



Subject: English Language Arts

Grade Level: High School

DI Strategy: Split Screen/Flexible Grouping

Argumentative Writing Split Screen Assignment

The Split Screen strategy can be used in the English classroom to help students work efficiently on planning an argumentative essay, according to their writing skill levels. I determined the students' initial proficiency level with argumentative writing by having them work alone to fill out a graphic organizer which includes the following:

- Proposed Topic
- A Possible Thesis
- Preview of three viable main points for body paragraphs

After reviewing these organizers, I determined which students needed help revising the thesis and finding textual evidence to support it, and which students would probably be able to start building body paragraphs with textual evidence on their own.

I placed the more autonomous students (those who demonstrated strong argumentative writing/organizing ability on their graphic organizers) in their own groups (I grouped them according to which prompt they chose to answer) and had them work collaboratively to select quotes from the text to support their thesis statements, create signal phrases for the evidence, and cite the evidence.

I primarily worked with the second group of students. These students were also grouped according to prompt choice, and I moved from small group to small group, helping students select quotes and showing them how to craft signal phrases and proper in-text citations for those quotes.

With about 10 minutes left in the period, the entire class came back together, switched papers, and the students proofread each other's body paragraphs, looking for demonstration of the skills worked on in class that day. I then took the body paragraphs and proofread as well.