



# GRADE 9-10 LITERACY: THE POWER OF NEW MEDIA ANNOTATED STUDENT WORK

This section contains annotated student work at a range of score points and suggested next steps for students. The student work shows examples of student understandings and misunderstandings of the task.

## Grades 9-10 Literacy: The Power of New Media Annotated Student Work

### Level 3 – Proficient

The student has developed the higher-order reading, writing, and thinking skills to transition to upper-level high school work. Still needs support, demanding assignments, and clear feedback to become college and career ready.

### Student A (34 Points)

#### Another Addiction

Look to the bottom right of your computer screen. It's about 2:00 in the morning when you log off and fall into a much delayed sleep. I am sure that much of the youth today can relate to this situation. This is because the media, more specifically the Internet, has affected them tremendously. Internet causes distraction and just wastes time of young people and teenagers alike. While some may say that the Internet is a positive influence I stand to prove that it does much more harm than good.

**Comment [DW1]:** The student introduces a precise claim, several supporting reasons, and some possible counterclaims in the opening paragraph of the essay.

The internet causes a lack of focus and distraction to youth. I have conducted a poll and most students get on the computer and log onto facebook and/or aim directly after school. While it is understandable that after a long day of school one should relax, however students will stay logged in until well after 5 PM, oblivious to how much time has passed. I am not innocent of this either, up until my recent disillusionment, I found it difficult to stay on task with homework and chores because I just wanted to use the Internet. This mindset is very common nowadays with youth according to a news article "Growing Up Digital, Wired for Distraction" by Matt Richel. They speak of a 17-year old boy named Vishal. Vishal had a summer reading project, but has only read 43 pages by the end of the vacation. This is because he chooses to use facebook and YouTube rather than do his homework. Yes, indeed the Internet makes it even more challenging for students to focus on schoolwork.

**Comment [DW2]:** Student uses relevant and concise observations from personal experience. These could be further developed (e.g. what were the exact results of the poll?)

**Comment [DW3]:** The student provides evidence of having read and understood one of the source informational texts. A direct quote and full citation would make this reference more effective.

Another negative effect of the internet is that it impairs one's writing skills. "Loiz, hey how is yu doing!" This the contemporary fashion of writing on the Internet. Because of constantly writing like this on Facebook or Aim. Simple spelling and proper sentence construction become challenges. Vocabulary growth is also affected. People who type on the internet are stuck with a rudimentary vocabulary. One source by reporter Zoe Kleinman says that children who use the internet are better writers. More specifically, she says that they are more "enthusiastic" about writing. I say that being enthusiastic does not mean being efficient. My good friend is an avid writer of poetry, but I don't see anything impressive in his essays.

**Comment [DW4]:** More formal citation is needed for source texts.

**Comment [DW5]:** Again the student combines personal observation with a source informational text. This combination could be more convincing with a direct quote or use of factual information from the source and evidence that the peer writer struggles with essay writing.

Many people say that the internet is useful for learning how to communicate and interact with people. The use of networking sites such as Facebook and Myspace supposedly helps them express themselves

**Comment [DW6]:** The student introduces and examines a counterclaim. Although the treatment is less than balanced, the writer raises some effective challenges to the counterclaim.

## Grades 9-10 Literacy: The Power of New Media Annotated Student Work

and “socialize” with others. I disagree completely. Yes, they are socializing but that I have already dismissed as a complete waste of time. I also say that it is hindering their communication skills. Yes, one should feel at ease when talking to somebody with a computer between them. I find it easy to debate on an online forum, but I would probably choke if it was in real life. Thus I feel that socializing on the internet harms one’s communication skills rather than helps them. After all a job interview would not be done via E-mail.

**Comment [DW7]:** The student uses examples and language effectively to make this point as well as others in the essay.

In conclusion, the internet affects the average teenager very negatively. It tempts them to lose focus, impairs their literacy skills, and hinder their in life social skills. These are just some of negative things that come from excessive internet use. People need to understand that the internet was supposed to make lives easier and more manageable. Instead it has made it far worse.

**Comment [DW8]:** The conclusion clearly sums up the writer’s major points but does not yet offer new insights or implications.

### Student A Summary

This student is a mid-3 (proficient).

This writer introduces a claim that media is harmful to young people and develops it throughout the essay. That claim is supported chiefly by evidence drawn from personal experience but major claims are backed up by reference to informational texts that the student has clearly understood. The text is largely clear and coherent at the sentence, paragraph, and whole essay level. The writer addresses counterclaims and challenges them. There is a clear conclusion that summarizes the argument.

To become college and career ready, the writer needs to: make fuller use of source texts (direct quotes, full citations, more thorough consideration of their arguments); develop a conclusion that includes original insights, and attend to careful proofreading.

**Grades 9-10 Literacy: The Power of New Media  
Annotated Student Work**

**Student A Scoring Guide**

Criterion and Score points	0	1	2	3	4	Evidence	Instructional next steps: To meet CCR Standards this student needs to:
<b>Reading for Meaning</b>							
Read and comprehend				x		The student identifies relevant points from the sources and uses these to build an argument. The student also raises questions about the claims the authors make.	The student could take the analysis of source texts further using full quotes and examining the point of view or purpose of the authors on both sides of the question.
Cite strong evidence			x				
Determine pt. of view			x				
Evaluate argument				x			
Total					10		
<b>Evidence + Reasoning</b>						The student makes a precise claim that is developed through the use of illustrations from personal experience as well as some citations of sources. The conclusion summarizes the major points.	<b>The student could make more thorough use of source texts as evidence and also to examine the arguments in defense of media as a positive force.</b>
Introduce precise claim				x			
Develop claims fairly				x			
Provide conclusion				x			
Total					9		
<b>Organization +Clarity</b>							
Create cohesion				x		The student has words and phrases that create sentence, paragraph, and essay level cohesion, with minor lapses.	Thorough proof reading would help the student to identify the few places where the organization and clarity of the writing breaks down.
Produce clear writing				x			
Total					6		

**Grades 9-10 Literacy: The Power of New Media  
Annotated Student Work**

Language + Conventions	0	1	2	3	4		
Est. a formal + objective style				x		Throughout the essay, the student balances a formal style with the inclusion of a number of illustrations from personal experience.	For the most formal types of academic writing, these illustrations could be strengthened (e.g., citing the results of the poll that student took, quoting from the less than effective essays her peer writes).
Use conventions of English				x		The student controls many of the conventions of English (spelling, punctuation) making only occasional errors that do not interfere with meaning	The student needs to work on proofreading to catch these errors, particularly for sentence fragments, consistent spelling of terms like Internet.
Use vocabulary + structure of topic and discipline				x		The student's vocabulary is largely appropriate to the topic (vocabulary from media and technology, terms for referring to sources, introducing personal examples).	The student needs to learn the vocabulary for marking logical relations between ideas, as well as the forms for citation and references
TOTAL					9		

**Total Score: 34**

**Overall Level: Mid-3 (proficient)**

## Grades 9-10 Literacy: The Power of New Media Annotated Student Work

### Level 2 – Developing

The student is developing the higher-order reading, writing, and thinking skills necessary for becoming proficient but needs support, demanding assignments, and clear feedback to work independently.

### Student B (21 points)

#### Effects of Media on Young People

In today's society there are many ways for young people to get distracted by the media. First of all phone companies constantly create new plans to make calling, texting, and surfing the web, etc. cheaper. This allows low-income families to increase their time spent on cell phones. Therefore media plays a negative role in a youth's life because the media distracts youth from education.

Furthermore, Facebook, YouTube, and MySpace are a few examples of social networking that pull youth off track. For example, in "Fast Times at Woodside High", Vishnal a bright 17-teen year old was not able to finish the book Kurt Vonnegut's *Cat's Cradle*, his summer reading assignment, but he managed to read only 43 pages in two months. Vishnal's lack of academic proficiency was due to Facebook and creating videos for YouTube.

Additionally, according to "Media Use" children spend two hours and 46 minutes on average on the computer and about 48 minutes reading. This shows us that kids are losing their educational interest because of the media. Also the youth are not being productive enough sitting in front of a TV screen. This can also lead to health issues and result in obese children, because kids no longer want to participate in activities outside but instead sit and watch TV. This also makes kids lazy.

In retrospect, the media has a negative effect in a youth's life. Additionally, the media set the standards of how to be "cool" because of celebrities. Youth look up to celebrities which is bad because celebrities do not usually send the message that education is key. Therefore youth get put off track because they are not learning how important education is and get the wrong view of the path to success.

**Comment [DW1]:** The student states a clear claim that remains constant throughout the essay.

**Comment [DW2]:** The student can select a media type and a practice and draw out some of the implications for youth.

**Comment [DW3]:** The student has can use words to create coherence in the text.

**Comment [DW4]:** The student is able to select and place relevant evidence drawn from another text. The citation is partial.

**Comment [DW5]:** The student is able to select and place relevant evidence drawn from an additional source. The citation is partial.

**Comment [DW6]:** The student asserts this, with no evidence to back it up.

**Comment [DW7]:** The student attempts to use some phrases that create coherence across the several sections of the essay.

**Comment [DW8]:** The student provides a very brief re-statement of the claim as a summary. There is no additional analysis or insight.

**Comment [DW9]:** This point belongs earlier in the body of the argument. In addition it needs evidence to back it up.

### Summary

This student is a developing writer who can formulate and develop a simple claim across several points, supported by relevant facts drawn from non-fiction readings.

To develop as a reader and writer, this student needs to work on analyzing and evaluating the sources. In addition, the student needs to work on organizing and deepening the argument through examining other positions.

**Grades 9-10 Literacy: The Power of New Media  
Annotated Student Work**

**Student B Scoring Guide**

Criterion and Score points	0	1	2	3	4	Evidence: In this sample, the student:	Instructional next steps: To meet CCR Standards this student needs to:
<b>Reading for Meaning</b>							
Read and comprehend non-fiction texts			x			Reads several pieces of informational text and select relevant evidence, embedding it appropriate points in essay.	<b>Learn how to analyze and evaluate informational texts in order to build more nuanced and in-depth arguments.</b>
Cite strong evidence			x				
Determine pt. of view			x				
Evaluate argument	x						
<b>Total</b>					6		
<b>Evidence + Reasoning</b>							
Introduce precise claim			x			States a simple claim that remains constant throughout supported by several pieces of evidence from texts. Also makes assertions without evidence. Concludes with brief restatement.	<b>Learn how to use supporting evidence selected from a range of texts, as well as from opposing views to develop a compelling argument.</b>
Develop claims fairly		x					
Provide conclusion		x					
<b>Total</b>					4		
<b>Organization +Clarity</b>							
Create cohesion			x			Uses some words and phrases that build the coherence of the argument. Has some difficulty organizing points in the body of the essay.	Learn how to develop and organize the points in the body of the essay
Produce clear writing			x				
<b>Total</b>					4		
<b>Language + Conventions</b>							
Est. formal + obj. style			x			The style is largely formal with some exceptions (kids). There are few errors. There is some vocabulary appropriate to the topic	Learn how to write a balanced account that addresses counterclaims in an objective way. Develop features such a formal citation.
Use conventions of English				x			
Use vocabulary + structure of topic and discipline			x				
<b>Total</b>					7		
<b>TOTAL SCORE</b>					21		

## Grades 9-10 Literacy: The Power of New Media Annotated Student Work

### Level 1 – Emerging

Level 1 students have basic reading, writing, and thinking skills for participating and producing grade-level work but need explicit support for building skills, practice, and clear feedback to become and stay active members of the class.

### Student C (10 points)

Media is a positive influence in my life. I say that because media is used to help further expand the knowledge of children. Children depend on the Internet to retrieve their homework that teachers gave them the previous day.

**Comment [DW1]:** The student makes a precise claim that remains constant throughout the essay.

The internet is also a great source of information to inform you about people that lived from hundreds to thousands of years. It also tell you about the foods we eat and who came up with the idea of food. It informs us about news and current events.

**Comment [DW2]:** The student's evidence is a list of types of information found on the Internet, without analysis of why having this information matters for young people.

Media is a very important source of information as I said earlier. Media is a place to retrieve items for your homework. There is all sorts of information as well as media to relax and watch the DVD's YOUTUBE and much more.

**Comment [DW3]:** The student uses some words and phrases to create cohesion

As a result media overall is a place that can be that most positive thing on earth or the best thing to avoid. I focused on the positive. You will have to find another author to feed you the negative side.

**Comment [DW4]:** The student needs work on organization: places the definition of media mid-way through the essay and repeats information.

**Comment [DW5]:** The student provides a conclusion that restates the opening position. Acknowledges that there may be counterclaims but does not address these.

### Summary

The student is a level 1 (emerging)

This student is able to take a consistent position about the role of media in the lives of young people and to provide several brief examples about how media can expand young people's knowledge.

However, the student makes no reference to or use of the texts provided to inform the argument. Thus, the essay provides no evidence for many aspects of writing an informed or balanced argument. To develop this work, the student will need to work on using texts and data as sources of evidence, considering evidence for other positions, and developing a conclusion that reflects the full body of evidence.

**Grades 9-10 Literacy: The Power of New Media  
Annotated Student Work**

**Student C Scoring Guide**

Criterion and Score points	0	1	2	3	4	Evidence: In this sample, the student:	Instructional next steps: To meet CCR Standards this student needs to:
<b>Reading for Meaning</b>							
Read and comprehend non-fiction texts	x					Makes no reference to texts.	Read informational texts and incorporate relevant points into the argument.
Cite strong evidence	x						
Determine pt. of view	x						
Evaluate argument	x						
Total					0		
<b>Evidence + Reasoning</b>							
Introduce precise claim			x			Makes a precise, through simple, claim that remains constant but does not develop.	Develop an argument through examining the implications of own claims and the counterclaims of others.
Develop claims fairly	x						
Provide conclusion		x					
Total					3		
<b>Organization +Clarity</b>							
Create cohesion	x					Presents an opening claim, one major point with examples and a short conclusion, with word-level cohesion. Has some difficulty sequencing points.	Develop more complex forms of organization and cohesion as arguments grow longer and more complex.
Produce clear writing			x				
Total					3		
<b>Language + Conventions</b>							
Est. formal + obj. style	x					Writes in a simple style, with some informal features using first person and direct address.	Develop more formal style, incorporate features like quotation and citation from sources
Use conventions of English			x				
Use vocabulary + structure of topic and discipline	x						
Total					4		
<b>TOTAL SCORE</b>						<b>10</b>	



# GRADE 9-10 LITERACY: THE POWER OF NEW MEDIA INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline with formative assessments and suggested learning activities. Teachers may use this unit outline as it is described, integrate parts of it into a currently existing curriculum unit, or use it as a model or checklist for a currently existing unit on a different topic.