



Subject: English Language Arts

Grade Level: Middle School

DI Strategy: Compacting

Grammar Compacting Lesson

For this lesson, I chose to incorporate compacting to benefit my students. The focus of this lesson was on grammar - specifically the unit on modifiers. I used a targeted check for understanding that was a pre-assessment on the unit of modifiers. Based on their score on the pre-assessment, the students had three options moving forward. Traditionally with grammar lessons, we reviewed one lesson per day and then had a test at the end of the unit (there are usually 5-10 lessons per unit). For this lesson, I instead wanted to ensure that each student was working at his/her correct level of difficulty. Some students needed to complete the traditional grammar lesson while other students were able to skip the traditional lesson and move onto an enrichment activity. The groupings are listed below.

High level students- students who scored an 85% or higher on the pre-assessment had the option of forgoing the traditional grammar lessons and completing a project on modifiers instead. The grade that the students received on the modifiers project was intended to replace the test grade that they would have taken if they went along with the traditional grammar lessons. The students worked on these alternative projects in class while the other students were learning the traditional lessons. Students were to create a "Mad Libs" story in order to show their knowledge of modifiers. They created one "Mad Libs" story using adjectives and adverbs from our current unit of instruction. Their "Mad Libs" needed to be at least three paragraphs in length. They needed to include the following story elements- a title, characters, setting, plot, and a wide variety of adjectives and adverbs from our current unit.

Mid-level students- students who scored 80-85% on the pre-assessment had the option of completing the traditional grammar lessons on their own. They were allowed to join the class at any time or work ahead of the class if they found the lesson of the day particularly simple for them.

Basic level students- students who scored 79% or lower on the pre-assessment completed the traditional grammar lessons as they normally would have.

At the end of the unit, basic and mid-level students took the unit test which is worth 30 points, and the high-level students submitted their "Mad Libs" project which is worth 30 points as well.