



Subject: ELA/Writing

Grade Level: Elementary School

DI Strategy: Tiered, Split Screen

Elementary Writing Tiered Lesson

Recently, I used tiering as a way to assist my students with their writing. In second grade, students are required to complete difficult writing tasks that many of my English language learners need more supports to complete. For every writing assignment we go through a writing process where we plan, draft, revise/edit, and publish our writing. Students have to respond to a specific prompt and focus on either informational, persuasive, or narrative writing. All of my students need different types of supports when completing these writing assignments so I decided to tier my students in order to provide the supports necessary to meet each student's needs and scaffold them appropriately.

Before planning this lesson I used at my students' writing journals to tier students based on their writing abilities. I collected information, interpreted it, and then acted on it by placing students into three tiers. The students' writing journals were used for both free writing and responding to prompts, but they were very informal. I did not help them with these. The writing journals are used as a way for students to write out their thoughts and share with the group.

My low group of students included students who struggled to write complete sentences. Their words were mixed up and out of order, did not make sense, and did not use punctuation. These students had difficulty writing more than one or two sentences. My middle group included students who were able to produce couple sentences, sometimes used punctuation, and had some incomplete sentences. My high group of students included students who were able to write a paragraph or more. They used complete sentences and capitalization. They could be challenged to expand their writing by using details, introductions, and conclusions to take their writing to the next level. I had 4 students in the high group, 4 students in the middle group, and 3 students in the low group.

Before splitting students into groups I gave a whole group writing lesson where I modeled how to complete the writing assignment. I explained the prompt (write an informational writing piece about an animal's habitat) and what informational writing meant. I showed them a video about informational writing and showed them examples of what informational writing is and is not. Students then went off into groups to complete the sequencing graphic organizer where they planned out what the beginning, middle, and end of their writing would look. The low group was given many scaffolds such as words with pictures, books on animals, a word wall, and sentence frames. I spent the most time with this group of students. They were able to use the same structure for the introduction and conclusion sentences. The low group was required to write 3-4 sentences. The middle group was given sentence starters, a word wall, animal books and were required to write 5-6 sentences. The high group was given animal books and were able to use



Teaching Learning Succeeding

my example as a guide. They were challenged to write 7-8 sentences, have an introduction and conclusion, and use adjectives to add details. I spent the most time guiding the low group but circled around the room to check on each group.