



GRADE 9-10 LITERACY: THE POWER
OF NEW MEDIA
SUPPORTS FOR ENGLISH
LANGUAGE LEARNERS

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

Task Title	The Power of New Media: Changing Youth and Reshaping our World	
Task Summary	<ul style="list-style-type: none"> • The following set of lessons culminates in a task in which students write an essay about the positive and negative effects of media use based on their analysis of several sources. • The amount of instructional time required to facilitate these lessons will vary depending on students' skills, content knowledge, and conceptual understanding. Teachers piloting these lessons took anywhere from 5 to 15 instructional days to lead students through these learning experiences. • An optional 1 – 2 day research project • An optional 1 – 2 day self- and peer evaluation and revision 	
Performance Outcomes	<ul style="list-style-type: none"> • Acquire key concepts and vocabulary for argument-based text • Gather and evaluate relevant primary and secondary multiple sources • Introduce the context and significance of the issue • State a position clearly • Formulate the claims that support that position • Conduct a short independent research project to enrich the range of evidence • Organize argument effectively, stating position, claims, counter-claims, supporting evidence, and conclusions • Produce a clear and coherent summary • Use language to make clear connections and distinctions, and to transition between portions of the argument • Make meaning clear through the use of well-chosen language and the conventions of written English. 	
Texts	<p>These texts provide a range of points of view and reading levels on the topic of how media use is changing lives. Additional texts may be shared.</p> <p>Background information</p> <ul style="list-style-type: none"> • Kaiser Family Foundation (2010). Generation M2: Media in the lives of 8 – to 18 year-olds. – selected data displays • http://www.kff.org/entmedia/8010.cfm 	<p>Possible Support Strategies</p> <p>These texts represent a broad range of reading levels. To ensure that all students have access to a common set of ideas and arguments, teachers will want to share the set of core texts with ELL and Resource teachers, tutors, and aides ahead of time. The idea is for them to work in advance with students on reading comprehension strategies and</p>

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	<ul style="list-style-type: none">• <i>Excerpt from an interview: A young woman thinks out loud about her media use</i>• <i>Students and technology, constant companions: Interviews with students about their media use</i> http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology <p>Is media use limiting or changing how we think and what we can imagine?</p> <ul style="list-style-type: none">• Carr, Nicholas, (2008). <i>Is Google making us stupid? What the internet is doing to our brains.</i> http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/• “Growing up digital, wired for distraction” http://www.nytimes.com/2010/11/21/technology/21brain.html• <i>Excerpt from Susan Maushart’s Winter of Our Disconnect</i> http://today.msnbc.msn.com/id/41257971/ns/today-books/ <p>Is media use improving individuals and the world?</p> <ul style="list-style-type: none">• Cohen, Roger, (January 28, 2011). <i>Revolutionary Arab Geeks: Ask the kids in Tunis and Cairo if the Web enslaves people.</i> New York Times.• “Teenagers’ Internet Socializing Not a Bad Thing” http://www.nytimes.com/2008/11/20/us/20internet.html?scp=5&sq=macarthur+digital+media&st=nyt• “Teenage social media butterflies may not be such a bad idea” http://articles.latimes.com/2010/may/18/science/la-sci-socially-connected-kids-20100518• <i>A Tunisian on the role of social media</i> http://gov20.govfresh.com/a-tunisian-on-the-role-of-social-media	<p>on formulating positions based on the ideas in the texts.</p> <p>Texts can be re-typed, double-spaced, with wide margins to help students with reading difficulties. In these versions teachers can highlight passages they want to insure that all students read in order to be active members of the classroom discussion.</p>
--	---	---

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	Suggested Activities	Possible Support Strategies
<p>Lesson 1:</p> <p>A. Introducing Argument</p>	<p>Together with students, build an understanding of the concept of an argument as it is used here. (A position on an important issue, backed up by evidence and careful reasoning.)</p> <p>Ask students where they have witnessed or participated in arguments where people have different positions and use evidence to convince one another about an issue.</p> <p>Introduce the context for the argument the class will be working on by reading and discussing this passage:</p> <p>Never have there been more questions about the role of media in children’s lives. New research shows that young people spend as much time engaged with media – seven hours – as they do sleeping. Hardly a week goes by without public debate about violent video games, educational TV, depressed computer-users, gender stereotypes in rap music, the technology gap between rich and poor, or the online dangers lurking just behind the computer screen. At the very same time, there has never been such a push to use media proactively to reach young people with information or positive messages. The world has seen peaceful revolutions spread through the deliberate use of the tools of digital media. It is clear that young people use media to connect, create, and innovate. Youth write, create art work and define political change online. International science projects on climate change assemble data from individuals around the world, organizations raise money for the victims of disaster, and human rights activists collect</p>	<p>For ELLs: Exploring Genre: Teachers of ELLs are encouraged to provide several examples of passages that illustrate how a writer uses the elements of an argument (context, claim, evidence for claim, counterclaim, evidence for counterclaim, position, sources of evidence). Teachers might choose to use a jigsaw activity so that students are exposed to a variety of examples with multiple points of entry. A jigsaw matrix should be provided to guide students as they read, access and share within their groups.</p> <p>In order to elevate participation by students in the follow-up tasks/activities, teachers should begin by building conceptual knowledge of the “argument.”</p> <p><i>Lesson 1, Activity A</i> <i>Task I-View with a Focus</i> Show brief video clips that demonstrate the power of the argument. Provide students with a set of questions (not more than three) that they can use as a lens during the viewing. <i>Task II-Reporting Back with Sentence Frameworks</i> Provide students with a set of sentence frameworks that make use of academic language which the students can use to report on their observations. Students should sit in groups of three or four. They may share their observations in a form of Round Robin; this type of sharing will allow all students to participate equally. To further ensure that everyone is participating, teachers need to provide sentence frameworks that showcase a deliberate sharing of observations and notes. Teachers should model what that might look like. <i>Task III-T-Chart Note-Taker</i> As a next step, students should collaboratively complete a T-chart note-taker that will help solidify their understanding of the</p>

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	Suggested Activities	Possible Support Strategies
	<p>and distribute vital information. So what does it mean to grow up in a world that is so wired? What are the dangers? Where are the opportunities?</p> <p>Using this introductory passage, introduce students to the key terms they will be using:</p> <ul style="list-style-type: none"> • Context: This is information that would help a reader or a listener to understand why an issue matters or what is at stake. • Position • Claim and counter claim • Sources of evidence (primary sources like personal experience, interviews, research data; secondary sources like summary articles, textbooks, etc.) 	<p>“argument.” One side should be used to write down similarities and the other side to write down differences in the observations they had while viewing the clips.</p> <p>Some students need help making the distinction between this meaning of argument and the everyday term for a noisy disagreement with two sides stubbornly holding on to their original positions.</p> <p><i>For ELLs: Task IV-Pre-Teaching Vocabulary</i> After students have gained a full grasp of the concept of “argument,” teachers should pre-teach several (not more than five) key words that would help students understand one of the articles. The selected words may include those that are generative and academic, as well as idioms and concepts. The words should be taught in a structured way.</p> <p>Give students hard copies of this introduction. They can highlight what the issue is, the different positions that people take, and the kinds of examples that people use to illustrate either the dangers or the benefits of media use for young people. This will prepare them for working with longer, more complex sources.</p> <p><i>For ELLs: Task V-Extended Anticipatory Guide</i> Students should work with an extended anticipatory guide in order to elicit students’ feelings and understanding around main concepts discussed in the article. The extended columns should be used after the article has been read and discussed to re-examine students’ understanding of the concepts stated in the article.</p> <p><i>Task VI-Chunking the Text and Reading with a Focus.</i> The text</p>

..

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	Suggested Activities	Possible Support Strategies												
		<p>(introductory passage) shared with students at this time should be divided into meaningful chunks and introduced with specific questions that will guide students’ reading. Questions may include examples of positions and evidence of the same as suggested in the lesson. Teachers should model before assigning this to a group.</p> <p>Students might also use the excerpts from “ A young woman thinks aloud about her media use” to stimulate their own thinking about how media affects young people.</p>												
<p>B. Understanding the Building Blocks of Argument</p>	<p>Select one of the short articles, for instance, the “Growing up digital: Wired for distraction.” Ask students to read the text and to mark their copies to show where they find each element in this list.</p> <p>Based on their reading, discuss what each one of these elements adds to the larger argument. Why is each important?</p>	<p>Alternatively, the article can be projected on a smart board or document camera with students taking turns highlighting the different parts of the argument in different colors, thus making a map or diagram of how a writer builds an argument.</p> <p>For ELLs: Lesson 1, Activity B Task: Context Matrix In order to end a lesson in a more tangible way and create a product, students should engage in completing a Content Matrix that will contain columns for claims and counter claims.</p> <table border="1"> <thead> <tr> <th>CATEGORY</th> <th>CLAIM</th> <th>COUNTER CLAIM</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	CATEGORY	CLAIM	COUNTER CLAIM									
CATEGORY	CLAIM	COUNTER CLAIM												

..

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	Suggested Activities	Possible Support Strategies																						
<p>Lesson 2</p> <p>A. Understanding the Strengths and Limits of Different Types of Sources</p>	<p>Divide students into small groups.</p> <p>Give each group a different kind of source:</p> <ul style="list-style-type: none"> • Data from Kaiser report • Student video interviews (need internet access) • Editorial by Roger Cohen <i>Revolutionary Arab Geeks</i> • Magazine article: Excerpt from Carr <p>Ask each group to examine their source and to discuss what kind of information each one provides for thinking about the effects of media on youth and on society.</p> <p>What are the strengths of this kind of information? What are its limits?</p>	<p>Create a shared chart of these different kinds of information and their uses. Leave it up as a reference for students.</p> <table border="1"> <thead> <tr> <th>Source</th> <th>Strengths</th> <th>Limits</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>For ELLs: Lesson 2 A: <i>Task I-Jigsaw Matrix</i> <i>Teacher should assign students in expert and home groups. If this is the first time students are doing this, teachers should take more time to explain how this activity. After home groups are formed, each student should be assigned a different source from the available ones.</i></p> <p>The matrix should be revised to allow students to enter a source they are working with: strengths, limitations, effects on youth, and effects on society.</p> <table border="1"> <thead> <tr> <th>Type of Media</th> <th>Strength of Media Type</th> <th>Limits of Media Type</th> <th>Effects of Media on Youth</th> <th>Effects of Media on Society</th> </tr> </thead> <tbody> <tr> <td>Data from Kaiser Report</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Source	Strengths	Limits										Type of Media	Strength of Media Type	Limits of Media Type	Effects of Media on Youth	Effects of Media on Society	Data from Kaiser Report				
Source	Strengths	Limits																						
Type of Media	Strength of Media Type	Limits of Media Type	Effects of Media on Youth	Effects of Media on Society																				
Data from Kaiser Report																								

..

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	Suggested Activities	Possible Support Strategies										
		Student Video Interview										
		Editorial by Roger Cohen										
		Magazine Article: Excerpt from Carr										
		<p>In order to facilitate sharing of the ideas generated by the expert group, teachers may want to prepare some sentence frameworks that will allow students to share their “expert ideas” with more ease.</p>										
<p>Lesson 2 (con’t)</p> <p>B. Critical Reading and Evaluating Claims</p>	<p>Ask each group to review their sources, marking up their copies (or their notes if they looked at video interviews) to identify the major claims each author/speaker makes and the evidence the author uses to back up his/her claims:</p> <p>As the discussion develops, either create a chart of the points, or ask students to make their own charts about the pro’s and con’s of media use for youth, as well as how they might add to or challenge each major claim.</p> <table border="1" data-bbox="491 1079 1251 1360"> <tr> <td data-bbox="491 1079 821 1187"> <p>Opportunities provided by digital medias of media use</p> </td> <td data-bbox="821 1079 1251 1187"> <p>Risks of digital media use</p> </td> </tr> <tr> <td data-bbox="491 1187 821 1260"> <p>Claim:</p> </td> <td data-bbox="821 1187 1251 1260"> <p>Claim:</p> </td> </tr> <tr> <td data-bbox="491 1260 821 1360"> <p>Add to or challenge the claim</p> </td> <td data-bbox="821 1260 1251 1360"> <p>Add to or challenge the claim</p> </td> </tr> </table>	<p>Opportunities provided by digital medias of media use</p>	<p>Risks of digital media use</p>	<p>Claim:</p>	<p>Claim:</p>	<p>Add to or challenge the claim</p>	<p>Add to or challenge the claim</p>	<p>To give students a clearer understanding of developing the claims for an argument, divide the class into pairs. Ask each student to make and back up a claim about the effects of media use. Partners help one another by asking questions to strengthen the claim.</p> <p>This can be an opportunity to talk with a class about the differences between personal opinion (what they believe or want to believe) and an effective and objective argument that musters evidence in support of a position.</p>				
<p>Opportunities provided by digital medias of media use</p>	<p>Risks of digital media use</p>											
<p>Claim:</p>	<p>Claim:</p>											
<p>Add to or challenge the claim</p>	<p>Add to or challenge the claim</p>											

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	Suggested Activities		Possible Support Strategies																												
	Claim:	Claim:																													
	Add to or challenge the claim:	Add to or challenge the claim:																													
<p>Optional Individual Research</p> <p>1. Data on Personal Media Use</p>	<p>Ask students to examine their own media use for that day so far. Ask them to do this singly or in pairs for the remainder of the day and evening. Students will need to fill out or create a log of their media activity. A suggested form for this log is shown below. Discuss what kinds of information go in each column, particularly what might count as a negative or positive effect. For instance, a negative effect might include what they are NOT doing because they are texting or on Facebook. The sample comments from the young media user can be helpful here. (You will want to give each student a full-sized sheet to record.)</p> <table border="1"> <thead> <tr> <th colspan="4">Question: How Does Media Use Affect Me?</th> </tr> <tr> <th>Activity/time spent</th> <th>What did I gain?</th> <th>What did I give up?</th> <th>What's my evidence?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4">Summary:</td> </tr> </tbody> </table>		Question: How Does Media Use Affect Me?				Activity/time spent	What did I gain?	What did I give up?	What's my evidence?																	Summary:				<p>For ELLs: Task II-Optional Individual Research This activity should be considered mandatory for ELLs. It allows all students additional practice time to deepen their understanding of media and the impact it has on their personal lives. Teachers should use graphic organizers or note-takers to help students access the needed information.</p> <p><i>Here is another place where the excerpts from “A young woman thinks aloud about her media use” might be helpful. She is clear about what she gains and what she thinks she might be giving up when she devotes her time to media use.</i></p>
Question: How Does Media Use Affect Me?																															
Activity/time spent	What did I gain?	What did I give up?	What's my evidence?																												
Summary:																															

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	Suggested Activities	Possible Support Strategies
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Conclusion: So, overall, using media affects me in these ways...</p> </div> <p>When students return to class with their evidence, ask them to discuss what they observed and what conclusions they can and can't draw from their research.</p> <p>As students discuss their evidence, point out where there are the raw materials for writing an effective argument</p> <ul style="list-style-type: none"> • Context: What's at stake for the way I use my time? • Position: What I now think • Evidence: Based on what data? • Conclusion: What does this make me think about the effects of media on young people? What questions do I still have? 	<p><i>This discussion is also an opportunity to raise some questions about writing effective arguments, such as:</i></p> <ul style="list-style-type: none"> • <i>Are there only pro and con arguments? Could a writer take another kind of position?</i> • <i>Is it really possible to talk about all media as if they were the same?</i> • <i>What different kinds of evidence could be used?</i> • <i>How can these separate kinds of evidence be summarized?</i> • <i>What makes an interesting conclusion? Is it just a summary or can it introduce new questions or things for readers to think about?</i>
<p>Optional Individual Research</p> <p>2. Research on the role of youth media in political engagement</p>	<p>Ask students to read (or review) Cohen's article on the role of youth media in recent events in the Arab world. They can use their copies to highlight the position that he takes and the claims that he makes about what access to media like Facebook, Twitter, and the internet more generally, has meant for young people in the recent political events in Tunisia and Egypt.</p>	<p>To conduct this kind of research, students may need help developing:</p> <ul style="list-style-type: none"> • Internet search strategies (e.g., key words, skimming possible choices, etc.) • Selecting relevant articles from trusted sources • Evaluating what they read critically <p>Depending on students' access to the Internet during</p>

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	Suggested Activities	Possible Support Strategies				
	Students use the Internet to research both the opportunities and the risks that media use has offered young political activists in these countries. As they read, they organize their findings to think about both the opportunities and the dangers that media use has introduced into the lives of young Arabs.	school, teachers may want to suggest specific publications and articles, so that students can concentrate on reading and thinking, rather than browsing.				
<p>Lesson 3:*</p> <p>Developing a Position</p> <p>* This could take 2 days if teachers and students take time to consider how to support a position throughout an essay</p>	<p>Ask students to sketch out their argument essay by:</p> <ul style="list-style-type: none"> • Writing a brief position statement • Listing their claims, backed up by evidence from the sources they have read and developed • Addressing important counter claims that they have read • Writing a brief conclusion. <p>Students can use a chart like the following or they can write out the “bare bones” of their argument.</p> <p>It may be helpful to share the prompt for the essay at this point so that students know how they will be using this work.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">My position statement:</td> </tr> <tr> <td style="padding: 5px;">Claim and evidence:</td> </tr> <tr> <td style="padding: 5px;">Claim and evidence:</td> </tr> <tr> <td style="padding: 5px;">Claim and evidence:</td> </tr> </table>	My position statement:	Claim and evidence:	Claim and evidence:	Claim and evidence:	<p>To give students a clearer understanding of these steps in building an argument, organize the classroom into small groups of 3 – 4 where students share a common position about the way(s) in which media affects them (e.g., giving them new opportunities, creating communities, distracting them, etc.)</p> <p>For ELLs: In order to facilitate the grouping of students, utilize a task that brings students into groups with similar understandings, for example, a Four Corners task with just four affects of media or with a Values Line Up with two distinct sides for students to line up against.</p> <p>Ask like-minded groups to share their individual charts to create the strongest possible claims and evidence for their position.</p> <p>For ELLs: Task I-Survey A survey may be designed to elicit students’ responses. Students who have similar responses can then create groups.</p> <p>Task II- Structured Oral Engagement and Reaching a Consensus Students who are grouped together should engage in structured conversations to reach a consensus on what some major impacts of media are on their personal time. Afterwards, ask groups to present their positions to the class. Listeners can take notes to strengthen their own positions.</p>
My position statement:						
Claim and evidence:						
Claim and evidence:						
Claim and evidence:						

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	Suggested Activities	Possible Support Strategies		
	<table border="1"> <tr> <td>Counter claim and response:</td> </tr> <tr> <td>Conclusion:</td> </tr> </table> <p>Once students have the major moves in their argument organized, there is an opportunity to return to the earlier questions about writing effective arguments, such as:</p> <ul style="list-style-type: none"> • What draws a reader into an argument? • Are there only pro and con arguments? Could a writer take another kind of position? • To make an effective argument does a writer need to focus in on a specific issue? For instance, is it really possible to talk about all media as if they were the same? • What is the most effective way different kinds of evidence could be used? • What makes an interesting conclusion? Is it just a summary or can it introduce new questions or things for readers to think about? • As well as others that arise in individual classrooms 	Counter claim and response:	Conclusion:	<p>Task II-Share Out After reaching a consensus on what the strongest arguments and supporting evidence are for their groups, students should share out with the whole class. To facilitate the share out, teachers should prepare a summary template that students can use as a scaffold when writing the summary of the final consensus of their group. This will enable all students to be equally ready to share their findings.</p>
Counter claim and response:				
Conclusion:				
<p>Lessons 4 and 5: Drafting an Essay</p>	<p>Based on their readings, discussions, and research, students draft a short argument essay (approximately 750 words) taking a position on the effects of media on young people around the globe.</p> <p>Essays must include the building blocks of a strong argument:</p>	<p>For ELLs: Task I – Deconstructing a Model Teachers should provide groups of students with examples of student-friendly argument essays (where elements are easily identified) so that they can identify and conceptualize the building blocks of a strong argument. These essays can be on a variety of topics. This can be accomplished by having students highlight each</p>		

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	Suggested Activities	Possible Support Strategies		
	<ul style="list-style-type: none"> • Context • Position • Claims • Evidence • Discussion of counterclaims • A thoughtful conclusion <p>Once students have a first draft of their essays, it can be helpful to re-read and edit using a simplified version of the rubric.</p> <p>Here is one possible text for presenting the assignment:</p> <p>You have read information from several sources, heard from other young people, (and done some research and thinking about media in your own life or in world affairs). When you consider what all these different sources say about the effects of media use:</p> <ul style="list-style-type: none"> · What are the gains · What are the dangers <p>for the lives of young people? And for a larger society?</p> <p>Write a short (750 words) essay in which you:</p> <ul style="list-style-type: none"> • Explain what's at stake: Why does this issue matter? • Develop and state your own position • Defend your position with a range of different types of evidence (interviews, observations, research data, and newspaper reports, etc.) • Include research that you may have conducted • Draw your own conclusions about the effects of media on young people and the world 	<p>element in a different color highlighter or highlighting tape. Then, ask students to read the essays in groups so that each member of the group is reading one color that was highlighted.</p> <p><i>Task II - Modeling</i></p> <p>Before students engage in drafting and writing an essay, teacher and students should create an essay that models (shared writing) the expected outcome and provides opportunities for teachers to model their thinking aloud. This can be done either on the Smartboard or overhead projector. Teachers can then concentrate on the process and the final product.</p> <p>Writing an argument essay requires specific academic language that is associated with the building blocks of this particular genre of essay. If the teacher has not already introduced this language, it is essential that they reinforce the use of key words and phrases that are used by a writer. Students can underline these words as they read to draw their attention to the expert use of academic language. For those students that have had limited exposure to this language, it is suggested that the teacher group them and provide the initial instruction that they might be lacking.</p> <p>Refer students back to specific graphic organizers so that they can review potential content for their essays. Students could work in partnerships to further develop ideas. Students should be encouraged to ask each other questions. It might be necessary to provide them with guiding questions for their conversations.</p> <p>Use a graphic organizer (see below) to support students with the development of their arguments. Students should work individually to complete the first two entries, after which they can pair up with a student who has different points of view to complete the third and fourth entries. Finally, students should write their conclusions individually. This is a good time for teachers to assess whether students are ready to work on their essays.</p>		
		<table border="1" style="width: 100%;"> <tr> <td data-bbox="1272 1339 1465 1398">My position</td> <td data-bbox="1465 1339 1955 1398"></td> </tr> </table>	My position	
My position				

..

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	Suggested Activities	Possible Support Strategies	
		My evidence	
		My partner's position	
		My partner's evidence	
		What conclusions can you draw about the effects of your discussion?	
		<p>Frames</p> <p>Some ELLs may additionally benefit from the introduction of writing frames at the sentence, paragraph, or essay level depending on their language needs.</p> <p>Encourage them to refer to the charts that the class has generated, as well as their research on their personal use of media.</p> <p>It may be helpful for students to think about narrowing the focus of their essays, since there are many forms of media and many applications. For instance, a student might concentrate on the effects of text messaging or Facebook, or might choose to examine the use of media in political change.</p> <p>This kind of work assumes that students are familiar with the dimensions of the rubric and that they have had some opportunity to discuss what each dimension means for their reading and writing. So a review of the dimensions in the rubric with students ahead of time can be helpful.</p>	

..

GRADES 9-10 LITERACY: THE POWER OF NEW MEDIA

Supports for ELLs

Recommendations for ELLs are embedded within the Possible Support Strategies section below in bolded blue font.

	Suggested Activities	Possible Support Strategies
		One strategy is to work with students to translate the dimensions into their own words and to turn those into questions or checklists that students can use in reviewing their own work.
Optional Extensions of the Task	<p>Peer Editing for Argument: Using the rubric as a guide, students read each other's essays, making specific suggestions about where each other's essay could become more effective.</p> <p>Additional research: These essays can serve as a first draft for a larger research project on the effects of media on youth. In this project, students can:</p> <ol style="list-style-type: none"> 1. Identify, review and cull additional information from secondary sources (for instance, the full Kaiser Family Foundation report or other research). 2. Critique these secondary sources from the perspective of young media users. 3. Conduct their own research to follow up on the points and questions that they want to make as young media users. 4. Present student research in a PowerPoint format that features a combination of background data, student research, and conclusions. In this format, students might also work on finding or composing images that support the argument. 	In order to inform peer editing, one strategy is to review a sample student paper (from another class, with a student's permission but no identifying information) noting its current strengths and discussing how it might be made stronger.

..