Story Maker® production process to the Common Core State Standards (CCSS) for grades 4-12. The 20 sessions are described in detail in the Level 1 Production Guides (showcased on page 6). As students graduate to level 2 and 3 the CCSS standards broaden in complexity. It is our intention that every Story Maker® project will spark creativity and innovation; empower students as collaborators and contribute to the overall success of their state assessments.

Session 1:

CCSS.ELA-Literacy.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Session 2:

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative

discussions (one-on-one, in groups, and teacherled)with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

CCSS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

CCSS.ELA-Literacy.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-Literacy.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.RL.9-10.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA

Session 3:

CCSS.ELA-LITERACY.RE.4.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-LITERACY.SL.5.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative

discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled)with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

CCSS.ELA-Literacy.SL.6.4

Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.7.4

Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.7.4

Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Story Maker® Aligns to CCSS (continued)

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Session 4:

CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.4.4.A

Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.RF.4.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.10-11.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question

(including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.3

Apply knowledge of language to understand how

language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Session 5:

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.W.9-10.2d

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

CCSS.ELA-Literacy.W.11-12.2d

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

CCSS.ELA-Literacy.SL.6.1d

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and

Story Maker® Aligns to CCSS (continued)

issues, building on others' ideas and expressing their own clearly - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-Literacy.SL.7.1c

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly -Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-Literacy.SL.8.1c

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Session 6:

CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.5.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.W.5.10

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

CCSS.ELA-Literacy.W.6.2

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.7.2

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.8.2

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.7.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose

and audience have been addressed.

CCSS.ELA-Literacy.W.8.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-Literacy.W.6.10

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

CCSS.ELA-Literacy.W.7.10

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

CCSS.ELA-Literacy.W.8.10

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

CCSS.ELA-Literacy.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.9-10.2

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

CCSS.ELA-Literacy.W.11-12.2

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

CCSS.ELA-Literacy.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event

sequences.

CCSS.ELA-Literacy.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.W.9-10.10

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

CCSS.ELA-Literacy.W.11-12.10

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

Session 7:

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.1.E

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.

CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and

Story Maker® Aligns to CCSS (continued)

spelling when writing.

CCSS.ELA-LITERACY.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.

CCSS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.7.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

CCSS.ELA-Literacy.W.8.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-Literacy.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCSS.ELA-Literacy.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Session 8: Descriptive Projects

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

CCSS.ELA-LITERACY.SL.5.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.5.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.L.6.5

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CCSS.ELA-Literacy.W.6.10

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

CCSS.ELA-Literacy.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.W.8.10

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

CCSS.ELA-Literacy.W.9-10.10

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

CCSS.ELA-Literacy.W.11-12.10

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

CCSS.ELA-Literacy.W.6.2

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.7.2

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.8.2

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-Literacy.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-Literacy.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Session 9: ISTE Standards

NOTE: these standards are applicable throughout the Story Maker Process at different times and on all levels

Empowered Learner:

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Creative Communicator:

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Communicator:

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

CCSS.ELA-Literacy.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum

Story Maker® Aligns to CCSS (continued)

of three pages in a single sitting.

CCSS.ELA-Literacy.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-Literacy.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-Literacy.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CCSS.ELA-Literacy.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Sessions 10: Project Based Learning, Authentic Assessment, Social Emotional Learning

NOTE: these standards are applicable throughout the Story Maker Process at different times and on all levels

The broadest use of performance assessment is project-based learning. Schools that value Deeper Learning assign projects to students both as a learning experiences and a form of authentic assessment. A performance task is any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning. Social Emotional Learning Goals: Develop self-awareness and self-management skills to achieve school and life success. Use social-awareness and interpersonal skills to establish and maintain positive relationships. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

CCSS.ELA-Literacy.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCSS.ELA-Literacy.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-Literacy.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-Literacy.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CCSS.ELA-Literacy.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words

and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Story Maker® Aligns to CCSS (continued)

Session 11/12: Evaluation and Self-Reflection

Using Rubrics to evaluate projects / reflection tools to evaluate performances

CCSS.ELA-Literacy.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCSS.ELA-Literacy.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-Literacy.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-Literacy.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCSS.ELA-Literacy.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-Literacy.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-Literacy.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS.ELA-Literacy.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Session 13: Expository Projects

CCSS.ELA-LITERACY.SL.5.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.5.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.5.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.5.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.5.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.5.10

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

CCSS.ELA-LITERACY.W.5.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.ELA-Literacy.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

CCSS.ELA-Literacy.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Story Maker® Aligns to CCSS (continued)

CCSS.ELA-Literacy.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

CCSS.ELA-Literacy.RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CCSS.ELA-Literacy.RL.8.7

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Session 14

CCSS.ELA-LITERACY.SL.5.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.5.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.5.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.5.4

Present information, findings, and supporting evidence such that listeners can follow the line of

reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.5.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.5.10

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

CCSS.ELA-LITERACY.W.5.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.RL.9-10.3

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA

CCSS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which

the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.7.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

CCSS.ELA-Literacy.W.8.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-Literacy.WHST.6-8.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-Literacy.WHST.9-10.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.11-12.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Session 15

CCSS.ELA-LITERACY.SL.5.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.5.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.5.8

Gather relevant information from multiple print and

digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.5.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.5.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.5.10

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

CCSS.ELA-LITERACY.W.5.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.RL.9-10.3

Analyze the impact of the author’s choices regarding

Story Maker® Aligns to CCSS (continued)

how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA

CCSS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.7.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

CCSS.ELA-Literacy.W.8.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-Literacy.WHST.6-8.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-Literacy.WHST.9-10.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.11-12.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Session 16

CCSS.ELA-LITERACY.SL.5.1

Prepare for and participate effectively in a range

of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.5.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.5.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.5.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.5.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.5.10

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

CCSS.ELA-LITERACY.W.5.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Session 17

CCSS.ELA-LITERACY.SL.5.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.5.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.5.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.5.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Story Maker® Aligns to CCSS (continued)

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.5.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.5.10

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

CCSS.ELA-LITERACY.W.5.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled)with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups,

and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led)with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.W.6.10

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

CCSS.ELA-Literacy.W.7.10

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

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for

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

CCSS.ELA-Literacy.W.9-10.10

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

CCSS.ELA-Literacy.W.11-12.10

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

Session 18

CCSS.ELA-LITERACY.SL.5.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.5.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.5.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.5.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the

Story Maker® Aligns to CCSS (continued)

development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.5.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.5.10

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

CCSS.ELA-LITERACY.W.5.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.6.10

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

CCSS.ELA-Literacy.W.7.10

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

CCSS.ELA-Literacy.W.8.10

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

CCSS.ELA-Literacy.W.9-10.10

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

CCSS.ELA-Literacy.W.11-12.10

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

CCSS.ELA-Literacy.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCSS.ELA-Literacy.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Session 19

CCSS.ELA-LITERACY.SL.5.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.5.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.5.8

Gather relevant information from multiple print and

digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.5.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.5.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.5.10

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

CCSS.ELA-LITERACY.W.5.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCSS.ELA-Literacy.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-Literacy.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-Literacy.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCSS.ELA-Literacy.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-Literacy.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-Literacy.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Story Maker® Aligns to CCSS (continued)

CCSS.ELA-Literacy.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Session 20

CCSS.ELA-LITERACY.SL.5.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.5.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.5.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.5.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.5.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.5.10

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

CCSS.ELA-LITERACY.W.5.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.WHST.6-8.6

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CCSS.ELA-Literacy.WHST.9-10.6

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Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-Literacy.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCSS.ELA-Literacy.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-Literacy.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-Literacy.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

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Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

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CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

We Have Assembled 92 Articles of Research !

We are providing you with access to 92 articles of research as proof that digital storytelling aids students in learning creative and technical skills in all styles of descriptive writing, critical thinking, effective collaboration, spirited teamwork, visual storytelling, problem-solving, clear communication, and solid project management.

Wonder Media Story Maker® is a digital storytelling program. What separates the animation process from all other digital storytelling processes is the availability of a premade animation world that students can use to tell their stories.

The research confirms, without a doubt, that our digital storytelling program is an effective tool to make writing relevant, motivate student engagement, improve classroom attendance and promote a positive attitude towards learning.

Research about digital storytelling shows that Story Maker® supports the following school objectives for learners:

1. Story Maker® helps students develop creative and technical skills and solve complex problems collaboratively. By working together on animation productions, students learn how to collaborate effectively and develop teamwork skills that will benefit them in future group projects and professional settings.
2. The Story Maker® production process is highly engaging and motivating for students and reinforces classroom attendance.
3. Because the Story Maker® production process is a team exercise it builds social skills and fosters a sense of community because students work together toward a shared goal.

4. With Story Maker®, students practice difficult communication skills such as receiving criticism and compromising in a safe and structured environment. These skills can translate into improved academic performance, particularly in subjects that require strong communication skills, such as language arts and social studies.
5. The Story Maker® production process helps students practice decision-making with visual cause and effect results. By engaging in this process, students enhance their critical thinking skills and learn how to communicate ideas effectively through visual media.
6. Through the exploration of animation production in Story Maker®, concepts and hands-on creation of media content, students develop their creative and technical skills in video production, which can help them pursue careers in the field of the media arts including, but not limited to, film, television, advertising, animation and social media.
7. In the Story Maker® animation process, students must understand the relationship between written words and the final image on the screen. This is a valuable skill for young writers to overcome the struggle to translate their ideas into visual mediums, such as film or television.
8. During the Story Maker® screenwriting process students develop descriptive skills and learn how to effectively communicate visual information to an audience. By learning about composition and shot selection, students develop their descriptive skills and learn how to effectively communicate visual information to their audience.
9. Story Maker® helps students develop an understanding of how pacing and structure in storytelling can create tension, suspense, persuasion, and an emotional impact.
10. Story Maker® production often involves exploring a range of perspectives and experiences, which can broaden students' understanding of the world and improve their empathy and critical thinking skills.

Stories of Service-Learning: Guidelines for Increasing Student Engagement With Digital Storytelling

Research Conducted by Sarah Jane Blithe, Winter Carrera, Ann Medaille

"Digital storytelling provides an excellent vehicle for students to be creative and reflective about their own learning experiences. While projects of this nature can require much time and planning to incorporate into courses, digital storytelling assignments can provide an excellent method for increasing student engagement in learning the course content. In addition, these types of projects are excellent for helping students to learn visual and media literacy skills that can assist them in future courses and employment."

<https://drive.google.com/file/d/1hB3PDMEHTipNOE8Ht-ba3bNF8zceXrW4u/view?usp=sharing>

Using Digital Storytelling To Improve Literacy Skills

Research Conducted by Helena Menezes

"Engaging in activities which students see as having a concrete and practical outcome, such as writing electronic books, allows the students to be creators of something unique, of which they have ownership. They become comfortable with the act of creation: turning nothing into something. It also facilitates the transition from teacher-centred, class-based learning to one in which the pupil begins to acquire individual responsibility."

<https://files.eric.ed.gov/fulltext/ED542821.pdf>

From Pixel On A Screen To Real Person In Your Students' Lives: Establishing Social Presence Using Digital Storytelling

Research Conducted by Patrick R. Lowenthal and Joanna C. Dunlap

"Formal and systematic research is needed to truly assess the effectiveness of digital storytelling as a strategy for establishing social presence in online courses. As a starting place, we encourage online faculty to begin experimenting with the use of digital storytelling in their online courses. We believe faculty will find, as we have, that digital storytelling has a unique way of establishing social presence in online courses when it is authentically and meaningfully integrated into the course. Then, once digital storytelling activities are designed and implemented, we encourage online faculty to engage in the scholarship of teaching and learning, studying their unique use of digital storytelling as a strategy for establishing social presence, and formally reporting the results."

<https://www.cehd.umn.edu/PSTL/Water/Resources/Documents/LowenthalDunlap2010.pdf>

Lights, Camera, Write: How Scene Writing Can Help Students Write in Multiple Genres

Research Conducted by Darren Masserman

"Scene writing can serve as a model for strong, descriptive narrative writing because of its presentation of key narrative writing elements. Scene writing can also function as the beginning steps in argumentative writing in that it allows students to take multiple perspectives on a topic or idea and express those ideas with direct support from the text. Most importantly, however, is the idea that most students don't see scene writing as writing at all, but rather as a fun activity that allows their creativity to shine."

<https://library.ncte.org/journals/EJ/issues/v105-2/27575>

The Effectiveness of Project Based Learning to Improve Students' Report Writing

Research Conducted by Sri Gustiani, Evi Agustinasari, Tiur Simanjuntak, Yusri

"The superiority of the project based learning model compared to the guided writing procedure learning model is that in the project based learning model the benefits of the assignments given by the lecturer to find solutions to problems in learning to write make students active in digging up information, analyzing the information and reporting it and the impact on it."

<https://drive.google.com/file/d/1JFVGXzp9u4ztlyiu6XD-dkiYSrGaTqo1w/view?usp=sharing>

English Language Learning through Animation of Scripted Conversations: Groundwork for a Pilot Project

Research Conducted by David B. Kent

"Ultimately too, such tasks can be used in review if participants complete each script to form an overall story, which could then be used for a class display. Most importantly though is the consideration of the choices made by participants in animation construction, as they should be able to provide an animation that demonstrates an understanding of each of the dialogs applied in the follow-up tasks in terms of displaying expected levels of both multimodal communicative competence and linguistic application appropriate to their language levels."

<https://drive.google.com/file/d/1Xau9e8SBUBGSpJVV-zMcyYfZy59xj0o0Z/view?usp=sharing>

Effect Of Animated And Interactive Video Variations On Learners' Motivation In Distance Education

Research Conducted by Esra Barut Tugtekin, Ozcan Ozgur Dursun

"According to the findings, it was determined that animation and interactive video materials did not cause a higher level of cognitive load on the participants, and both groups had higher material motivation. In addition, it was revealed that interactive video materials caused a higher extraneous cognitive load in participants than animation group. It was figured out that as the openness levels of the participants watching the animation and interactive materials decreased, their cognitive load levels increased."

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8444525/pdf/10639_2021_Article_10735.pdf

The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning

Research Conducted by Mohammed Abdullatif Almulla

"A significant relation was found between the PBL method and collaborative learning, disciplinary subject learning, iterative learning, and authentic learning, which, in turn, produced student engagement. The results show that the PBL technique improves student engagement by enabling knowledge and information sharing and discussion. Thus, the PBL approach is highly recommended for educational use by students and should be encouraged in universities."

https://drive.google.com/file/d/1d63S5IP91q2nPK_pnbt60D_I9YmrKm92/view?usp=sharing

The Effect of Collaborative Writing Technique and Brainstorming Technique on Students Writing Achievement

Research by Dina Maryadi Nasution, Anni Hollilah Pulungan, Siti Aisyah Ginting

"Based on the finding of the study and result of the data analysis. It can be concluded that: The students' achievement in writing descriptive text which taught by using Collaborative Writing Technique is significantly higher than taught by Brainstorming Technique"

<https://www.writecenter.org/uploads/1/2/5/6/125695261/125946451.pdf>

Scripting As A Pedagogical Method To Guide Collaborative Writing: University Students' Reflections

Research Conducted by Kirsi Heinonen Nore De Grez, Raija Hämäläinen, Bram De Wever and Sophie van der Meijs

"The current study also distinguishes students' individual preferences concerning collaborative writing that seem to contribute to the decisions that they make as a group to accomplish the scripted task. This finding raises intriguing questions regarding the existence of different types of collaborative writing approaches and their relation to the optimal level of script-based support for collaborative writing tasks."

https://drive.google.com/file/d/19iDjarhOK3ymprA26B-h2O_yIP8Tr_Qqsl/view?usp=sharing

Towards a Narrative Classroom: Storytelling, Media, and Literacy

Research by Kristin Nicole Rainville, Bill Gordh

"The narrative classroom offers a place where children thrive as they recognize and articulate their own stories. Stories provide the context for building social and literacy skills that will serve them throughout their lives. Storytelling creates a shared circumstance for children to gain understanding, have fun, celebrate their cultural diversity, articulate their thoughts and feelings, and build a community where all feel welcome and valued."

<https://drive.google.com/file/d/1eh29he7BVmyXMz5Sb-dtM8lsYDu0thm9a/view?usp=sharing>

The Use Of Digital Storytelling To Improve Students' Writing Skills

Research Conducted by Robiatul Munajah, Mohammad Syarif, Sumantri, Yufiarti

"The use of digital storytelling is vital, both in offline learning and online learning. The use of digital storytelling is urgently needed to answer the need to increase the interest, process, and learning outcomes of story writing for elementary school students. Teachers experience difficulties in improving learning outcomes in writing stories, so innovation is needed to help teachers improve the quality of learning in elementary schools."

https://drive.google.com/file/d/1z4lOfaPFX-epT0nSwy_Z40kzZ_g1LlJ/view?usp=sharing

Using Digital Storytelling as a Literacy Tool for the Inner City Middle School Youth

Research Conducted by Pauline Pearson Hathorn

"There was an obvious increase in technical vocabulary as students advanced through the steps of the program. Writing skills were honed as they revised their stories. Reading became a fruitful necessity during searches on the Internet for images and information to complete assignments given by the teachers. In short, digital storytelling as a literacy tool fulfilled its goal and worked for the inner city school children I observed during the DUSTY 2004 summer program."

https://stu.westga.edu/~jshewo1/mysite11/Resource/7585_DigitalStory_jsh.pdf

Potential Applications of Digital Storytelling in Education

Research Conducted by Frank van Gils

"Research has shown that people learn better if they see, hear and do simultaneously rather than only hearing or seeing something. Digital storytelling, artificial intelligence and graphics technologies can be combined to create systems to take advantage of this. With the ongoing progress in these fields it is becoming more and more interesting to use these technologies for creating systems with educational purposes."

https://wwwhome.ewi.utwente.nl/~theune/VS/Frank_van_Gils.pdf

Collaborative Writing in Summary Writing: Student Perceptions and Problems

Research Conducted by Ong Poh Lina Nooreiny Maarof

"In present day classroom, educational needs and approaches are changing and educators need to explore various approaches, methods and pedagogies to address these changing needs in their teaching and learning. Implementing a collaborative environment in the writing classroom (as opposed to mere group work) is not without its challenges."

<https://reader.elsevier.com/reader/sd/pii/S1877042813020193?token=69DF26E27A6C7C84FA6B82B302B72179E188C3DAFE78882A60CE0B46D5940EB7D35939BBD04A72ADEA43E-C67ABF4D1CB&originRegion=us-east-1&originCreation=20230405204318>

Enhancing Student Engagement with Their Studies: A Digital Storytelling Approach

Research Conducted by Eunice Ivala, Daniela Gachago, Janet Condy and Agnes Chigona

"Findings of this study showed that digital storytelling provided expanded opportunity for the students to engage and plug deeper into the subject matter. Factors which led to high levels of student engagement were: extended opportunities for study beyond the classroom time; motivation to interact with the subject content; student control of their own learning; the process of producing digital stories; peer learning, increased student-lecturer interactions and promotion of high levels of reflection."

https://www.scirp.org/pdf/CE_2013102315040187.pdf

Scripting Screenplays: An Idea for Integrating Writing, Reading, Thinking, and Media Literacy

Research Conducted by Baines, Lawrence, and Micah Dial

"Screenwriting is one effective way to use students' familiarity with the electronic media to foster reading, writing, and media literacy."

<https://www.proquest.com/openview/eed5bf85c685abacc284bc2aff192298/1?pq-origsite=gscholar&cbl=42045>

Improving Students' Speaking Skill Through Project-Based Learning (Digital Storytelling)

Research Conducted by Wahyuni Wahyuni, Sujoko Sujoko, Teguh Sarosa

"Project-Based Learning (digital storytelling) could improve students' speaking skill. In this research, this method was used to enhancing students' speaking competence of descriptive text, where the students described people and places. The improvement of the students' speaking skill is indicated by some aspects: (a) the students' understanding about grammar was improved; (b) the students' vocabulary mastery was increased. They got some new vocabularies during the learning activity; (c) some students could pronounce words better; (d) the students became more fluent in speaking; and (e) the students became more confident to speak English in small group discussion or in front of the class."

<https://drive.google.com/file/d/1EHNU-xE2Zqpx2W-Zm4n68D9T85U1H1JFg/view?usp=sharing>

Effectiveness of Using the Project-Based Learning Model in Improving Creative-Thinking Ability

Research Conducted by Sri Rahayu Ningsih, Disman, Eeng Ahman, Suwatno, Ari Riswanto

"The study highlight that there was an higher increase in inventive thinking skills in the experimental class students group that used the project-based learning model than the creative thinking ability in the control class students who followed the expository learning model at the post-test."

<https://drive.google.com/file/d/17TRtdsYX-e5Yb9-LvolZ776XJN3Qfn9U/view?usp=sharing>

Problem Based Learning and Authentic Assessment in Digital Pedagogy: Embracing the Role of Collaborative Communities

Research Conducted by Dr. Wendy Barber, Sherry King, Sylvia Buchanan

"First, we need to celebrate and encourage the development of creativity by allowing students to use original and artistic ways to express knowledge; further, they need to be able to create the means to authentically assess that knowledge and the learning of self and peers. Second, we need to acknowledge that the successful creation of the parent professional learning community is often insufficient, and readily gets supplemented by digital communities of practice developed by students."

<https://files.eric.ed.gov/fulltext/EJ1060176.pdf>

This School is Made for Students: Students' Perspectives on PBL

Research Conducted by Nate Turcotte Melissa Rodriguez-Meehan Michele Garabedian Stork

"In our study, students valued the opportunity to engage with individuals across their school and community while working to address local issues by taking on a multitude of roles. Even more, while working with others, students recognized learning as a relational endeavor and perceived increases in agency and confidence."

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9169957/pdf/41686_2022_Article_66.pdf

Putting Multiliteracies Into Practice Digital Storytelling For Multilingual Adolescents In A Summer Program

Research Conducted by Tuba Angay-Crowder Jayoung Choi, Youngjoo Yi

"Engaging students in multiliteracies as reported here gives us some valuable insights into what counts as literacy learning and teaching and how we reframe literacy pedagogy in our 21st-century classrooms. While they were producing their digital stories, our students engaged in 'assembling, editing, processing, receiving, sending, and working on information and data to transform diverse resources of 'digitalia' ... into new digital resources and multimodal texts with representational meaning and communicative purposes"

<https://drive.google.com/file/d/1xTkCmctvAunBWFPh-2jccfnEJ8NPpSfzE/view?usp=sharing>

The Effectiveness Of Digital Storytelling In The Classrooms: A Comprehensive Study

Research Conducted by Najat Smeda, Eva Dakich, Nalin Sharda

Quote "In addition, digital storytelling can help students with tasks they previously found very difficult including spelling, sentence formation and building, and forming the whole body of a text; this integration of technology assisted students to overcome their writing problems."

<https://drive.google.com/file/d/1pVs17Ini3r8zevQTx-Po26R8RVmP9inO5/view?usp=sharing>

Energizing Project-Based Inquiry: Middle-Grade Students Read, Write, and Create Videos

Research Conducted by Hiller A. Spires, Lisa G. Hervey, Gwynn Morris, Catherine Stelpflug

"From our observations, students were clearly engaged in the video-creation process. Similar to how students might perform on a writing assignment, students performed along a quality continuum based on the elements of the assessment rubric. Students expressed appreciation of the three-level evaluation process (i.e., self-evaluation, peer evaluation, and outside expert evaluation) and particularly enjoyed developing a relationship with an outside expert for ongoing dialogue about the content and point of view of their video."

<https://www-data.fi.ncsu.edu/wp-content/uploads/2020/01/28150139/JAAL-energizing-pbi.pdf>

Digital Storytelling: A Meaningful Technology-Integrated Approach For Engaged Student Learning

Research Conducted by Alaa Sadik

"The well-chosen points of view, unconventional content and varied resources indicate that students did not just report facts and concepts connected to the subject, but reflected on their own thoughts and engagement with the subject, visually and aurally. Students learned to think and write about people, places, events and problems that characterized their individual life experiences or others' experiences."

<http://classroomweb20.pbworks.com/f/digital+storytelling.pdf>

Engaged Learning: Impact of PBL and PjBL with Elementary and Middle Grade Students

Research Conducted by Sharon Dole, Lisa Bloom, Kristy K. Doss

"As the teachers in our study implemented PBL and PjBL in their own classrooms, they often felt the need to be more directive with regard to the problems and projects tackled in their classrooms but allowed for student choice and self-directed learning in many other ways, including letting students develop rubrics and timelines, allowing for choice in the learning process, and subsequently presenting problem/project outcomes."

<https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1685&context=ijpbl>

Animated Video Story as Innovative To Improve Grade 3 Learners' Story Writing Skills

Research Conducted by Prof. Resty C. Samosa, Pia Lorraine E. Vicente, Regine M. Rapada, Rachelle U. Javier, Inicris Lorraine M. Lansangan

"Animated video stories can be useful in teaching the learners to write their own story. Not only with their rich text structures, but also with the visual and aural stimuli they present, pieces of language in natural and meaningful ways. Finally, using the animated video stories may also contribute to a more comfortable and enjoyable learning atmosphere."

<https://files.eric.ed.gov/fulltext/ED618209.pdf>

Challenges and Opportunities of Using Digital Storytelling as a Trauma Narrative Intervention for Children

Research Conducted by Kim M. Anderson, Jonathan R. Cook

"Narrative approaches, such as digital storytelling, can influence trauma recovery and resilience by offering a means of owning and being able to tell one's story. Young people not only learn to process and integrate the traumatic experience into the larger context of their lives but are also empowered through the process of writing, narrating, illustrating, and ultimately assembling their own story. In doing so, they have the storytelling and technical tools to form adaptive responses regarding their family violence experiences, both in its immediate aftermath and over time, possibly preventing the trauma cycle from continuing."

<https://journals.iupui.edu/index.php/advancesinsocial-work/article/view/18132/19922>

Using Animation and Digital Storytelling to Support Common Core

Research Conducted by Maryam Yadegarfar

"Having students create content-rich and learning-focused animations and digital stories connects the work they do in the classroom to their media-rich world in which they live!"

<https://web.tech4learning.com/using-animation-and-digital-storytelling-to-support-common-core>

Engaging Students in Traditional and Digital Storytelling to Make Connections Between Pedagogy and Children's Experiences

Research Conducted by Peggy S. Lisenbee, Carol M. Ford

"Qualitative analysis of the themes identifies cooperation, engagement/interaction, turn-taking, helpful instruction/communication, showing pride, and enjoyment. These students' voices imply a sense of social connectedness among the pairs of students as they engage with each other during the digital storytelling process. Offering technological tools for storytelling in an early childhood classroom illustrates the embeddedness of 21st-century skills in digital storytelling experiences. These pairs of students experienced the need to critically think, problem-solve, be creative and collaborative while socially engaging in constructing a retelling of a story."

<https://dshutkin386.files.wordpress.com/2019/01/lisenbee2018digitalstorytellingearlychildhood.pdf>

Digital Storytelling in Integrated Arts Education

Research Conducted by Sheng-Kuan Chung

"The processes of making a digital story and expressing themselves through digital storytelling provide arts students a stimulating aesthetical means of developing hands-on critical thinking and problem-solving skills, of addressing relevant social issues and personal concerns, and of cultivating aesthetic sensitivities."

https://ed.arte.gov.tw/uploadfile/Periodical/1320_arts_education41_033050.pdf

Towards Learning Design For Student-Generated Digital Storytelling

Research Conducted by M. Kearney

"Many teachers from our study encouraged the students to take a 'playful approach' to their filming and editing and set up open-ended activities for them to discover their own mistakes and learn from them. The immediate feedback students received when they reviewed their films, as well as the ability to later edit their mistakes, helped students and teachers feel comfortable with this open ended approach to learning. The autonomous style of learning supported by these open-ended tasks required a significant degree of flexibility from the teacher as students created their own learning pathways at their own pace."

<https://ro.uow.edu.au/cgi/viewcontent.cgi?article=1003&context=fld>

Digital Storytelling as a Creative Teaching Method in Promoting Secondary School Students' Writing Skills

Research Conducted by Norah Md Noor, Pei Rong Lim

"According to [15], students who include the element of asking questions in the creation of digital stories will develop advanced communication skills through the learning on organising ideas, asking questions, expressing opinions as well as constructing narrative stories. It also benefits the students in the way of presenting their thoughts and knowledge in an individual and meaningful way."

<https://drive.google.com/file/d/1bIWKINkjXFUrJbcp8O7xqFLML5Wya51/view?usp=sharing>

A Project-Based Digital Storytelling Approach For Improving Students' Learning Motivation, Problem-Solving Competence And Learning Achievement

Research Conducted by Chun-Ming Hung, Gwo-Jen Hwang, Iwen Huang

"From the experimental results, it was found that this innovative approach improved the learning motivation, attitude, problem-solving capability and learning achievements of the students. Moreover, from the interviews, it was found that the students in the experimental group enjoyed the project-based learning activity and thought it helpful because of the digital storytelling aspect."

https://drive.google.com/file/d/117js5b8Ze4_d7QCitWQ_dKlc78C-XY2/view?usp=sharing

Mapping Digital Storytelling in Interactive Learning Environments

Research Conducted by Ching-Yi Chang, Hui-Chun Chu

"From the research work, the empirical benefits of digital storytelling apply to a variety of different issues, and the topics covered are reported in this study. Instructors should discuss with participants, identify their learning outcomes, have an opportunity to debrief, and address the skills and knowledge gained. Participants can learn from creating their own digital storytelling content, experiencing stories from the perspective of digital creators and viewers alike, listening to digital stories from peers, and from the digital storytelling shown to other members."

<https://drive.google.com/file/d/1tqAB6HO1WefyzpCrcNzJDSwXmg1vIF/view?usp=sharing>

A Systematic Review of Digital Storytelling in Improving Speaking Skills

Research Conducted by Viknesh Nair Melor Md Yunus

"Educators are able to create meaningful lessons by implementing digital storytelling during distance or online learning. In the education context, teachers should exert themselves in utilising this material in their classrooms and see it as a means to empower their students' voices and give them the opportunity to learn in a fun and positive environment. Capturing the attention and motivation of students is one of the foundations for making learning meaningful, and digital storytelling can be the suitable technique to involve students in their own learning process."

<https://drive.google.com/file/d/1ww5V57CZpma4Gx-3eXXRuDHu0WTh05ljk/view?usp=sharing>

Imagine All That Stuff Really Happening: Narrative And Identity In Children's On-Screen Writing

Research Conducted by Guy Merchant

"The study illustrates how children draw on popular culture texts and blend them with classroom material to produce hybrid narratives. Children's agency is an important aspect of this work, which shows that, despite the institutional constraints of time and space, access to new technology can promote innovation and creativity."

<https://journals.sagepub.com/doi/pdf/10.2304/elea.2004.1.3.2>

When Learning From Animations Is More Successful Than Learning From Static Pictures Learning The Specifics Of Change

Research Conducted by Rolf Ploetzner, Sandra Berney, Mireille Bétrancourt

"All groups had to identify specific motions and spatial arrangements covered by the gear mechanism. While learners who watched the animation exhibited the best performance with respect to the identification of motions, learners who watched the pictures showed the best performance with respect to the identification of spatial arrangements. The effect sizes are large. The results of the study help to clarify when animations and when static pictures are most suitable for learning."

<https://drive.google.com/file/d/1XnFTGKlyYS-66DH1gRtMC6O4R01DKLGX/view?usp=sharing>

Integrate Digital Storytelling in Education

Research by Halah Ahmed Alismail

"Therefore, digital storytelling provides a real way to help teachers and students learn how to effectively apply technology both in and out of the classroom. Research must continue to investigate how digital storytelling can help students develop the skills necessary for the future and prepare them to be successful. Finally, digital storytelling can be an effective tool to inform and enlighten new generations of students and educators for years to come (Robin, 2005)."

<https://files.eric.ed.gov/fulltext/EJ1082416.pdf>

Digital Storytelling and Young Children: Transforming Learning Through Creative Use of Technology

Research Conducted by Jessica Lantz

"Technology impacts many facets of literacy education, including how stories are told. Digital storytelling, which combines oral narration with multimedia tools, allows children and their teachers to harness technology to foster children's unique interests and emerging capabilities. Developmentally appropriate technology use, partnered with the strategies and tools highlighted in this chapter, can also be a powerful way to help children understand how to create, and not just consume media."

<https://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1183&context=letfspubs>

Animation For Learning: Enhancement Of Learning Through Animation

Research Concluded by Jeetha Krishna Prasad

"The role of animation in fostering students' interest in learning is crucial. Parents and other stakeholders need to lobby for the inclusion of animation in learning. Animation draws and catches interest because motion is one of the key features of a graph that makes it visible to viewers. Animations, because of their uniqueness, can also boost performance."

https://www.irjmets.com/uploadedfiles/paper/volume3/issue_1_january_2021/5888/1628083242.pdf

A Phenomenological Study: Teachers' Experiences Of Using Digital Storytelling In Early Childhood Education

Research Conducted by Pelin Yuksel-Arslan, Soner Yildirim, Bernard Ross Robin

"Based on the results of this study, early childhood teachers' experiences with the educational use of digital storytelling in the classroom included many benefits (Table 1, the last column). These are digital storytelling as an alternative problem-based learning tool for enhancing young children's motivation; an impetus for change in teachers' practices; overcoming parents' resistance across early childhood education; providing equal opportunity for all students; and supporting the use of technology in early childhood teaching."

https://www.researchgate.net/profile/Pelin-Arslan/publication/304028767_A_phenomenological_study_teachers_experiences_of_using_digital_storytelling_in_early_childhood_education/links/608ac702299bf1ad8d68b872/A-phenomenological-study-teachers-experiences-of-using-digital-storytelling-in-early-childhood-education.pdf

Learning through Watching: Using Animation Movie to Improve Students' Writing Ability

Research Concluded by Dea Silvani

"At the end of this research, the result of cycle II shows that students' average score in general, and their individual score in specific significantly increased compared to the result of cycle I. Additionally, using animation movie as instructional media can encourage them to have a better attitude in joining the process of teaching and learning."

https://drive.google.com/file/d/1m9sH_w4D_uXCdLkLc-CwdGstKHxZ7Tkeu/view?usp=sharing

Using Storytelling To Enhance Student Learning

Research By Maxine Alterio

"Meaningful storytelling processes and activities incorporate opportunities for reflective dialogue, foster collaborative endeavour, nurture the spirit of inquiry and contribute to the construction of new knowledge. In addition, cultural, contextual and emotional realities can be acknowledged, valued and integrated into storytelling processes. Students who learn through telling and reflectively processing their stories develop skills that enable them to link subjective and objective perspectives, capture the complexity of experience and bring about thoughtful change to self and practice."

https://desarrollodocente.uc.cl/wp-content/uploads/2020/03/Alterio_M_2003.pdf

Multimedia Application With Animated Cartoons For Teaching Science In Elementary Education

Research by: K. Dalacosta, M. Kamariotaki-Paparrigopoulou, J.A Palyvos, N. Spyrellis

"Our research showed that the presentation of cartoons in a multimedia application gave it an obvious advantage as a learning aid, based upon the presentation of specific scientific knowledge in a popular form that is enjoyed by most young students. In teacher's hands, animated cartoons are considered to be an effective supplementary didactical tool that can be used for reaching students learning goals inside the classroom."

<https://drive.google.com/file/d/1gxSCB7cDXm-H15E3VeCVFwKCixg9Fq5N3/view?usp=sharing>

Utilizing Digital Storytelling As A Tool For Teaching Literature Through Constructivist Learning Theory

Research Conducted by Nikolaos Karantalis, Dimitrios Koukopoulos

"The implementation of the workshop can also help significantly in the digital literacy of students as they are called to work mainly on the computer. Digital storytelling becomes the cohesive link between the "old" and the "new" way of storytelling, giving students the keys to interpretation of other digital storytelling very familiar to them, such as comics, video games, etc."

<https://drive.google.com/file/d/1T72efpi7-RiQV9guUXi-WPuoJhwFO03Ww/view?usp=sharing>

Digital Storytelling vs. Oral Storytelling: An Analysis of the Art of Telling Stories Now and Then

Research by Yee Bee Choo Tina Abdullah, Abdullah Mohd Nawi

"This paper analyses the differences between oral and digital storytelling and the potentials of using digital storytelling in teaching and learning. The analysis has shown that the use of digital storytelling is more beneficial to the teachers and their students, thus suggesting its implementation in teaching and learning in the classroom. Future research is to conduct an empirical study on oral storytelling and digital storytelling to find out more about their differences and effectiveness, as well as to investigate the teachers' perceptions of using both strategies in teaching and learning."

<https://www.hrpub.org/download/20200430/UJERA7-19591327.pdf>

Digital Storytelling: A Method for Engaging Students and Increasing Cultural Competency

Research Conducted by Natalie S. Grant, Brien L. Bolin

"Results found that the use of digital storytelling enhanced the learning environment through greater student engagement around technology and diversity issues. By bridging course content and pedagogy around diversity and cultural competency, students were able to gain competency, and experience the use of technology in academic/workplace settings, and create awareness/discourse around social issues."

<https://files.eric.ed.gov/fulltext/EJ1125812.pdf>

Digital Storytelling and Multimodal Literacy in Education

Research Conducted by Carmen Gregori-Signes

"Consequently, the relationship between the context and the student, often ignored, is confirmed as a fundamental element in the production of a digital story, thus using multimedia technology to encourage the critical character of students. In sum, multimodal digital storytelling fosters a socio-cognitive method of teaching (Castelló, 2002) and learning, in which students evaluate the reality that surrounds them and produce their own interpretation of it. This certainly contributes to the acquisition of knowledge-based skills and interaction with the physical world; social and citizen skills, and cultural skills"

<https://digibug.ugr.es/bitstream/handle/10481/53745/16%20%20Carmen%20Gregori.pdf?sequence=1>

The Effects of Collaborative Writing on EFL Learners' Writing Skills and Their Perception of the Strategy

Research Conducted By Rezy Anggraini, Yenni Rozimela, Desvalini Anwar

"The findings give advantages for teachers who implement collaborative writing strategy in the classroom. It also helps the teachers to compare this strategy to another strategy (individual writing strategy). As collaborative writing strategy proves to have significant effect on EFL learners writing skill, it can be adopted as an alternative strategy in teaching writing."

<http://www.academypublication.com/issues2/jltr/vol11/02/25.pdf>

Project-Based Learning In Teaching Writing: The Implementation And Students' Opinion

Research Conducted by Ningtyas Orilina Argawati, Lilis Suryani

"PBL was proved on helping the students wrote well and raised their creativity. Besides, the project given engaged the students in solving a real problem and answering it. Moreover, PBL could make them happily join the writing class. In other word, this project could develop the students' critical thinking and it could be a meaningful project for them. It was proved that PBL could be use to improve students writing ability and gained positive opinion from the students."

<https://pdfs.semanticscholar.org/6ac9/b25d4dc7f3605b135d6e1b240af227d63ae0.pdf>

Digital Storytelling: A Case Study of the Creation, and Narration of a Story by EFL Learners

Research Conducted by Betlem Soler Pardo

"Digital storytelling has the advantage of being a new genre for most students, it raises interest, and therefore it is probably a good way of promoting student effort'. Thereupon, in the pursuit of achieving an improvement in EFL learning focused on the writing and speaking competences, in this case study, digital storytelling has proved to be effective as a way to develop the aforementioned abilities since results showed that students improved their writing and speaking skills to certain extent through the construction of the DST."

<https://files.eric.ed.gov/fulltext/EJ1058468.pdf>

A Study of Critical Thinking Skills Practice in Collaborative Writing in EFL Context

Research Conducted by Jitlada Moonma, Chittima Kaweera

"For qualitative results, it was found that the students in the high level of English proficiency group reported they practiced critical thinking by analyzing, evaluating, and creating. They produced a new sentence and a paragraph, selected the best ideas, and categorized the supporting details based on information and ideas from peers. As a result, collaborative writing appeared to promote pupils to use critical thinking skills when writing."

<https://files.eric.ed.gov/fulltext/EJ1335982.pdf>

The Effects of Collaborative Writing on Students' Writing Fluency: An Efficient Framework for Collaborative Writing

Research Conducted by Vu Phi Ho Pham

"The study reveals that collaborative writing had great effects on students' writing fluency in both collaboratively written papers and individually written papers. Also, the study invented an efficient framework for collaborative writing activities so that writing instructors could employ to their writing classrooms if they wish to."

<https://drive.google.com/file/d/10yMvrHDFoo821ARw-w8oa6domcQdSqEEu/view?usp=sharing>

Exploring The Teaching Efficiency Of Integrating An Animated Agent Into Web-Based Multimedia Learning System

Research Conducted by KY Chin, YL Chen, JS Chen, ZW Hong

"They found that animated agents can provide a strong positive effect on students learning experiences and by using speech, gaze and gestures, personalize the learning task and help students create a positive relationship with the virtual character, Therefore, when an animated agent is integrated in the multimedia environment. the computer increases the students' social response and promotes interest in the learning task. Such a phenomenon is also confirmed in our experiment."

https://www.jstage.jst.go.jp/article/transinf/E94.D/4/E94.D_4_754/_pdf

Screenwriting: A Strategy for the Improvement of Writing Instructional Practices

Research Conducted by Hernán Amado

"Screenwriting used as a teaching technique permits me to conclude that it allows students' free choice. As seen in the excerpts, they had the opportunity to exercise a degree of independence, which involved exercising free expression in selecting the stories they explored and wished to tell. That is a strategic step for educators to let students strengthen their voices and share their writing process."

<http://www.scielo.org.co/pdf/prf/v12n2/v12n2a10.pdf>

Digital Storytelling In An Elementary Classroom: Going Beyond Entertainment

Research Conducted by Terry A. Campbell

"Further to this, several students enhanced their narrative writing skills due to their teacher's instructional decision to emphasize story development. In other words, students and teachers succeeded in going beyond the novelty or entertainment effect (i.e., their predictable initial excitement) by maintaining the motivation to improve technological skills in order to produce more sophisticated digital stories, by continuing to work within a collaborative atmosphere, and by enhancing fundamental story-writing skills. In these ways, the teachers were able to intensify or maintain the engagement of their students and support improvements in the quality of their writing."

<https://reader.elsevier.com/reader/sd/pii/S1877042812054109?token=7AB63A6D1B5AFC-03144CF08F2B994A7B57AAEEC8D4E29FEB019B8666F2282C05E4857FFCBB645AA08D6A0F525448D-BA2&originRegion=us-east-1&originCreation=20230405205438>

Students' Generated Animation: An Innovative Approach to Inculcate Collaborative Problem Solving Skills in Learning Physics

Research Conducted by Norazlilah Md. Nordin, Kamisah Osman

"A better understanding of how students solve problems collaboratively and manipulate their ICT literacy by generating animation to present their solutions may be expanded to all physics teachers and curriculum developers. Improvements and prompt actions to address issues in relation to teachers' roles as facilitators to guide students in physics CPS learning with appropriate approach are deemed necessary. Future research should be focused on utilizing the slowmotion as evidences generated by the students to be analysed in terms of the quality of their CPS solutions."

<https://www.proquest.com/openview/eed5bf-85c685abacc284bc2aff192298/1?pq-origsite=gscholar&cbl=42045>

The Power of Digital Storytelling to Support Teaching and Learning

Research Conducted by Bernard R. Robin

"As digital storytelling evolves, we expect to see even more individuals and groups find new and innovative ways to integrate digital storytelling into teaching and learning activities across an expanding universe of opportunities and possibilities."

<https://files.eric.ed.gov/fulltext/EJ1125504.pdf>

Digital Storytelling For Enhancing Student Academic Achievement, Critical Thinking, And Learning Motivation: A Year-Long Experimental Study

Research Conducted by Ya-Ting C. Yang, Wan-Chi I. Wu

"Digital storytelling (DST), as a transformative IT integrated instructional strategy, takes advantage of technological advancements, a clear production process and low-cost media materials, and an effective learning environment for fostering collaboration and co construction of meaning. DST is a valuable tool for invigorating learning and motivating participants to collaboratively construct and personalize digital narratives as authentic products of learning."

http://ehumblewiki.pbworks.com/w/file/fetch/58428931/Yang_Ya-Ting_C.pdf

Collaborative Writing in Classroom Instruction: A Synthesis of Recent Research

Research Conducted by Tarmizi Talib Yin Ling Cheung

"Collaborative writing is effective in improving accuracy of student writing and critical thinking."

http://www.journals.melta.org.my/TET/downloads/tet46_02_01.pdf

On The Advantages Of Computer Multimedia-Aided English Teaching

Research by Nan Guan, Jianxi Song, Dongmei Li

"Practice has proved that multimedia-assisted English teaching is much better than traditional classroom teaching. It teaches in the student-centered style. It is better for developing the students' independent learning ability. To teach by using multimedia courseware or disk can shorten the teaching time and offer more opportunity to stimulate the students' learning activity. All in all, the 21st century is a century that is full of opportunities and challenges. It is also a century in which English teaching can be improved and developed, multimedia application brings new activities for English teaching."

https://www.sciencedirect.com/science/article/pii/S1877050918306975?ref=pdf_download&fr=RR-2&r=7bb903aafa612a9a

Digital Storytelling in Early Childhood: Student Illustrations Shaping Social Interactions

Research Conducted by William Ian O'Byrne, Katherine Houser, Ryan Stone, Mary White

"Digital storytelling, as mediated by child-computer interactions is a powerful and beneficial pedagogical opportunity to teach and empower students. More specifically, in an early childhood educational setting, these elements have the potential to help develop academic skills and motivation in students. Digital stories are portable as they are documented and shared via digital texts and tools."

https://drive.google.com/file/d/1-Su_dyOAnEOBhq2Rnqy5RCGx8GdBdJIQ/view?usp=sharing

How to Make Use of Animation to Improve Primary School Students' English Achievement?

Research Conducted by Nurdyansyah, Vidya Mandarani Pandi Rais

"Also, English language learning process can be seen through students' activeness during the application of animation media while learning about fruits and colors. This can be proven through the increasing score from pretreatment till the end of Cycle II. At the pretreatment, the average score is increased at the end of Cycle I, it increased again at the end of Cycle II. The results of this study imply that to support learning activities, teachers can use animation as the media. Teachers' digital literacy need to be heightened through their active contribution in workshop or other teacher professional development activities."

<http://repository.iainkediri.ac.id/329/1/365-Article%20Text-1410-11-10-20200405.pdf>

Improving Primary School Students' Creative Writing and Social-Emotional Learning Skills through Collaborative Digital Storytelling

Research Conducted by Ali Uslu Nilüfer Atman Uslu

"As a result of this study, it can be concluded that collaborative digital storytelling improved students' creative writing skills and can be used in language lessons. In the study, it was observed by the researchers that collaborative digital storytelling was more advantageous in terms of time and application"

<https://sciendocom/pdf/10.2478/atd-2021-0009>

Animating Student Engagement: The Impacts Of Cartoon Instructional Videos On Learning Experience

Research Conducted by Chelsea Liu Philip Elms

"Further, this study offers novel insights into how students from various demographic groups can derive different benefits from the animations. These findings deepen our existing understanding of the pedagogical advantages of animated instructional videos and offer valuable guidance to enable future educators to harness the power of animation technologies to produce effective teaching resources."

<https://journal.alt.ac.uk/index.php/rlt/article/view/2124/2514>

Essential or Optional? Effects of Creative Writing on Expository Skills and Attitude in Middle School Students

Research Conducted by Nicole Samuelson

"Creative writing has been shown by many studies, as discussed in the literature review, to be effective in improving writing skills and attitude and confidence. Although this study did not support these prior findings, categories within the data suggest that more research is needed. Writing instruction is complex and includes many factors, and thus the investigation of creative writing as an effective strategy should continue."

<https://digitalcommons.olivet.edu/cgi/viewcontent.cgi?article=1046&context=elaia>

A Systematic Review Of Collaborative Writing Implementation In K-12 Second Language Classrooms

Research Conducted by Xinyue Lua Solbee Kimb

"The collected studies also inform practitioners about the significance of task design, student training, teacher guidance, and assessment. Even though current research has provided an in-depth understanding of collaborative writing in K12 contexts, there is still room for improvement and development that can be fulfilled by promising future researchers in this field."

<https://drive.google.com/file/d/1Qfhxuo35fZmtLgATkfyTUixb8w0ErKRI/view?usp=sharing>

The Effect Of Digital Story Applications On Students' Academic Achievement: A Meta-Analysis Study

Research Conducted by Nurullah Sahin, İsmail Coban

"This result shows that the academic achievement of the students in the courses in which digital stories are taught is higher than the academic achievement of the students in the courses taught compared to other teaching methods (used in research included in the meta analysis). This shows that the lessons taught using the digital story method create a much more positive learning and teaching process than other teaching methods (used in research included in the meta-analysis)."

<https://files.eric.ed.gov/fulltext/EJ1274516.pdf>

Are You Digitized? Ways To Provide Motivation For ELLs Using Digital Storytelling

Research Conducted by Tecnam Yoon

"The results indicate that 1) digital storytelling showed positive effects on the improvement of students' reading ability, 2) it made them engaged in the content of the story not only by promoting motivation and interest, but also by providing confidence in learning English, 3) it brought a sense of satisfaction and confidence to students who ended up being strongly motivated, 4) it helped students to have deeper understanding of the lesson, which led their voluntarily active class participation. Therefore, it was clear that digital stories provide ELL learners with powerful literacy learning opportunities."

<https://drive.google.com/file/d/1751vSJJwjkzCiP-noDMflo0YPCjtaAq/view?usp=sharing>

The Effect Of Digital Storytelling On Visual Memory And Writing Skills

Research Conducted by Hatice Çıralı Sarıca, Yasemin Koçak Usluel

"The results of this study advance the argument that DST is effective on the development of cognitive structures, which were originally believed to develop over a long period of time. Therefore, the study reveals the contribution of DST on the development of visual memory, which has a positive impact on the preservation and the recalling of information and skills acquired during the learning process."

<https://iranarze.ir/wp-content/uploads/2016/12/E3199.pdf>

Does Animation Facilitate Better Learning in Primary Education? A Comparative Study of Three Different Subjects

Research Conducted by M. Shreesha, Sanjay Kumar Tyagi

"In general, animation can help to present a complex concept in a simpler form, to create interest among the students, to motivate towards learning and to draw students' attention on particular subjects, which eventually facilitate better learning. Use of animation can turn the students into active participants and co-producers of knowledge and enhance learning abilities of students in modern classroom set up and it can provide positive stimulus to students in most of the subjects they study."

https://www.scirp.org/pdf/CE_2016081817132679.pdf

Digital Storytelling: New Opportunities For Humanities Scholarship And Pedagogy

Research Conducted by John F. Barber

"Benefits include interactivity, nonlinearity, flexible outcomes, user participation, even co-creation. Challenges include access, training, support, validation, and pushback from traditional scholars accustomed to working alone, with physical objects, and following established theoretical guidelines who may find who may find digital storytelling disruptive. There is also the acknowledgment that the "digital" part of the telling is not the story."

<https://www.tandfonline.com/doi/epdf/10.1080/23311983.2016.1181037?needAccess=true&role=button>

Applying Multiple Intelligences in the Classroom: A Fresh Look at Teaching Writing

Research Conducted by Fred C. Lunenburg, Melody R. Lunenburg

"Our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser extent, toward logical-mathematical modalities as well. Not all learners possess equally strong linguistic intelligence. This intelligence may be more challenging for some learners and, therefore, writing may be more difficult for them. In this article, we incorporate Gardner's multiple intelligences to help improve one discipline, writing instruction."

<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg.%20Fred%20C%20Applying%20Multiple%20Intelligences%20IJSaid%20V16%20N1%202014.pdf>

Utilizing Digital Literacy in the Creative Writing Classroom

Research Conducted by Sam Meekings

"Whatever forms such technologies and platforms might take, their use in the classroom should be encouraged, since writing across digital platforms has a vast array of benefits, among them that it "allows students of different backgrounds, cultures, linguistic levels, areas of interest, fandoms, genre preferences, and communication styles to compose texts in a wide variety of methods - a multiplicity that we as instructors could never strictly delineate and define" (Skains 3). It is surely one of the duties of Creative Writing instructors to encourage such a multiplicity and adaptation of creativity."

<https://scholarworks.rit.edu/cgi/viewcontent.cgi?article=1196&context=jcws>

Digital Participatory Pedagogy: Digital Participation as a Method for Technology Integration in Curriculum

Research Conducted by Caitlin McMunn Doolley, Tisha Lewis Ellison, Meghan M. Welch, Mindy Allen, Dennis Bauer

"Thus, we bring participatory pedagogy into the digital world and bring it one step further to connect pedagogy to the possibility of active, connected learning that merges formal and informal learning in school contexts. Digital participatory pedagogy is inherently networked and connected. It requires teachers to make instructional moves that promote student voice and utilize digital tools to encourage participatory digital practices (Jenkins et al., 2009)."

https://www.researchgate.net/profile/Tisha-Lewis-Ellison/publication/298728181_Digital_Participatory_Pedagogy_Digital_Participation_as_a_Method_for_Technology_Integration_in_Curriculum/links/5728f0dd08aef5d48d2c8e0a/Digital-Participatory-Pedagogy-Digital-Participation-as-a-Method-for-Technology-Integration-in-Curriculum.pdf

Teaching Writing Skill Through Collaborative Writing Technique: From Theory To Practice

Research Conducted by Supiani

"Thus, teaching writing through collaborative writing is a suitable technique to improve the students' writing ability. It can be used as a reference for the teacher in improving the students' writing ability because every step of writing process can be followed easier and more flexible by the students. Finally the products of students' composition have the good quality."

https://drive.google.com/file/d/1bMEgebPTadjRQEj6c-S2u_bQ0Toik2M96/view?usp=sharing

Collaborating, Animating, Improvising: Young Children in Mixed-gender Dyads Participating in Digital Pretend Play with a Story-making App

Research Conducted by Sandra M. Lawrence

"Children's exhibited cooperative behaviours and collaborative efforts, vital for productive play, appeared related to both human and non-human agents. And, as a result of peer play sessions with the iPad, some children discovered new playmates; others engaged with classmates for the first time. Adults in the classroom also influenced the play in positive ways. Researchers scaffolded the play by reminding children about rules and procedures, furnishing technical assistance, and problem solving."

<https://journal.fi/jecer/article/view/114123/67322>

"Ever Wondered What Schizophrenia Was?": Students' Digital Storytelling About Mental Disorders

Research Conducted by Deeksoon Kim & Fang Jia

"Digital storytelling can be particularly useful with subject matter that connects to students' own experiences and requires deep involvement. It can provide opportunities for students to explore subject matter that has particular meaning or might otherwise be difficult."

https://re.public.polimi.it/bitstream/11311/1212476/1/2022_diblas_ETS.pdf

Authentic Learning, Creativity and Collaborative Digital Storytelling: Lessons from a Large-Scale Case-Study

Research Conducted by Nicoletta Di Blas

"The results of the study confirm that PoliCultura is a collaborative DST experience that can be labelled as "authentic" and is capable of fostering creativity. The program is characterized by teachers that take an active role as facilitator (rather than "sage on stage"), strong collaboration and group work for the students, where talents are enhanced, the opening to external support from families, other colleagues, experts and eventually the visibility provided by the competition as a powerful stimulus."

https://re.public.polimi.it/bitstream/11311/1212476/1/2022_diblas_ETS.pdf

Visual Narratives And The Mind: Comprehension, Cognition, And Learning

Research Conducted by Neil Cohn

"This review illustrates the complexity underlying visual narrative comprehension across processing, cognition, and development. Overall, visual narratives involve multiple interacting cognitive mechanisms, which may vary in their domain-general or domain specificity."

<https://www.visualnarrativelab.com/P/2019.PLM.NC.pdf>

Designing Multimodal Composition Activities for Integrated K-5 Programming and Storytelling

Research Conducted by Robert Whyte, Shaaron E Ainsworth, Jane Medwell

"In general, we found that most participants could achieve their narrative goals and how such activities could provide opportunities for students to reflect on specific programming or storytelling features in their texts. Like previous theorists (Tissenbaum et al., 2019), we argue that the goal of computing education should focus on the application of computational ideas in the development of authentic products. In creating multimodal texts, students were encouraged to consider how loops, parallelism and event-based scripts could be used to create multimodal effects and apply this to tell more engaging visual stories."

https://www.raspberrypi.org/app/uploads/2023/03/Seminar-slides_Dr-Bobby-Whyte.pdf

Digital Storytelling: An Integrated Approach To Language Learning For The 21st Century Student

Research Conducted by Sandra Ribeiro

"Digital Storytelling is an integrated approach to learning which offers more than an opportunity to incorporate technology into the language learning classroom. It aggregates the essence of education: human (personal) development, social relational development, and technology."

<https://files.eric.ed.gov/fulltext/EJ1140588.pdf>

The Effectiveness Of Using Collaborative Writing Strategy For Writing Ability Of Senior High School Students

Research Conducted by Ulfiatul Latifah, Siti Maria Ulfa, Iin Rachmawati

"The results that there were significant differences in students writing of recount text. The students that using collaborative writing strategy has higher score in writing recount text than those who are taught without collaborative writing strategy in teaching writing. After researcher gave treatments in experimental group, researchers also conclude that collaborative writing strategy has a good progress to develop students' writing skill on recount text."

<https://media.neliti.com/media/publications/317806-the-effectiveness-of-using-collaborative-d43ab22e.pdf>

Enabling School Librarians to Serve as Instructional Leaders of Multiple Literacies

Research Conducted by Melanie A. Lewis

"Overall, this study's findings demonstrate that clear expectations and adequate resources must be in place for school librarians to effectively serve in a leadership capacity. Clear expectations might be added to the core of the triangle in the school librarian leadership theory model as a foundational concept needed to advance leadership by school librarians. A frame might also be added around the entire model to communicate how the level of resources available to school librarians and other educators at a school can influence resistance and growth."

<https://files.eric.ed.gov/fulltext/EJ1311199.pdf>

Digital Storytelling for Transformative Global Citizenship Education

Research Conducted by Hoa Truong-White, Lorna McLean

"Digital technologies such as digital storytelling and global online collaborations have the potential to engage students worldwide in learning about the local contexts that are affected by and contribute to broader global problems, such as climate change. While these forms of technology present opportunities to perpetuate exclusions and dominant views such as cultural stereotypes, digital technologies and digital storytelling specifically can also offer counter-narratives to negative ideas and perspectives."

<https://files.eric.ed.gov/fulltext/EJ1069732.pdf>

"Do You Want to Be in My Story?": Collaborative Writing in an Urban Elementary Classroom

Research Conducted by Katherine Schultz

"Although it is often asserted that writing is a social process, few studies or articles describe, in detail, the social or collaborative nature of writing. This article gives an elaborated description of collaboration in one classroom, at the same time that it suggests structures or arrangements that other teachers might use to support this collaboration. It is not enough for teachers to allow students to talk as they write or for teachers to place students in collaborative learning groups."

<https://journals.sagepub.com/doi/pdf/10.1080/10862969709547958>

The Relationship Between English Speaking and Writing Proficiency and Its Implications for Instruction

Research Conducted by Diana C. Herrera

"In conclusion, integrating the arts can be beneficial for students and educators. Educators know that students love to do activities, play games, and listen to music. Why not use the student's interest inside the classroom to enhance their learning, in particular narrative writing. One way that elementary educators leverage students' interest is to integrate the arts within the curriculum."

<https://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1616&context=honorstheses>

The Impact of Digital Storytelling on Fourth Grade Students' Motivation to Write

Research Conducted by Chelsea LoBello

"Students are highly motivated by digital literacy, and because of this motivation, writing performance is improved when students are able to expand and practice their digital literacy capabilities. Educators should be fostering digital literacy skills and creating experiences with technology for their students to partake in."

[https://soar.suny.edu/bitstream/handle/20.500.12648/5790/ehd_theses/573/fulltext%20\(1\).pdf?sequence=1](https://soar.suny.edu/bitstream/handle/20.500.12648/5790/ehd_theses/573/fulltext%20(1).pdf?sequence=1)

Relationships Between Visual And Written Narratives In Student Engagement

Research Conducted by Nicole Marie Beckley

"Providing students the opportunities to create narratives in the manner of their choice, both utilizing visuals and written word, may have impacted their engagement to the task. While a direct impact cannot be definitively concluded from this study, it was clearly evident that students had a positive experience engaging in this unit. This is seen most clearly in the rich, elaborate, and engaging narratives that the students created independently and collaboratively. Finally, it is important to consider how this unit may have impacted the students' perceptions regarding the narrative process in general."

<https://drive.google.com/file/d/16MIQriwDCmlQTPvMdsFczHr50YQCqihpM/view?usp=sharing>

The Effect of Digital Storytelling in Improving the Third Graders' Writing Skills

Research Conducted by Ahmet YAMAÇ, Mustafa ULUSOY

"Digital storytelling enhanced the students' motivation in terms of the participation to the writing process. In the earlier times, the students used to interact with internet and computers slightly but, after the implementations, their interaction strengthened their desire to attend writing processes. The students who used to procrastinate beforehand were involved in the writing processes actively."

<https://files.eric.ed.gov/fulltext/EJ1126674.pdf>

Digital Storytelling: The Impact On Student Engagement, Motivation And Academic Learning

Research Conducted by Mindy Foelske

"Digital storytelling can be used in math, social studies, science, and foreign language classrooms to help students develop and improve academic skills. Students who struggle with writing skills are able to improve not only writing skills but also 21st century skills. The use of 21st century skills is engaging and motivating to students and gives them control of their learning. The digital world we live in allows students the ability to showcase their learning beyond the classroom through the use of digital stories."

<https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1162&context=grp>

Story Maker® Aligns With Tony Wagner's “7 Survival Skills” for Student Success

We are big fans of Tony Wagner who is the co-director of the Change Leadership Group at the Harvard Graduate School of Education.

He created the **7 Survival Skills** and we agree that they are critical for our students in order to master 21st century success. We love how Tony defined them by business leaders in their own words.

Upon close examination, we noticed how each of these **7 Survival Skills** are deeply embedded and developed in **Wonder Media Story Maker®**.

We took the time to illustrate for you how the Story Maker process engages, motivates and leads students towards the successful acquisition of these skills.

Tony Wagner's 7 Survival Skills address the issue:

What do students need most in order for them to succeed in the 21st Century?

We share Tony's vision of providing teachers with tools to prepare students for a world of innovation and the complexities of twenty-first century citizenship. Wonder Media is meeting the educational challenge of an increasingly innovative world with Story Maker as a solution.

Story Maker teaches and develops multiple college and career track competencies: through fun, engaging, teacher-led, project based, career and technology centered practice and instruction.

**SEE HOW STORY MAKER SUPPORTS
TONY WAGNER'S 7 SURVIVAL SKILLS...**



CURIOSITY & IMAGINATION IN STORY MAKER STEP #1

Brainstorm Topics & Develop Story Premise

Students fuel their imaginations by brainstorming topics that intrigue them and can be developed into animated stories. Students pre visualize their ideas being shared through an animated character, and ultimately write a premise for a script.

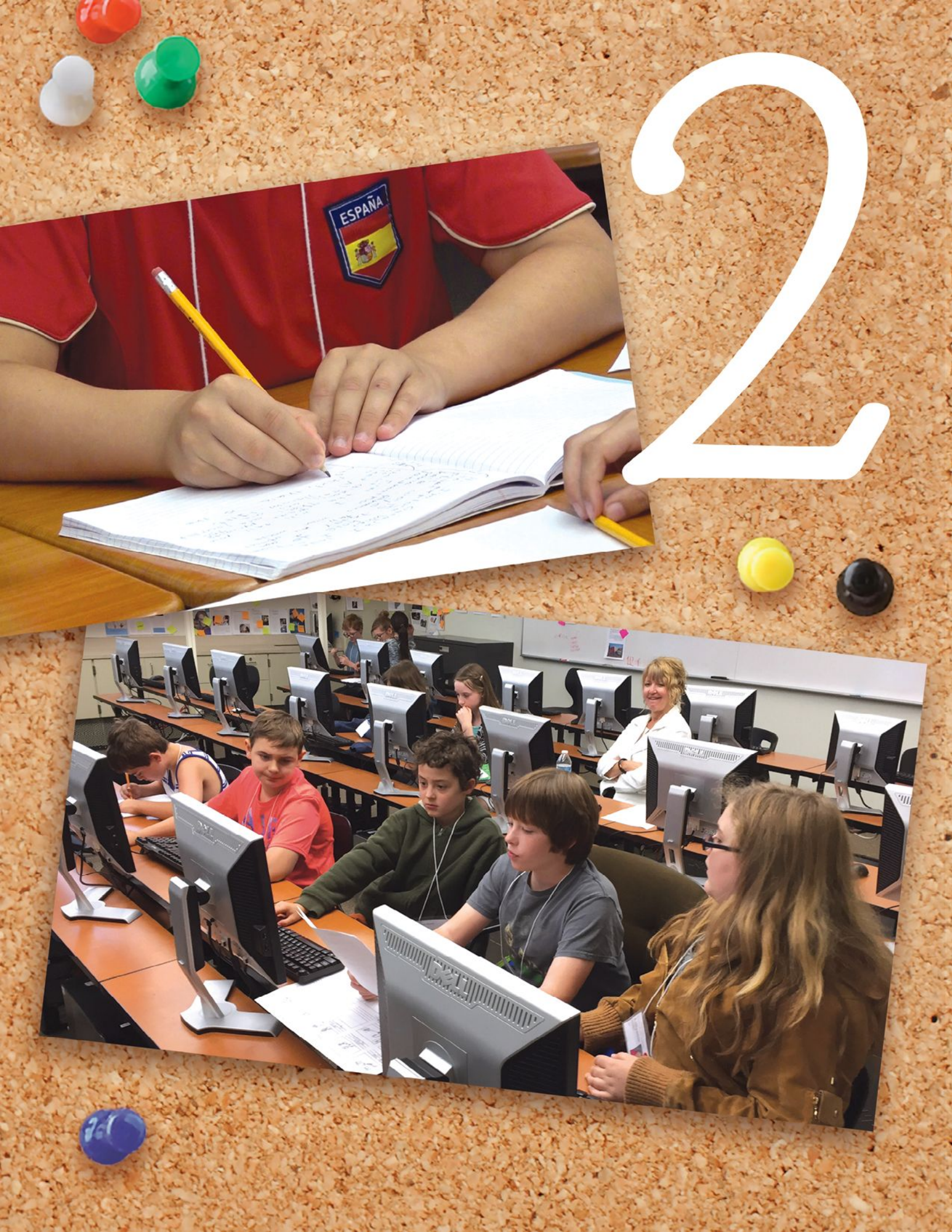
Creativity, imagination, innovation and teamwork set the stage for their group productions!

SURVIVAL SKILL #1

CURIOSITY & IMAGINATION

"Our old idea is that work is defined by employers and that employees have to do whatever the employer wants...but actually, you want them to come up with an interpretation that you like – they're adding a personal creative element."

- Michael Jung, Senior Consultant at McKinsey and Company



ASSESSING AND ANALYZING INFORMATION IN STORY MAKER STEP #2

Research Topics, Compile Assets & Outline Story

Accessing and analyzing information is central to the Story Maker process on a variety of levels. In this 2nd step, students research topics, organize information, gather images, sample sound assets, and outline story their story ideas.

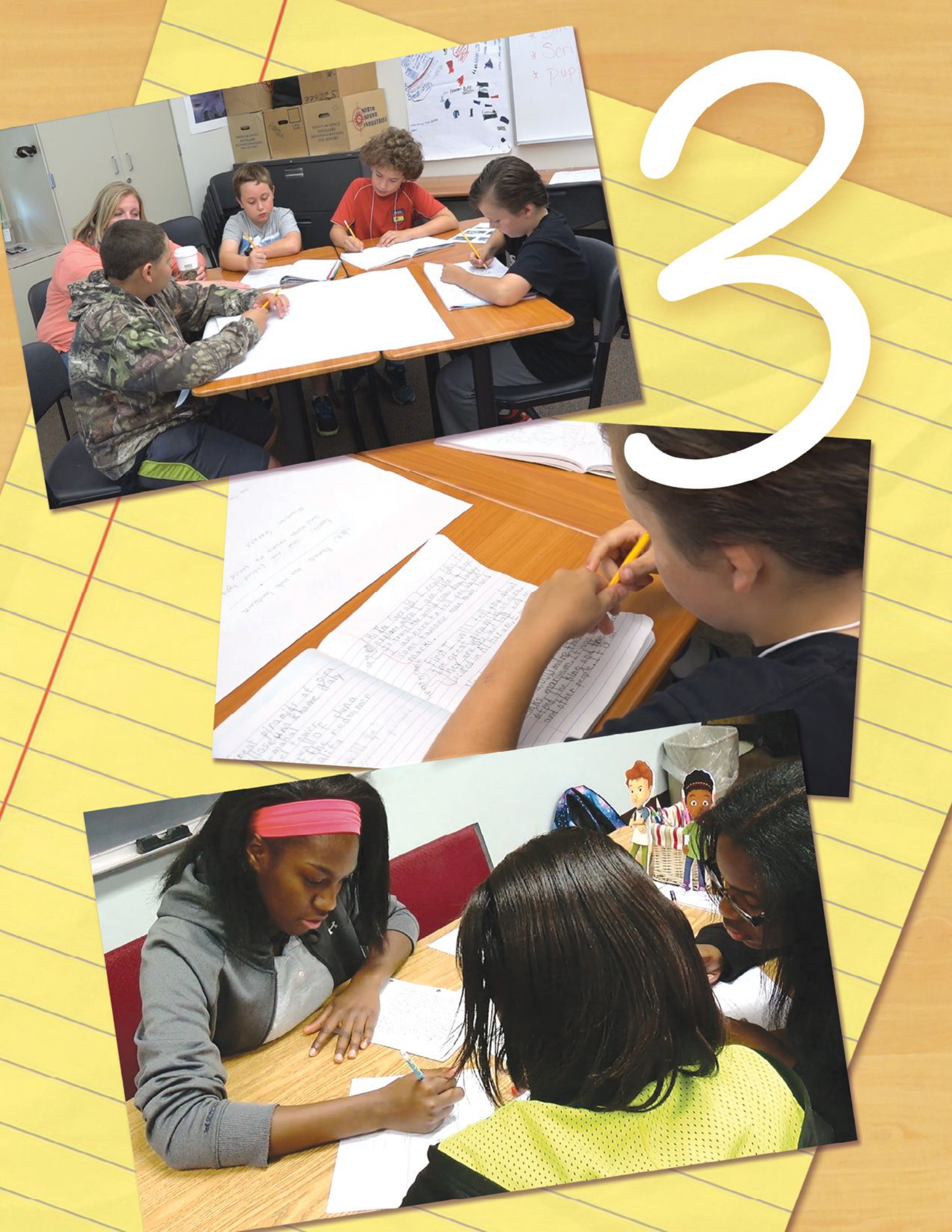
The animation production process provides highly effective practice in managing and utilizing large amounts of information, making meaning out of it, and then translating it into focused expression.

SURVIVAL SKILL #2

ASSESSING & ANALYZING INFORMATION

"There is so much information available that is almost too much, and if people aren't prepared to process the information effectively, it almost freezes them in their steps."

- Mike Summers, Vice President for Global Talent Management at Dell



COLLABORATING ACROSS NETWORKS IN STORY MAKER STEP #3

Write, Read & Revise

The Story Maker process is modeled after real-world production protocols that include specific roles for each student. The process is centered in collaboration. Students work in production teams to write scripts. They read their scripts out loud, revise them, read again, revise again, read again and keep revising until they capture their vision in the story.

Students quickly learn that revising is not only crucial to success, but it can even be fun!

SURVIVAL SKILL #3

COLLABORATION ACROSS NETWORKS & LEADING BY INFLUENCE

"The biggest problem we have in the company as a whole is finding people capable of exerting leadership across the board...Our mantra is that you lead by influence, rather than authority."

- Mark Chadler, Senior Vice President and General Counsel at Cisco

4



CRITICAL THINKING & PROBLEM SOLVING IN STORY MAKER STEP #4

Pre-Visualize Animation with Storyboards

When the script is approved by the team, students must draw storyboards to pre-visualize the ideas and action in their script. In addition, students consider how they can best utilize the sound and graphic assets they have compiled to produce the best animated story.

Students learn that critical thinking is needed to write in three dimensions - what we see, what we say and what we hear.

SURVIVAL SKILL #4

CRITICAL THINKING & PROBLEM SOLVING

"The idea that a company's senior leaders have all the answers and can solve problems by themselves has gone completely by the wayside...The person who's close to the work has to have strong analytic skills. You have to be rigorous: test your assumptions, don't take things at face value, don't go in with preconceived ideas that you're trying to prove."

- Ellen Kumata, consultant to Fortune 200 companies

5



EFFECTIVE ORAL & WRITTEN COMMUNICATION IN STORY MAKER STEP #5

Record Voices For Animated Characters

Students love to bring their characters to life through their voice acting. Animated characters need a voice in order to come alive and the magic starts while recording the student's voice performance.

This is the "lightbulb" moment when students experience why good writing is relevant - and is at the core of effective communication. Students learn the power and purpose of sentence structure, grammar and punctuation to communicate their stories effectively.

SURVIVAL SKILL #5

EFFECTIVE ORAL & WRITTEN COMMUNICATION

"The biggest skill people are missing is the ability to communicate: both written and oral presentations. It's a huge problem for us."

- Annmarie Neal, Vice President for Talent Management at Cisco Systems



6

AGILITY & ADAPTABILITY IN STORY MAKER STEP #6

Animate Characters & Final Touches

Students puppeteer the animated characters to make them move and act. Then it's time to combine all the story elements together and add final touches to the music, sound effects, backgrounds and graphics.

Creative decisions are made by the team that change and evolve based on meaning, timing, emotional impact and characterization.

Students become agile at decision-making processes necessary to move their projects forward.

SURVIVAL SKILL #6

AGILITY & ADAPTABILITY

"I've been here for four years, and we've done fundamental reorganization every year because of changes in the business...I can guarantee the job I hire someone to do will change or may not exist in the future, so this is why adaptability and learning skills are more important than technical skills."

- Clay Parker, President of Chemical Management Division of BOC Edwards



INITIATIVE & ENTREPRENEURSHIP IN STORY MAKER STEP #7

Share Story With The World

Finally, it's time to share animated stories with the class, the community and/or the world! Students use their Story Maker projects to interpret cross-curricular content, announce school events, advertise school initiatives and provide PSAs that address school issues.

Stories produced with Wonder Media Story Maker® are powerful, easier to share than written essays, and can be entered to compete in national Wonder Media Story Maker Competitions.



SURVIVAL SKILL #7

INITIATIVE & ENTREPRENEURSHIP

"For our production and crafts staff, the hourly workers, we need self-directed people... who can find creative solutions to some very tough, challenging problems."

- Mark Maddox, Human Resources Manager at Unilever Foods North America



Testimonial by
Jeff Dillon, Superintendent
Wilder School District
Wilder, ID

"When I saw a Story Maker®, my jaw hit the floor. This is a great tool for students to own their path of learning. Story Maker® provides greater opportunities for our students to succeed and go down specific paths of learning. This is a great resource for our students to dive in and learn how to write the scripts, create storyboards and produce animation. When we look at the components of STEM, what's missing are the arts and Story Maker® encompass all of these STEM components. So we added "A" to STEM, which turns to STEAM, to create a diversity for our students to be creative in all of the areas."



Testimonial by
Laura Cross, Mother/Teacher
Snohomish School District
Snohomish, WA

"My son has never really liked writing. After using Story Maker, he understands that writing is actually applicable to something instead of just another task that he has to complete in the classroom."



Testimonial by
Emily Johnson, Middle School Teacher
Endeavour Middle School
Lancaster School District
Lancaster, CA

"Story Maker has helped me become a better teacher because it presents a fun way to teach writing. What I love about Story Maker is just how adaptable it is for so many different subjects in my classroom. I use Story Maker to teach about different genres of writing and to teach organization, audience perspective, character, tone and expressive language in a way that students respond better to. It's been a great tool for teaching them writing skills that can easily be lost in everything else that we have to teach."



Testimonial by
Chantel Mullins, Parent
Wilder High School
Wilder School District
Wilder, ID

"When I saw the animation that was made by the students, I was completely blown away by the opportunities Story Maker gives our kids. If they can create animation while they're in junior high school, what will they be able to do when they hit high school?"



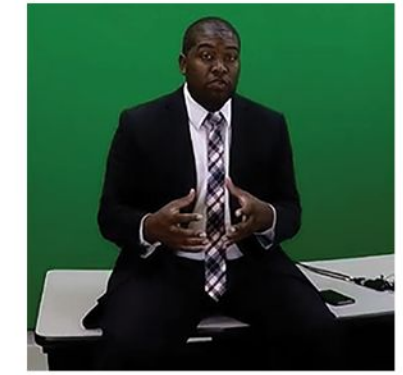
Testimonial by
Dr. Tammy Jones, Retired Superintendent
Wallowa School District
Wallowa, WA

"A lot of times with students, we have them write something, they've written for 5 minutes, they're done and they turn it in. But, when they're writing a story for Story Maker® animation, they'll do 50 drafts until they get it right. It's the first time I've ever seen students look at their writing and say, "no, it's not ready yet."



Testimonial by
Melissa Dilling, Middle School Teacher
Everett School District
Everett, WA

"For my students, Story Maker was life changing. My daily classroom attendance went up because Story Maker gives students something meaningful to be part of. They want to come to school and never leave my room. It's because they are doing something they feel is important. Schools are definitely having trouble getting kids to come to class and do anything. Story Maker is a tool they can get behind. We get 100% student buy-in, 100% student collaboration and 100% of students being willing to work with others that they would not work with."



Testimonial by
Philip Hickman, Former Superintendent
Columbus Municipal School District
Columbus, MS

"Our students are developing quality stories and creating high tech animation and as a result, falling in love with academics. We chose to use Story Maker within our district because we want to We're really trying to make sure that we're not educating our kids just for our parents, but we're also educating kids for the future."



Testimonial by
Lucky Burney, High School Teacher
Okmulgee Public Schools District
Okmulgee, OK

"Story Maker puts the students in charge of their learning. The students actually become the teachers. They write the scripts, they do their storyboards, they record their voices and they bring their own stories to life in animation. Every student has a story they want to tell and we don't always afford them the opportunity to do that. Story Maker allows them to tell their stories in their own way. But it always connects back to education."



Testimonial by
Anjeanette Hammer, Teacher
 Riverview Elementary
 Snohomish School District
 Snohomish, WA

"Students are employing so many Common Core standards by using the Story Maker program. Most of my students did a minimum of 15 different revisions to their animation scripts without complaining a bit. You would not find this happening for a typical writing prompt."



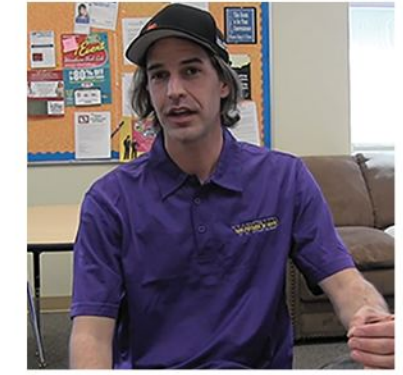
Testimonial by
Third Grade Teacher
 Fullerton School District
 Fullerton, CA

"Story Maker is an opportunity for students, and for teachers to tap into creativity and be able to express themselves through animation. I think it's a great program that provides an opportunity for students who struggle to express themselves and make art that matters. We love it as teachers and the students love it as well."



Testimonial by
Alyssa Foster, Parent
 Wilder High School
 Wilder School District
 Wilder, ID

"Just watching him get so excited today got me all choked up. I watched all of the videos and when I learned how they made them, I realized 'this is amazing!' It's something I don't think I could do. And I even had some of the technology when I was in school. Story Maker is giving my son more opportunities and getting him ready for bigger things."



Testimonial by
Taryl Eadey, CTE Director
 Wilder High School
 Wilder School District
 Wilder, ID

"I can't tell you how proud I am to see our students excel with Story Maker. They're more intuitive than adults give them credit for. I believe that they'll be taking over and teaching us the production process in the months to come."



Testimonial by
Jane Johansen
 Okmulgee Public School District
 Okmulgee, OK

"If I could pick one word to describe how my son feels about Story Maker, I would say inspired. It's something he is excited to use. He is enthusiastic and wants to go to school every day. This is one of his favorite classes. He gets to start off his morning with this class and gets him motivated for the rest of the day."



Testimonial by
David Jones, Head of the History Department
 Okmulgee High School
 Okmulgee School District
 Okmulgee, OK

"Being able to understand the past and understand the journey that we've come through to get to where we are in the present and how that affects the future is absolutely important, especially for younger kids in this generation. Story Maker gives students this opportunity."



Testimonial by
Tamara Page, Parent
 Taylor County Schools
 Campbellsville, KY

"What I like best about the Story Maker is introducing STEAM to my girls. Sometimes STEAM is too robotic. Story Maker includes the kind of emotional element for girls while still incorporating the STEAM activities. It's a lot of real life applications and for girls to get involved with STEAM has made it an amazing opportunity for my daughter."



Testimonial by
Jeff Dillon, Superintendent
 Wilder School District
 Wilder, ID

"When Wonder Media invited us to create a scene for an animated movie produced by students, we jumped at this opportunity. Everyone knows The Wizard of Oz movie, and it's been voted the most popular movie of all time. The Wonder Media team wrote the script and divided that script into 27 separate sequences. 27 story makers schools have been invited to contribute a sequence for The Wizard of Oz."



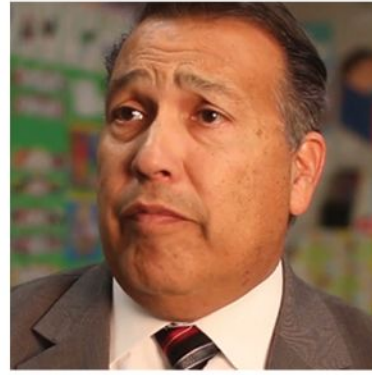
Testimonial by
Jennifer Tuttle, Teacher
 Wilder High School
 Wilder School District
 Wilder, ID

"One thing that I love about Story Maker is now I can have some of my 11th and 12th graders act as mentors for the younger students. I think that's an amazing skill for kids to have. One of the overarching themes that's happening more today is that you must have skills to work together in a team and work with multiple people with different skills, strengths and weaknesses. Story maker does this and it goes all the way from 2nd grade to high school."



Testimonial by
Matt King, IT Coordinator
 Snohomish School District
 Snohomish, WA

"Story Maker gives students a clear purpose. They ask 'who's my audience? They discover that their audience is the world. Now they can create personal animated stories that can be shared with everybody."



Testimonial
The Late Dr. Ruben Zepeda, Superintendent
 Keppel Union School District
 Keppel, CA

"Story Maker® is a motivational factor for many of our at-risk students, especially if they have behavioral difficulties in class, concentrating, maybe acting out. So working in groups of four and talking with their peers, which is a big issue for a lot of students, forming relationships with their peers is really difficult. But when they share an interest in creating a story or talking about a particular animated character, that becomes something that they have in common. And because they have it in common, they can take that out in other places, out in the playground and into the classroom as well."



Testimonial by
Joel Sage, Parent
 Snohomish School District
 Snohomish, WA

"Both my daughters, Kene and Cameron, have been more focused on their writing. They've been showing enthusiasm and excitement for writing as they've been finding the meaning behind the work through the Story Maker program."



Testimonial by
Renee Dove, Superintendent
 Okmulgee Public School District
 Okmulgee, OK

I first saw Story Maker in a superintendents meeting. I saw the process in action and got to write a short script and work with the equipment. I knew immediately that reading and writing would come alive through animation storytelling and through the writing process. Story Maker promotes the skills of the 21st century that we want our students to move to critical thinking, collaboration, and problem solving creativity to be college and career ready. It's extremely important that they have these skills in place as they leave us to go out into the world."



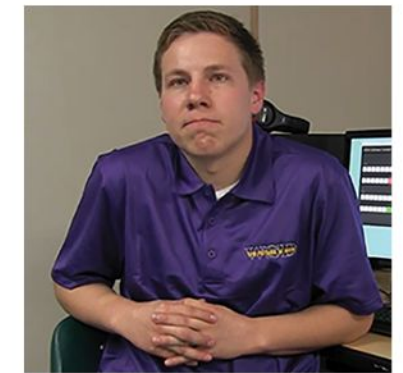
Testimonial by
Jennifer Cross, Teacher
 Snohomish School District
 Snohomish, WA

"This is where the real learning starts. Story Maker is hands on. It's the type of learning that you have to actively be doing to get it. That's when the real learning starts."



Testimonial by
Mandy Cox, Teacher G/T Coordinator
 Taylor County Schools
 Campbellsville, KY

"For me, it's a win-win with STEM. We have seen an increase in our test scores because students are wanting to come to school to use the program. We can't teach them if they don't come to school! It's created an intrinsic motivator for our students to try to do the best that they can on the Story Maker assessments. This forces them to have the communication factor, to do critical thinking, problem solving, and it forces them to use the technology."



Testimonial by
Matthew McCentire, Production Manager
 Wilder High School
 Wilder School District
 Wilder, ID

"It's kind of crazy that these students are using this technology because I don't even use this level of technology at Boise State. We don't have software like this. It's kind of crazy. My role is to help students teach other students how to figure Story Maker out. The kids are self directed so we just have to guide them through the bumpy parts."



Testimonial by
Melissa Dilling, Program Coordinator
 Marysville School District
 Marysville, WA

We had the idea to use Story Maker to help kids struggling with the pandemic since my daughter Sydney and I both knew how to use the same software. I happened to have it at my house and I thought maybe we can make some animations from home for kids to watch with their parents to make some of their fears a little less and make this whole process a little less fearful. Maybe as kids see through an animation that other kids are feeling the same way, then they won't be so worried about what's going on right now.



Testimonial by
Rafael Zapeda, Makerspace Instructor
 Bolton and Alsbury Academy
 Lancaster School District
 Lancaster, CA

"As an educator, I have seen that Story Maker benefits my students immensely. They are more creative and more active in the creative process in my Makerspace. They take personal responsibility and not just for what they create, but for what they produce. They have the courage to explore different creative avenues because they want their projects to turn out great. They want to be actively part of their own work.

It has encouraged me to become a better educator when working with the students in my Makerspace, as well as encouraging me to be more creative and allowing the process to flow and create a vibe that could have not been possible without Story Maker.



Testimonial by
Lucky Burney, High School Teacher
 Okmulgee Public Schools District
 Okmulgee, OK

"Story Maker is a tool that turns everything around. Now my students are self directed. They come in and they're ready to write. They know what they're going to do each day.. My favorite thing about teaching this class is the relationships that I've developed with my students. They will come to me and talk to me about things that they never would have talked about before. I'm not sure they still view me as the teacher, but more as the Executive Producer who helps them get to where they need to be. We seldom have students that are behind in reading or in writing. We have educated these creative young adults to know where they're going in life and Story Maker gives them the perseverance, the mindset, and the managing abilities they need to get there.



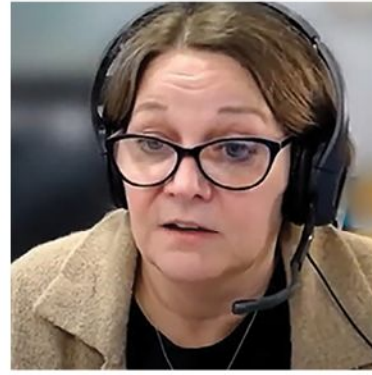
Testimonial by
David Romano, Teacher
 Rio Plaza School
 Rio School District
 Ventura County, CA

"Two of my students actually had IEPs for speech. To my surprise they volunteered to do voices for the animated characters. You don't recognize their speech impediments anymore. They are so focused on making the Story Maker videos that they don't even care. The really awesome part I love is when they make a mistake, they just keep going. And the kids working with them, they don't make any part of it a problem. They're like 'do it again.' They're going to work their tails off to make their script work. So that's where that impact really comes in, because you have these kids that are normally very shy or might be struggling with their language development.



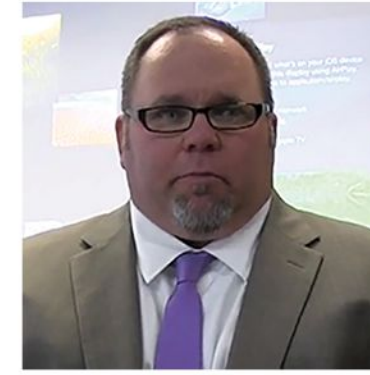
Testimonial by
Kimberlee Spaetig-Peterson, Teacher
 Riverview Elementary School
 Snohomish School District
 Snohomish, WA

"It is a genius opportunity for kids to go beyond the written page. It is far more than a writing program. It is a collaborative program. As the teacher in this, I'm the executive producer. Because the kids are self directed they are becoming far better storytellers. I have seen their confidence and their ability to communicate with others just explode. When the kids are going through this process, it's three dimensional. It's not just writing for what the animated character says. It is writing for what the character hears, and what the character sees."



Testimonial by
Christie Henggeler, Teacher
 Rio Del Valle Middle School
 Rio School District
 Ventura County, CA

"I have a troubled young man in seventh grade. Last year he caused several incidents at school and ended up with a one-on-one aide to make sure that the people around him were going to be safe. He didn't want to be in school. He was not completing work in classes at all. We finally decided to let him write a rap song for an animated character on the dangers of vaping. Because of Story Maker, he now has a venue to express himself. He's actually running to schools and getting attention for doing something positive in the classroom. He's never had that before. That came about because of Story Maker."



Testimonial by
Tim Jensen, Principal
 Wilder High School
 Wilder School District
 Wilder, ID

Story Maker is a tool that is cross curricular. It doesn't just address one part of our academic curriculum. Students utilize Story Maker for their English, social studies, history and science classes. As a principal, my excitement comes from the excitement from the kids. I know that sounds cliché, but the fact that our kids use this tool as an opportunity to prepare for post-secondary opportunities is exciting. It's a fun way for them to learn. I feel like sometimes in education, when we look at standardized testing, we lose focus of creativity within education. And I love the fact that Story Maker brings a creative approach to teaching, learning and education."

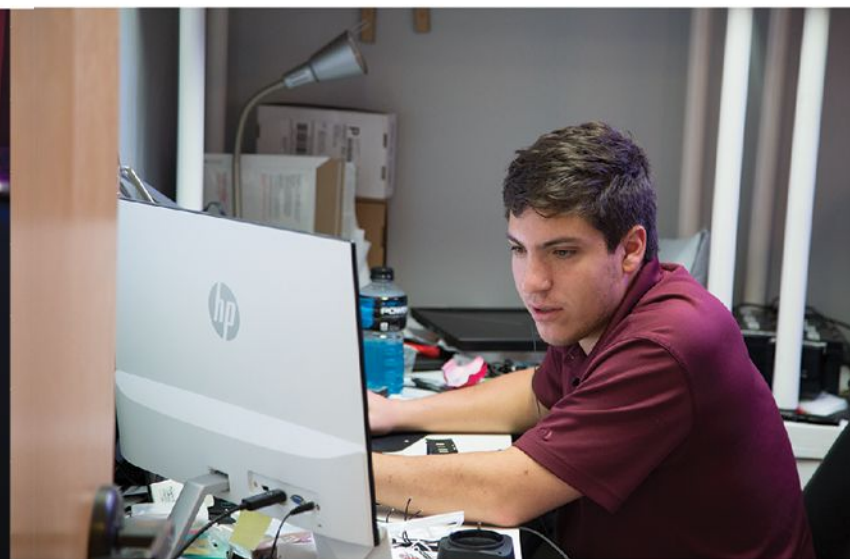
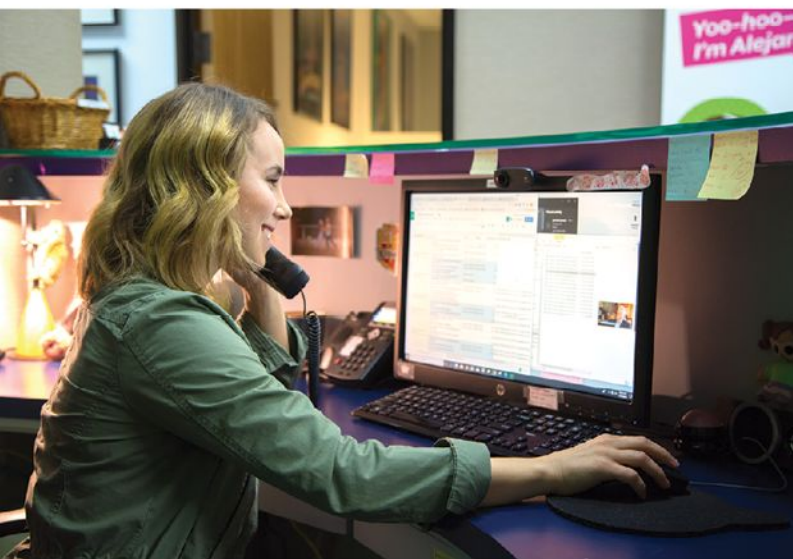


Testimonial
Dr. Tammy Jones, Principal
 Riverview Elementary
 Snohomish School District
 Snohomish, WA

"It gives the students a clear purpose. Who's my audience? My audience is the world that they they can be, you know, creating this video that's going to be shared with everybody."

Sometimes we put lesson plans together in a way that is not authentic. Story Maker® has provided our students with an authentic experience where they are doing real world work, which includes all aspects of literacy, communication, collaboration and really thinking about dialogue in a story. Having the Story Maker® program is an incredible opportunity for our kids."

Our Wonder Media Family



I

STORIES

We are
VALUES
driven...

People always
gravitate towards stories,
because everybody has one.

We believe that stories (always have and always will) play a fundamental role in the development of humankind. Storytelling is integral to our understanding and participation in the world around us from an early age, and remains central to our experience as we evolve from listeners to writers and storytellers.

Empowering students with the awareness that they are the authors of their own story can be transformational.

2

SUCCESS

All students
need to experience
success.

We firmly believe that all students can succeed with Story Maker! We believe that individual success is connected to the ability to recognize and value success in others. Students learn to identify and encourage success in their peers as well as themselves.

Students can also experience healthy failure in Story Maker - the kind of failure that leads to success after the 'team' collaborates to understand the problems, fix them and move forward to enjoy success.

3

JOY

Joy in learning
leads to success
in learning.

Researchers have found that an increase of 1% in the student motivation index results in a 6% improvement in student achievement!

We believe that enjoyment in the learning process leads to success in the learning process.

Teachers have reported students running to school, working through lunch breaks and staying after school to work on Story Maker projects.

4 ADAPTABILITY

Effective education shares a parallel path with growth and change in a society.

We connect with students in school the way students connect with media outside of school. We have observed some students connect with Story Maker in a transformative way - finding a 'place where they fit in' with the program they had yet to find in other areas of their school and personal lives.

We are witnessing current systems in education changing with the times - preparing our 21st Century learners for the challenges they will face in a rapidly evolving world.

Story Maker seeks to be on the cutting edge of structured, teacher-led project based learning that leads to career paths in all creative industries. Story Maker puts the STEAM in STEM, adding animation to the Digital Arts pathway.

5 EXPRESSION

Animation and learning are powerful partners.

Animation knows no culture, no creed, no race or religion. Animation is the world's most popular art form. When children watch animation they accept the world the characters live in and don't pause to filter the stories through preconceived ideas of the ways 'things are supposed to be.'

We know that animation is a powerful medium! Students respond to animation in a unique and holistic way that positively affects learning outcomes. Students enjoy and are at ease expressing their ideas through the animated characters.

6

VERSATILITY

Multiple skills acquisition plays a key role in 21st Century teaching and learning.

We believe every skill developed in Story Maker is transferable to all subjects, disciplines, content and academic processes. The Story Maker program is centered in defined, assessable, and lasting skill acquisition in: technology, english language development (ELD), career technical education (CTE) and social emotional learning (SEL).

7

PEDAGOGY

Effective teaching & learning depends upon effective systems & practices.

The Story Maker program is built on the same proven production pipeline that we have used for more than 30 years producing some of the biggest 'hits' in the history of animation. We believe in systems and practices that have proven to be (and continue to be) successful in real-world settings. Story Maker requires problem-solving, the development of critical thinking skills, and a collaborative learning environment.

The results are consistent - authentic learning and the production of quality products. We are aligned with the best practices in teaching and learning, and committed to evolving alongside the changing needs of our students.

8

PRACTICE

Responsible citizenship
can be learned through
consistent practice.

As a fully functioning animation studio, Wonder Media is engaged daily using Story Maker to produce animated stories to connect with children at risk.

We walk, the walk and talk the talk. Story Maker provides multiple opportunities to practice storytelling to teach responsible citizenship. The physical process of production holds consistent focus on creativity, innovation, organization, and collaboration.

9

EXPERIENCE

Authentic learning
happens through
experience.

We can share our production experiences but we can't teach experience. However, we can share 30 years of production do's and don'ts. We believe that any lasting acquisition of content and/or skill is connected to a personal 'hand's on' experience.

Each Story Maker project is a collection of memorable 'experiences' based on real-world processes and production protocols. These experiences translate into a deep well of learning and career path skills.

10

OPTIMISM

Our planet's *'story'* depends on our students' ability to dream it, plan it, and write it.

Now, more than ever, the fate of our world is in the hands of the youth that inherit it. We are committed to inspire the next generation of 'Story Makers' to take part in - and feel responsible for - the 'story' of our future on Earth.

We seek to create a culture of optimism in Story Maker classrooms and schools and give students characters, examples, projects and national events.

SCHOOLS ACROSS THE U.S.A. USE STORY MAKER® FOR...



In-Class Projects

Story Maker lesson plans are easy to fit into your day, as they focus on common core skills and activities can be done in 15-30 minute increments. Projects are designed to supplement any academic topic (history, science, social studies, debate, etc.) and make writing and planning relevant.



After School Programs

When the school day ends, the action begins. Students form crews and take on the challenges of a real animation production studio, pushing their writing and technology skills to complete numerous video projects that they can share with the world.



STEM & Maker Spaces

Story Maker projects require writing, planning, designing, technology literacy, and communication skills. Student engagement goes through the roof when they exercise their creativity, critical thinking, and problem solving skills to tackle the requirements of their daily coursework.



Saturday Academies

Weekend warriors make huge strides in skill and experience as they participate in intensive Saturday sessions. Students work together to shepherd entire projects from start to finish, with amazing work to take home at the end of each day.



Summer Animation Academies

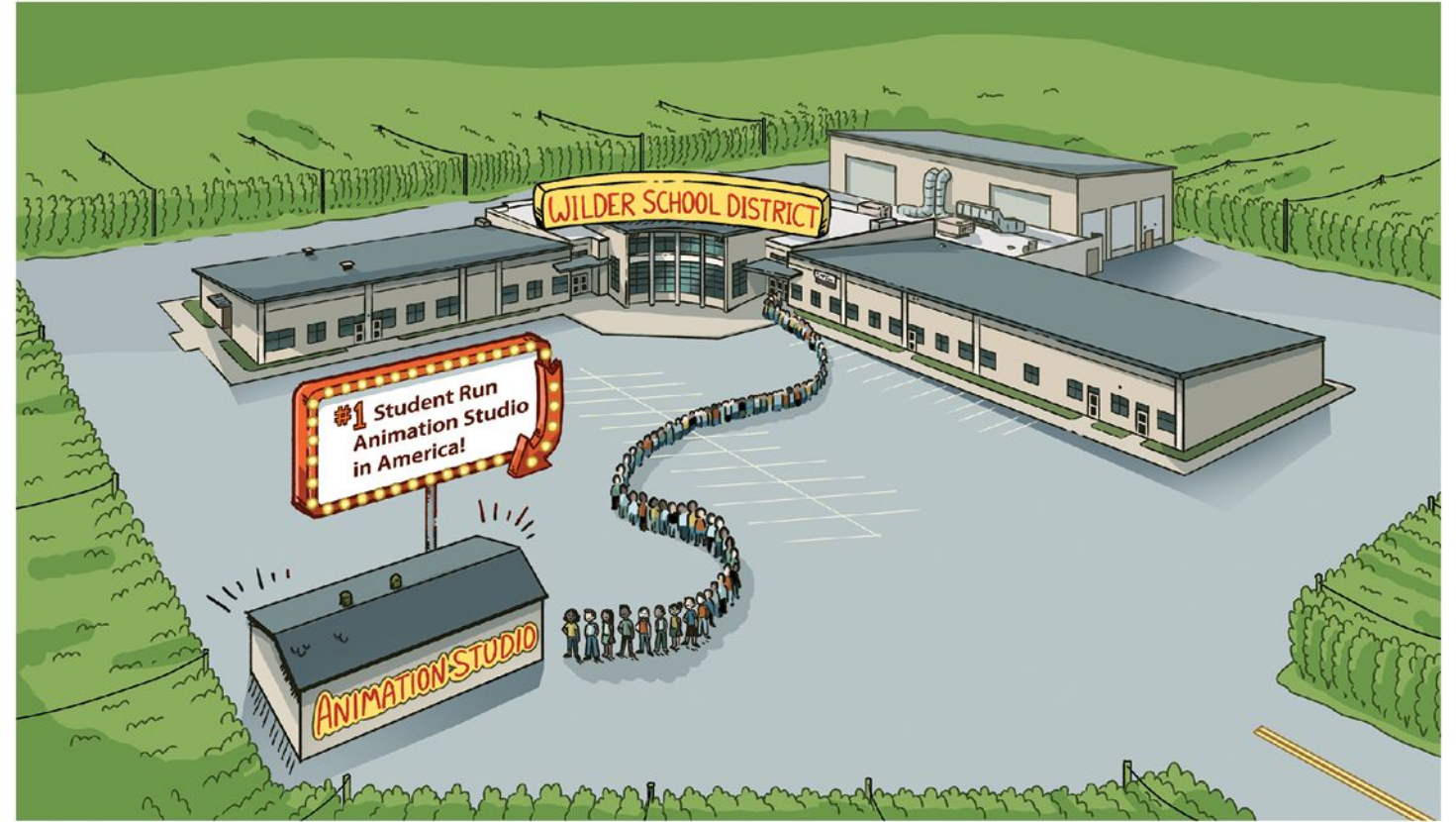
Comprehensive sessions give students a crash-course in storytelling with animated characters. In only a few days students experience the entire storytelling process and achieve high-quality stories to take home and share.

The Wilder School District Celebrated their



Idaho State Superintendent Debbie Critchfield, Dr. Jeff Dillon and Wonder Media CEO Terry Thoren at Celebration to honor the Wilder School District as the Best Student Run Animation Studio in America!

8th Anniversary using Wonder Media Story Maker[®]



The Wilder School District converted one of their portable buildings into an Animation Studio that the entire School District uses.



In May 2023, the cast and crew of the production for the animated feature film "The Return to Oz" gathered on stage at the beautiful Egyptian Theatre.



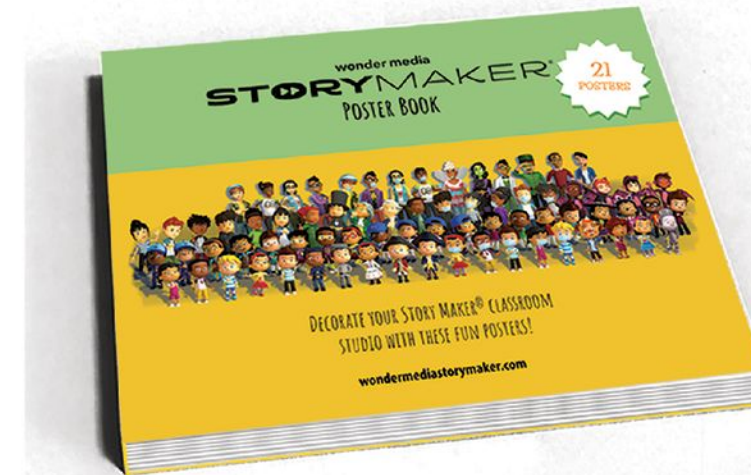
The Wilder School District rented the beautiful Egyptian Theatre for the premiere of "The Return to Oz". The classic movie palace is located in the center of downtown Boise near Idaho's State Capitol.



The Totem Middle School in the Marysville School District converted a large music room into a student centric eye-popping animation studio with wall art and mural art implementation supplied by Wonder Media.



The Totem Middle School students celebrate the launch of their 9-episode YouTube TV series with a pride filled award ceremony.



Wonder Media has made available this poster book with 21 colorful wall posters to be cut out and posted to showcase more than 50 animated characters.

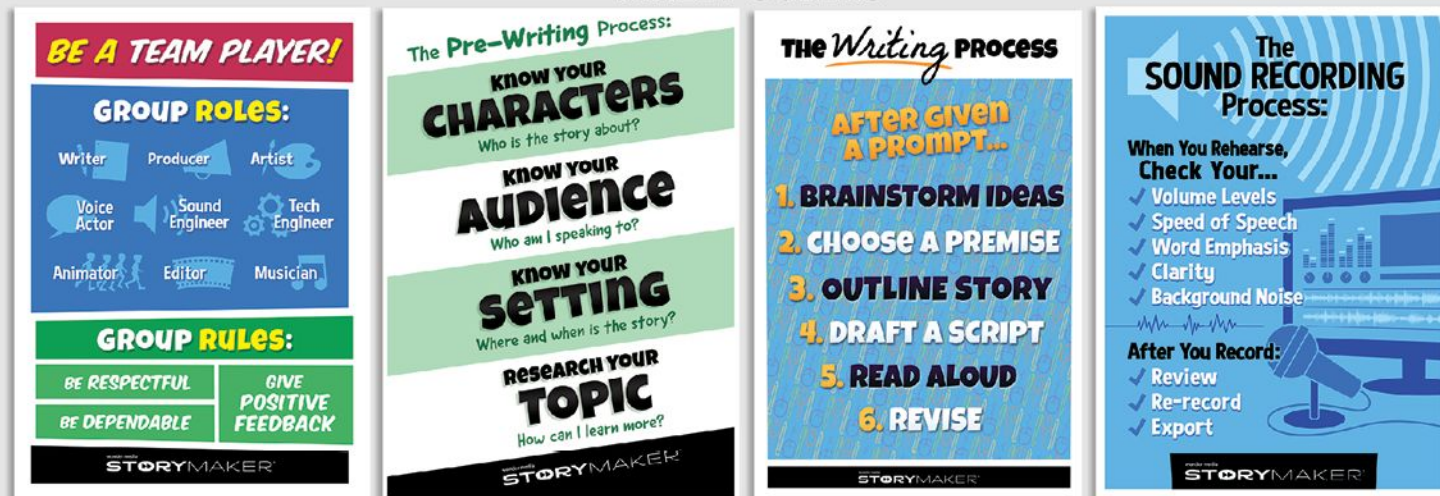


Wonder Media has also made available this "How to Create Murals" book with complete instructions for students to paint beautiful 4' x 4' murals.

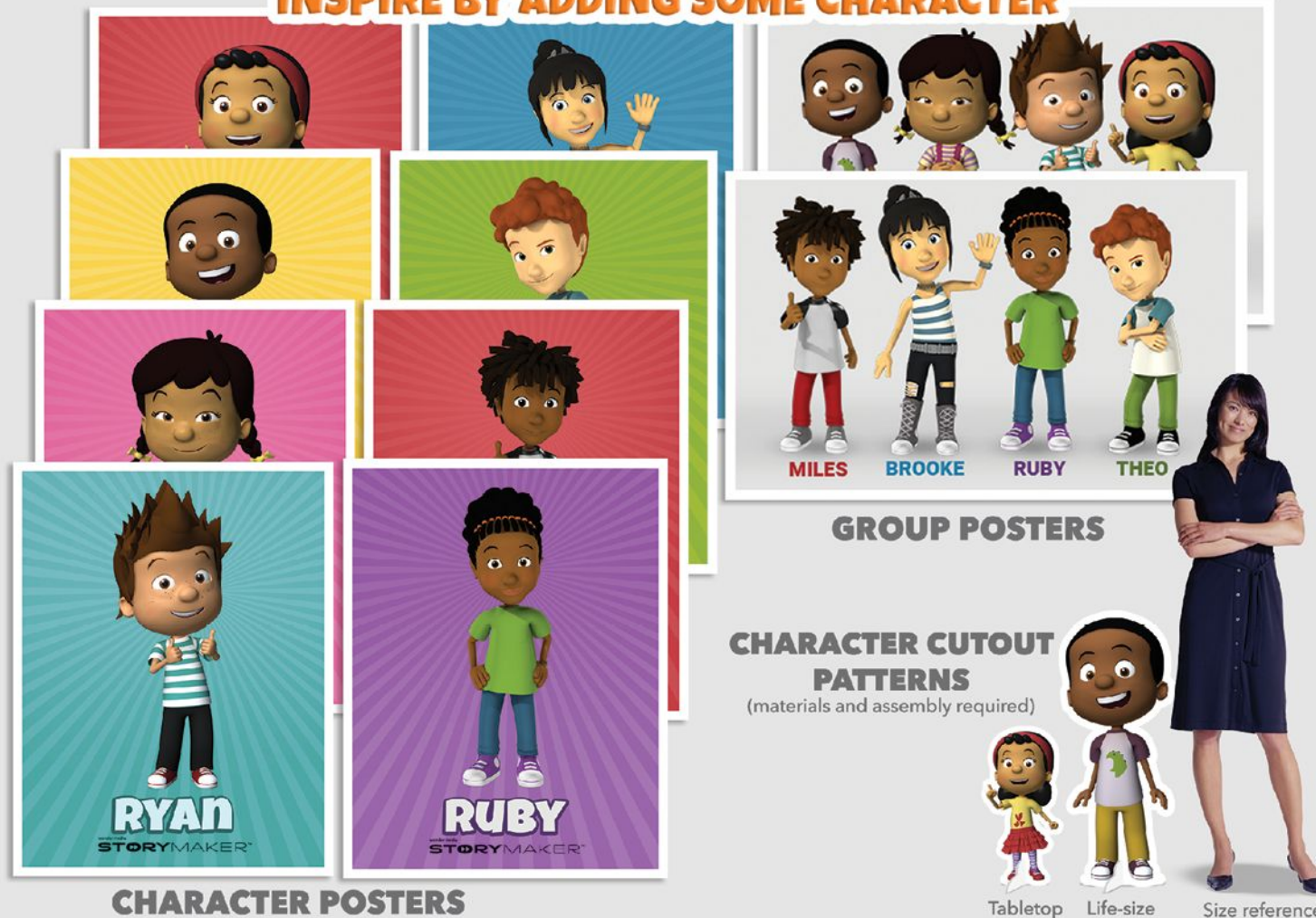
DECORATE YOUR CLASSROOM LIKE AN ANIMATION STUDIO

All materials are available for schools to print in two sizes:
 small 8.5" x 11"
 large 24" x 36"

WALL POSTERS



INSPIRE BY ADDING SOME CHARACTER



CHARACTER POSTERS

GROUP POSTERS

CHARACTER CUTOUT PATTERNS
(materials and assembly required)



Design an engaging STORY MAKER SPACE for your students

Hardware Recommendations:

Intel 10th Generation or newer CPU
 Nvidia RTX Graphics
 16Gb DDR4 Memory
 2 1080p HD Displays
 Podcasting USB Microphone
 Optional: Joystick
 Optional: Touchscreen



- **Download** all of these art pieces directly from the Wonder Media Story Maker website.
- **Print** art easily with standard 8.5 x 11 inch paper. Some assembly with tape is required.
- **Arrange** the art on the wall in an inspiring and informative way for your student story makers.

www.wondermediastorymaker.com/pages/printables

