

Media literacy is common sense: Bridging common core standards with the media experiences of digital learners

Findings from a case study highlight the benefits of an integrated model of literacy, thereby illustrating the relevance and accessibility of media literacy education.

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Walk down any middle grades hallway after school and you are likely to observe a variety of student interactions. On the surface, these interactions may appear as routine events, but the details have gone digital with the advent and accessibility of mobile media technologies. More often than not, a mobile phone or other screen-based technology is a focal point in the lives of young adolescents. Middle school students are accessing local, national, and global information via social, political, and entertainment outlets. These media influence and impact the developmental characteristics of adolescents, including the physical, cognitive, moral, psychological, and social-emotional dimensions of development (National Middle School Association [NMSA], 2010, p. 43). More than any other time in history, the coming of age experiences and identity development of young adolescents are largely mediated by a slew of multimodal texts. For educational professionals, the implication of students' increased engagement with media is that to help students develop the knowledge, skills, and dispositions to live, contribute, and thrive in the digital world of the 21st century, we need to amend how we think about texts and diversify the kinds of texts we choose to integrate into our curricula.

Although most mobile devices are small, fitting in the palm of one's hand or pocket, the cumulative time young adolescents spend seeking, streaming, and sharing digital content is striking, totaling nearly 12

hours of media exposure per day (Rideout, Roberts, & Foehr, 2010). In an effort to promote critical engagement with media content, many teachers, family members, administrators, and policymakers are advocating for media literacy education.

Media literacy is a set of augmented literacy skills that respond to the culture of multimodal information, ideas, and communication media that young adolescents experience. In short, media literacy is the ability to access, analyze, evaluate, and create texts in *all forms* (Hobbs, 2010). In conjunction with printed, alphabetic texts, media literacy recognizes and values the complex assortment of non-print and non-alphabetic texts (Gainer, 2013) that comprise our daily reading—such as pictures, television, movies, songs, video games, and websites—and provides teaching strategies for promoting active, critical reading of these media as texts. Thoman and Jolls (2004) explain:

If our children are to be able to navigate their lives through this multi-media culture, they need to be fluent in 'reading' and 'writing' the language of images and sounds just as we have always taught them to 'read' and 'write' the language of printed communications. (p. 19)

To create and implement responsive and relevant learning experiences that address the developmental level and cultural identities of middle school students, it is essential that our definition of *text* reflects changing

communication forms, and expands to include both print and non-print sources.

The purpose of this article is to investigate the concept of *texts* and how the Common Core State Standards (CCSS) affords teachers opportunities to implement media literacy education, in turn providing developmentally and culturally responsive middle level practice and promoting 21st century skills. This has implications for middle level teachers seeking to meet and move beyond Common Core Standards in ways that extend and expand notions of text while also supporting middle level practice and 21st century skills.

The article begins by contextualizing media use by adolescent learners in the 21st century, briefly reporting the time teens spend with media and technology and how the media affects them. This discussion is followed by a brief examination of the Common Core's concept of texts, seeking to define the concept in alignment with research and scholarship on 21st century skills. Perspectives and practice from a case of media literacy instruction is then described, including accounts of teaching and learning activities that integrate a variety of texts. In conclusion, suggestions are offered for connecting Common Core Anchor Standards with responsive and relevant curricula for reaching and teaching middle school students in the 21st century.

Adolescents and media

Information and communication technologies (ICTs) prevail in the lives of adolescents, and engagement with a range of multimodal texts plays a growing role in their social-emotional and socio-cultural development and interactions. According to recent research findings of media use by young people, their daily media use upon reaching adolescence jumps significantly (Rideout, Roberts, & Foehr, 2010). For middle grades students between the ages of 11 and 14, media use increases by more than three hours per day (Rideout, et al., 2010). The developmental impact of transitioning to adolescence during a time of escalating media exposure is significant as young people navigate not only an alluring media landscape, but also their own sense of self, including physical, moral, social-emotional, and socio-cultural aspects of identity (NMSA, 2010).

The potential consequences of increased time spent with media range from helpful to harmful—from valuable skills that include using ICTs to find information quickly or create media content—to negative effects

on well-being, development, and behavior (Kirkorian, Wartella, & Anderson, 2008). Regarding the latter, adverse effects of more time spent with media during key developmental periods have been widely documented and include: violent and aggressive behavior, poor body image, obesity, risky sexual behavior, and increased substance use and abuse (The American Academy of Pediatrics, 2010). Studies reporting detrimental media influences support Considine, Horton, and Moorman's (2009) contention that adolescents', "Extensive use of ICTs often creates a false sense of competency, as well as the misperception among many adults that contemporary youth are 'media savvy,' [however] hands on is not the same as heads on" (p. 472). While "digital natives" (Prensky, 2001) may exhibit agility in using ICTs, they often lack the cognitive skills necessary to deeply analyze and evaluate media texts, including message purpose, bias, slant, production techniques, codes and conventions, ideologies, and effects. In other words, while adolescents may be proficient users of ICTs, they are not necessarily prepared to be equally adept choosers in evaluating and judging the innumerable media texts that bombard them from screens large and small, nor do they have the ability to create comprehensive media products that communicate clearly and effectively for a given audience. This discrepancy affects students' academic success in schools, where 47% of heavy media users do poorly in school, as well as their future economic success and civic engagement (Rideout, Roberts, & Foehr, 2010).

The Partnership for 21st Century Skills includes media literacy in its Framework for 21st Century Learning, explaining, "To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology" (The Partnership for 21st Century Skills, n.d.). The fundamental differences between traditional literacy and media literacy are critical thinking and creative problem-solving competencies where students learn to evaluate and create texts in all forms. In turn, media literacy education offers the opportunity for educational practitioners to respond to the increased amount of time adolescent students spend with media, and to foster the kinds of critical and creative skills that are vital for success in life and work in the 21st century.

Defining texts

With the CCSS, we can expand conceptions of literacy in teaching and learning experiences. The CCSS endorses

an integrated model of literacy stating, “Just as media and technology are integrated in school and life in the 21st century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards” (National Governors Association, 2010). This effort is an important step forward in reaching goals for 21st century learning and literacy as past educational reform efforts have largely neglected the foremost role that mass media and digital technologies play in the lives and literacies of young people outside of school. The federal No Child Left Behind Act of the past decade remains the latest example of reform efforts that were prompted by global competition, driven by testing, and narrowly focused on the traditions of reading and writing print text, ignoring research findings that reported changing information and communication forms (Beach & Baker, 2011; Semali, 2003; Siegel, 2012). Yet, while the CCSS encourages the use of a wide range of print and non-print texts, there is also widespread confusion and disagreement about what *informational text* specifically means for teaching and learning.

Layton (2012) reports that many teachers, specifically English teachers, are shying away from using a rich range of fiction texts based in an understanding that the predominate percentage of texts used in teaching and learning must be nonfiction. Yet, the chief architect of the CCSS, David Coleman, explained that teachers were misunderstanding the purpose of the nonfiction requirement that refers to increasing nonfiction across content areas. Further, in an interview about the issue, Coleman said, “Students must learn to read complicated texts of all sorts” (p. 2). This latter statement better reflects the guiding vision of the CCSS that:

...students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new [emphasis added]. (National Governors Association, 2010)

Nonetheless, given the extensive confusion regarding the CCSS guidelines and reports that teachers are abandoning fiction texts to meet an ambiguous nonfiction quota, it remains to be seen if implementation of the new standards will support 21st century skills and literacies as suggested in the guiding vision, or if the integration of informational texts will remain limited in definition, scope, and practice. During the adjustment

and implementation of the CCSS, there is an opportunity to harness the language and leaning of the Common Core and define the concept of informational texts in a manner that responds to research and scholarship in media literacy education and 21st century skills.

When one considers the pervasive presence and persuasive power of commercial media, for example, one may begin to unravel the complexities of defining informational texts in a digital world. Research findings have indicated that adolescents learn about the world from commercial and entertainment media texts, regardless of the informational intent or validity of the text. Kilbourne (1999) examined the role that advertising media played in the developing gender identities of adolescent females, and described the susceptibility of females to accept, without question, the manner in which men and women are represented in ads and commercials (p. 129). In addition to commercial texts as informational texts, studies have provided evidence that media imagery and representations in a range of entertainment texts, including movies and video games, also impact our beliefs and opinions. In his findings, Cortez (2000) concluded that through the cumulative effect of watching children’s entertainment media, which relies on stereotyping and narrow representations, his granddaughters learned about race, ethnicity, and culture. Cortez argues, “This happens whether or not the makers of the programs have any pedagogical goals. It also happens whether or not the girls are actually aware that they are learning” (p. 8). Informational sources in our current digital world are complex in form and function. In developing a responsive and relevant middle level curriculum that values adolescents and reflects their needs and interests, it is essential to intentionally integrate a rich range of texts into teaching and learning through media literacy education, and develop young adolescents’ ability to critically read and analyze these texts and the socio-cultural contexts of production, dissemination, interpretation, and effects (Gainer, 2013).

Expanding and extending conceptions of texts through media literacy

Research context

The data discussed here were collected during the 2010–2011 school year as part of a larger case study of media literacy practice at a public PreK–8 school in an urban area. The school served approximately 450 students from

more than 20 countries who spoke multiple languages and were racially, ethnically, and religiously diverse. The class examined was titled, Media Literacy Workshop, and was part of the regular seventh grade curriculum. The class included a preliminary set of 10 media literacy analysis and evaluation classes held from September through December 2010 with a follow-up set of approximately 15 media production classes that took place between January and March 2011. For the class, the seventh grade student body was divided into two, 20-student learning teams. Each team met for this class once per week for a 45-minute period. During the video production phase, class met twice per week for 45 minutes each.

Each of the initial media analysis classes highlighted a topic related to mass media, commercial media, and media effects (e.g., advertising techniques, product placement, and media law), and integrated a range of print and non-print texts. During the production classes, students worked in small groups to produce original commercial videos for everyday objects (e.g., paperclips, socks, soap) that employed the persuasive media construction techniques they had examined in the previous classes.

Media Literacy Workshop was a team teaching effort by three veteran teachers with roughly 60 cumulative years of experience who collaborated in developing the curriculum, collecting and compiling the texts, and teaching the classes. Lisa, the librarian, and Tamara, the visual arts teacher, co-taught the media analysis and evaluation classes while Travis, the educational technology specialist, facilitated the production phase of the course (all names are pseudonyms). In conjunction with teaching Media Literacy Workshop, these three teachers also taught the greater PreK–8 school population in their respective disciplines.

Data collection

Data were collected in multiple ways to allow for a rich and comprehensive investigation of media literacy practice and included field observations, teacher interviews, student discussion groups, and document analysis. The primary method of data collection was classroom field observations, which encompassed both scripted and narrative details of lesson structure, media and technologies used, activities, assessments, teacher/student comments, and reflective notes. Following each class observation, raw field notes were reviewed alongside audio recordings in order to verify narrative and descriptive notes and confirm discourse.

Interviews with the three teachers were an important part of the data collection, and were conducted in two phases: an initial interview in November (I–1) and a follow-up interview in February (I–2). The first interview collected biographical information about each teacher including teachers' motivations, instructional styles, and ideas about teaching and learning in the digital age. In the second interview, teachers were asked to reflect on the current status of Media Literacy Workshop, discuss particular events or incidents of interest, and predict how the following year's course might change.

Students voiced their perspectives during a classroom discussion at the interim point of Media Literacy Workshop, between the analysis/evaluation classes and the video production classes. They offered information about their feelings, reactions, and the learning outcomes, in addition to providing an opportunity to triangulate cumulative data gathered from other sources.

Data analysis

Data were analyzed using grounded theory methods (Glaser and Strauss, 1967), and were actively examined throughout the collection, recording, and transcription processes. Using constant comparative methods (Glaser and Strauss, 1967; Charmaz, 2006), emerging categories were refined through an iterative, open coding process to 20 substantive categories that represented key trends and themes in the practice, pedagogy, and purpose of Media Literacy Workshop.

A sample coding protocol with representative data from interview sources is provided (see Figure 1).

Document analysis included collection and documentation of: (a) the Media Literacy Workshop curriculum document; (b) print/audio/visual media texts and technologies employed in teaching and learning; and (c) students' completed homework assignments and video products. Analysis of these documents supplemented data collected from field observations and interviews and helped to generate a greater understanding of curricular design, objectives, media and materials, and learning outcomes.

Research findings

While the results of the larger study yielded many noteworthy findings relevant to media literacy education, and teaching and learning in the middle grades (Redmond, 2012), this article focuses on three key

Figure 1 Sample coding protocol

Category	Example Statements from Interview Data
<i>Integrated Model of Literacy</i>	<p>Using images, sounds, and videos to communicate your ideas is important and it's becoming a more and more important way of communicating (Travis, I-1).</p> <p>...what media literacy tries to do, just like you do with actual literacy; we try to break it down. We try to slow it down... (Tamara, I-1).</p> <p>Kids have a way to talk about literature. It is a part of how we educate children. But they never break it down or slow it down or talk about it for media. Media kind of just happens to you (Tamara, I-1).</p>
<i>Developmental Perspective</i>	<p>This is a perfect age because they're skeptical. They are shifting their ideas (Lisa, I-1).</p> <p>We are kind of trying to play catch up with the amount of stuff they see that is not developmentally appropriate (Tamara, I-1)</p> <p>That's why media literacy is so great to do in 7th grade...it just all fits together into a pattern (Lisa, I-2).</p> <p>It's so important to understand exactly where kids are and what they are thinking and then to sort of tap into that. So, in middle school, for example, they are really into humor (Tamara, I-2).</p>
<i>Socio-Cultural Perspective</i>	<p>...You really need to question what the ulterior motive is of pretty much any media that's gonna come in your face (Tamara, I-1)</p> <p>The goal is for kids to become critical viewers of media, and, in that, critical consumers (Tamara, I-1).</p> <p>The first day we say "all media is constructed" and it's constructed to elicit... it's either after your money, power, or your emotion. There is something that they want and they are going to contrive to get it in some way. And [students] may go along for the ride and say: "That's great. I'm happy to be entertained by that," or they may say: "But I know what you're doing." And I think that's really what we want kids to end up with. Where they say: "You know, that's an interesting thing you just did" (Lisa, I-1).</p>

findings: (a) teachers employ a range of texts, engaging students in active learning via an integrated model of literacy; (b) teachers value young adolescents and strive to address their nature and needs; and (c) teachers embody characteristics of committed leaders and seek to address 21st century skills. These findings have significance for educators looking to foster responsive middle level practice and promote 21st century skills while addressing CCSS.

An integrated model of literacy. In each media literacy class, Lisa and Tamara exemplified an integrated model of literacy by incorporating a wide range of print and non-print texts for examination and study, and by fostering critical thinking and production opportunities for adolescent learners. Tamara explained the motivation for including media literacy education:

Boom! Boom! [Media] is so in your face! And I think what media literacy tries to do, just like you do with actual literacy; we try to break it down. We try to slow it down...What a great opportunity for kids to slow it down and really look at it and really think about it. Because you are never really given a chance to really think about it. Because, by the time that

commercial is over, there is something else slapping you in the face... So, the idea is to dissect it. And to slow it down, break it down, and to give kids a vocabulary to talk about it. (Tamara, I-1)

Teachers worked with students to develop their capacities for critical thinking and media message deconstruction by integrating words and terms that students could use in naming and identifying the codes and conventions used by media texts to convey information. For example, in a lesson on the argumentative strategies used by advertisers, Tamara pointed out that advertisers will often "use fake words" naming this convention "weasel words." The class then deconstructed a shampoo advertisement with Tamara modeling:

Weasel words are words that are used to grab your attention, but if you think about them carefully you're like, 'what do they mean?' Like 80% less breakage... what is "breakage?" But doesn't it sound good?" It sounds like science, but it is really about advertising... mineral this, mega that... Like this mineral mascara— they want to make the product enticing to you. (Tamara, Class 1, 9/23/2010)

In addition to explicit advertising media, students also investigated product placement in popular fiction book series, like *The Clique*, and analyzed magazine articles that blended information with advertising in *Sports Illustrated* and *National Geographic Kids*. Students developed the abilities to analyze and evaluate these and other non-print texts, including clips from television shows, movie scenes, news articles, and documentary film excerpts as informational texts for study. Lisa described that the premise for the course was largely based on providing opportunities for students to acquire and apply 21st century skills; “If you look at the standards...[they] talk about 21st century skills, having kids be able to evaluate and assess media, make some judgments about its accuracy... I think there is this call for being a media literate person” (Lisa, I-1).

Students were tasked to apply what they were learning about persuasive argumentation in commercial advertisements to political messages and campaigns, and later in their video projects. Travis shared his feeling that the goal of media literacy education was for students, “To be better consumers of media, to understand the power of it, to understand the influence of it, and—the flip side of that—to be able to communicate well [using media]” (Travis, I-1). In addition to critically reading a variety of texts, teachers integrated the writing, or production side of literacy, by challenging students to employ the strategies of argumentation they were studying in commercial media when composing their video scripts and stories.

In preparing for script writing, students worked in pairs to plan skits that exemplified a given persuasive technique, and then the rest of the class was challenged to guess the technique the pair was demonstrating. In one skit, two students exaggerated the concept of weasel words by having one student extoll the virtues of his friend’s made-up designer jeans. In textbook advertising form, he said: “Oh, man! Are those the new *lexitonical* jeans? They are so *flexinotical*! They *scrunch-i-nize* the buttocks. Way *tight-en-otical* (Student dialogue, Class 10, 12/16/2010). The class erupted in laughter after this skit and, in later conversation, Tamara emphasized that integrating humor is one of many strategies for reaching seventh grade students and part of the culture of middle level media literacy education.

A responsive curriculum that values young adolescents.
While learning experiences included critically analyzing and producing texts in a variety of forms as an essential part of fostering 21st century literacies,

teachers also emphasized the importance of integrating popular media texts from the students’ culture as a developmentally and culturally responsive teaching and learning strategy. Lisa and Tamara explained that connecting the curriculum to the world of adolescent learners was an indispensable prerequisite for learning, and they accomplished this in two ways; one aspect was engagement and the second was co-learning.

Students were engaged and motivated by the process of analyzing media texts because they were familiar to them. As one student explained:

We talk about stuff from outside of school, sort of. We talk about the media and all the different brands and how they put them in movies. We also talk about, like, celebrities, and stuff like that—things that we can relate to or know a little bit more about and are a little bit more interested in than, like, science or something. (Judy, class discussion, 12/17/2010)

By integrating a wide-range of media texts into their curriculum, teachers were able to capture students’ interest in textual analysis quickly and effectively.

In addition to using texts from students’ media experiences, Lisa and Tamara invited students, as experts, to contribute to the curriculum:

Asking the kids to contribute is huge. Now with YouTube, you can really invite kids to contribute ideas. There is a way for a student to come to us now and say, “Check this out!” So the way we learn is also from them telling us about media, because they know way more about tween media than we ever will. (Tamara, I-2)

The invitation for students to share contemporary media examples from their adolescent culture permitted teachers to enter into a relationship of co-learning with the students, in addition to providing them with the opportunity to keep their curriculum examples current. Students in turn felt valued and responded positively to the class, sharing that they found the topics relevant. One student shared, “We are actually learning about, like, about stuff that you like...learning about ads and stuff that you can understand more... and it’s more interesting” (Harold, class discussion, 12/17/2010). While part of students’ engagement and interest in the class was a result of the types of media texts that they read, namely media from the popular culture, the practice of co-learning suggested that students felt ownership over the curriculum, contributing a legacy in text suggestions for future Media Literacy Workshop students.

Both approaches—engagement and co-learning—fostered a highly responsive curriculum because they served to address students’ developmental levels and cultural worlds (Pahl & Rowsell, 2005). Gainer (2013) explains, “Literacy is situated, and comprehension depends on many factors including the sociocultural and historical contexts in which a text is created” (p. 17). By integrating media texts with which students had a connection, teachers were able to facilitate a sociocultural approach to literacy that connected students’ in school and out-of-school literacies.

Teachers as committed, 21st century leaders. The middle level educators in this study were committed leaders in many ways, but in particular two characteristics stood out. First, these teachers described and demonstrated a commitment to teaching media literacy education and 21st century skills as a responsibility of all educators, and second, they carried their practice from the classroom to the community. Travis explained:

I mean, for me, I feel like it is a responsibility to teach kids, and also to be aware ourselves, of the effect of media, because it is—media literacy—is a new type of literacy and we spend so much time trying to teach kids to write and stuff and so much of the communication that happens now and that will happen in the future is not just text-based. It’s a combination of text and video, and text and graphics. (Travis, I-1)

Further representative of their commitment to students, and as leaders in their community, the teachers worked together to host a Movie Premier Breakfast for students and their families to view and celebrate students’ final video projects. Lisa remarked, “Parents overwhelmingly report that they like that it happens—when they see what the kids have put together” (Lisa, I-1), and Travis reiterated that “[Parents] are very interested and very approving” (Travis, I-1).

Lisa, Tamara, and Travis took their responsibility for teaching 21st century literacies in their classes seriously, and their passion prompted them to extend practice beyond their classroom walls and school borders. Together, they wrote a grant so they could offer professional development for interested teachers, and provided copies of their curriculum, handouts, and media in a binder for all participants. Lisa shared, “It’s a great example of collaboration, which is one of the system-wide goals, and I think it’s a great example of integration of skills for 21st century learning” (Lisa, I-1). Employing media literacy to

meet CCSS in meaningful ways is inspiring for students and teachers. Through the integration of a range of texts, especially those texts that emerge from students’ media culture, teachers and students create bridges between adolescent culture and the curriculum, while meeting standards at the same time.

Beyond their leadership qualities, the teachers in this study exemplified Wenger’s (1998) concept of communities of practice through their active collaboration and commitment to participatory media literacy practice that connected students with their media cultures, students with teachers, and teachers with teachers.

Implications

The results of this study are significant for those seeking to address CCSS and 21st century skills in their classrooms, as well as reach beyond reforms and standards to develop sustainable and relevant literacy practices for today and the future. Specifically, through an integrated model of literacy that employs a range of multimodal texts, teachers can reconcile CCSS and middle level practice in a developmentally and culturally responsive curriculum. Moreover, teachers’ media literacy practices positioned them as 21st century leaders in their schools, and revealed a rich collaboration. The following section provides examples of anchor standards from each middle level grade exemplified in this teaching and learning endeavor.

In Media Literacy Workshop, students analyzed point of view and purpose in a variety of print and television commercials and strategies of argumentation were dissected and applied in their video projects. This critical work responds to “**CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text” (National Governors Association, 2010). Sixth grade English language arts and social studies teachers might meet the same standard by reading a range of texts, including the lyrics of popular songs. English and language arts teachers could use Katy Perry’s wildly successful song *Firework* from her two times platinum album *Teenage Dream* during a learning experience about literary techniques and style. Social studies teachers might engage students in their study of *New World Explorers* by using Neil Young’s 1975 song *Cortez the Killer* to analyze point of view and purpose.

In seventh grade mathematics, teachers might plan a learning experience focused on cell phone provider

or credit card company commercials in meeting “**CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words” (National Governors Association, 2010). Through guided, purposeful viewing of these familiar media texts (e.g., commercials) students could develop and apply mathematical skills in assessing the presentation of information, examining bias and validity at the same time.

Finally, students in eighth grade science could meet “**CCSS.ELA-Literacy.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text” (National Governors Association, 2010) by critically analyzing information presented in documentary film clips, like those from the BBC’s *Blue Planet* series, in conjunction with evaluation of information in popular Hollywood movies, like *Finding Nemo*. By extracting textual evidence that most strongly supports (or contradicts) what a text says explicitly, students may develop critical analysis skills that include evaluating and judging information based on selected evidence. Additional comparison of evidences across a range of media texts facilitate students moving beyond simply citing evidence to foster a deeper evaluation of the accuracy, validity, or bias embedded in texts. By, “Combining multiple semiotic resources” (Siegel, 2012, p. 671), teachers seek to engage students in literacy as a social-constructivist practice (Vygotsky, 1980) in turn preparing students to participate in complex literacy discourses in 21st century global communities.

Media literacy education offers a sound pedagogical approach for integrating multimodal texts and extending literacy across and between disciplines. Further, media literacy encompasses effective instructional strategies for addressing the CCSS and, more importantly, the complex developmental and cultural dimensions of young adolescents’ literacy lives. When integrating media literacy into your classroom, remember the following: (a) use a range of both print and non-print texts in literacy activities; (b) use texts from the students’ media experiences, inviting them to contribute to the curriculum; (c) analyze texts critically, and synthesize learning through production projects that also employ media; and (d) share your success with your school community and beyond.

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