



GRADES 9-10 LITERACY:
THE POWER OF NEW MEDIA

SUPPORTS FOR STUDENTS WITH DISABILITIES

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Instructional Supports for Students with Disabilities using UDL Guidelines

Background Information

Information is more accessible and likely to be assimilated by learners when it is presented in a way that primes, activates, or provides any prerequisite knowledge. **Activate or supply background knowledge by utilizing frontloading activities.** *Frontloading* activities can be used before reading to assess student conceptual, procedural or genre knowledge that may be necessary for success on subsequent reading tasks. Instructional activities and texts can then be monitored or revised to respond to student needs.

- ❖ **Frontloading Activity 1:** Assess students' prior knowledge of Opinionated and Objective Arguments using the following checklist. Ask students to complete.

Opinionated versus Objective Argument

Characteristics	Opinionated Argument	Objective Argument
Ideas are based on feelings	✓	
Ideas are based on beliefs	✓	
Ideas are based on beliefs personal view	✓	
Statements are cannot supported by facts	✓	
Claims are supported by reliable and informed sources		✓
Statements are supported by fact		✓
Claims are supported by statistical data		✓
Statements are supported by authorities and experts in the field		✓
Ideas are supported by logic		✓

- ❖ **Frontloading Activity 2:** Assess students’ ability to assess the distinction between the meaning of argument and the everyday term for noisy disagreement using the following chart. Ask students to complete.

Characteristics of an Argument	Characteristics of a Noisy Disagreement

Day One: Introducing the Argument

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); *learning disabilities*; and *language or cultural differences* may all require different ways of approaching content. Learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts.

1. **Offer ways of customizing the display of information.** Display the “introduction” in a flexible format and vary the font style and text size, line spacing, and margin size of the introduction.
2. **Offer alternatives for auditory information.** Read aloud and record the “introduction” to allow students multiple opportunities to hear the introduction.
3. **To ensure accessibility for all students, clarify vocabulary.** Pre-teach specific vocabulary: *debate; media; activists; gender stereotypes; revolution; context; position; claim; counterclaim; and sources of evidence.*
4. **To ensure that all students have equal access to information, provide options for comprehension.** Use concept maps or thinking maps to explore students’ understanding of *dangers and opportunities; claim and counterclaim; and primary sources and secondary sources.*
5. **Highlight patterns, critical features, big ideas, and relationships.** Use the following graphic organizer to highlight the relationship between the elements of an argument:

Text: _____

Context	Position	Claim	Evidence	Claim	Evidence

Day Two: Understanding the Strengths and Limits of Different Types of Sources

Learners differ in the ways that they can navigate a learning environment and express what they know. Some may be able to express themselves well in written text, but not speech, and vice versa. Action and expression require a great deal of strategy, practice, and organization, and this is an area in which learners can differ. Not only is it important to provide materials with which all learners can interact, but it is also important to provide alternative modalities for expression, both to level the playing field among learners and to allow the learn to appropriately (or easily) express knowledge, ideas, and concepts in the learning environment. Learning cannot happen without feedback, and that means learners need a clear picture of the progress they are (or are not) making.

1. **Facilitate managing information and resources.** Provide graphic organizers and templates for data collection and organizing information:

Source	Kind of Information	Strengths	Limits

Author: _____

Claim	Evidence

Media Use

Pros	Cons	Adding To	Challenging

The Opportunities and the Dangers that Media Use Has Introduced into the Lives of Young Arabs

Source	Dangers	Opportunities

2. **Establish clear expectations for group work.** Post class-created rubric where all students can view.
3. **Provide models or examples of the process and product.** Read aloud an example from one of the sources, think and talk aloud how you would examine your source; and *discuss what kind of information each one provides for thinking about the effects of media on youth and on society.* Chart responses onto graphic organizer, posted where all students can view.
4. **Enhance capacity for monitoring progress.** Establish rituals and routines that prompt learners to identify the type of feedback, advice, and/or assistance.
5. **Establish clear protocols for class discussions:** whole group; small groups; think-pair-share; and turn and talk.
6. **Increase mastery-oriented feedback.** While students are listening to classmates make and back up a claim about media use, have them use a checklist to discern differences between personal opinions (what they believe or want to believe) and an effective and objective argument that musters evidence in support of a position.

Self-Monitoring Checklist: Opinionated versus Objective Argument.

✓	Opinionated Argument		✓	Objective Argument
	Ideas are based on feelings			Claims are supported by reliable and informed sources
	Ideas are based on beliefs			Statements are supported by fact
	Ideas are based on beliefs personal view			Claims are supported by statistical data
	Statements are cannot supported by facts			Statements are supported by authorities and experts in the field
				Ideas are supported by logic

Day Three: Developing a Position

To help learners become more plan-full and strategic, a variety of options are needed, such as cognitive “speed bumps” that prompt them to “stop and think”. Graduated scaffolds help them actually implement strategies or engagement in decision-making with competent mentors.

1. **Support planning and strategy development** by providing checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedule of steps.

Developing My Position Statement		√
1 st	Do I draw the reader into my argument?	
2 nd	Do I only provide pro and con arguments?	
3 rd	Could my classmates take a different position?	
4 th	To make my argument effective, do I need to focus on one specific issue?	
5 th	Am I presenting my evidence in the most effective way? Could I do something differently?	
6 th	Is my conclusion interesting or is it just a summary? Can I introduce new questions or things for readers to think about?	

Day Four and Five: Drafting a Short Argument Essay

1. **Guide appropriate goal –setting.** Review rubric and provide a checklist to support students' application of the elements of argument writing.

STUDENT CHECKLIST FOR WRITING AN ARGUMENT			
2	Do I have a position statement?	What is my position statement?	
2	Do I have claim #1?	What is claim #1?	
2	Do I have evidence to support claim #1?	What is my evidence to support claim #1?	
2	Do I have claim #2?	What is claim #2?	
2	Do I have evidence to support claim #2?	What is my evidence to support claim #2?	
2	Do I have claim #3?	What is claim #3?	
2	Do I have evidence to support claim #3?	What is my evidence to support claim #3?	
2	Do I have any counterclaims?	What are my counterclaims?	
2	Do I have a discussion ready for my counterclaims?	What are the important points for my discussion of counterclaims?	
2	Do I have a thoughtful conclusion?	How is my conclusion thoughtful?	

TEACHER CHECKLIST FOR ARGUMENT WRITING

The writer of this piece	Yes? No? To what degree?	Evidence
WRITING STANDARDS		
Introduces claims and organizes the reasons and evidence clearly		
Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text		
Uses words, phrases, and clauses to clarify the relationships among the claim and reasons		
Establishes and maintains a formal style		
Provides a concluding statement or section that follows from the argument presented		
LANGUAGE STANDARDS		
Demonstrates a command of the conventions of standard English grammar and usage when writing or speaking		