



Subject: English Language Arts
Grade Level: High School
DI Strategy: Must Do/Can Do

Literary Elements Must Do/Can Do

In preparation for the upcoming Keystone exam, I was concerned about my students' ability to analyze literary elements, especially with little prompting and class discussion. I wanted to give all students a chance to focus on just a few elements at their correct level of difficulty rather than trying to focus on multiple literary elements at once. I also wanted them to be able to see the literary elements as separate entities and to think critically about the kinds of questions they need to ask for each one. I was looking for a strategy that would involve some movement rather than students sitting at their desk and answering questions.

Prior to the activity, students took a targeted assessment in which they read a Keystone-type passage and answered questions focused solely on literary elements. I used these to determine what stations were needed both as a class and then for each individual student. Before class began, I posted the stations and the questions for each on the walls in my classroom.

The day of the activity, I gave each student a copy of the same short story and prompted them to read it twice and complete annotations. After they read, I gave them the Must Do/Can Do directions. At the top of the directions, there was a colored dot. Each student got a paper with the colored dot that corresponded to the stations at their correct level of difficulty based on their targeted assessment. We went over the expectations for what the activity would look like and sound like prior to the beginning of the activity.

Students had two semester-long projects they were working on which acted as the anchor activities for the class period.



Must Do/Can Do Model

Nicholas Was... by Neil Gaiman

older than sin, and his beard could grow no whiter. He wanted to die.

The dwarfish natives of the Arctic caverns did not speak his language, but conversed in their own, twittering tongue, conducted incomprehensible rituals, when they were not actually working in the factories.

Once every year they forced him, sobbing and protesting, into Endless Night. During the journey he would stand near every child in the world, leave one of the dwarves' invisible gifts by its bedside. The children slept, frozen into time.

He envied Prometheus and Loki, Sisyphus and Judas. His punishment was harsher.

Ho.

Ho.

Ho.



Must Do/Can Do Model

Group	Must Do	Can Do
Blue	<input type="checkbox"/> Point of View <input type="checkbox"/> Author's Purpose	<input type="checkbox"/> Conflict <input type="checkbox"/> Text-Self Connections
Purple	<input type="checkbox"/> Conflict <input type="checkbox"/> Tone	<input type="checkbox"/> Text-World Connections <input type="checkbox"/> Character
Orange	<input type="checkbox"/> Character <input type="checkbox"/> Theme	<input type="checkbox"/> Text-World Connections <input type="checkbox"/> Literary Techniques

Reminders:

- You must do all the Must Dos, but you can choose the order in which you do them.
- You must check in with me after you have completed each Must Do.
- You can do the Can Dos in any order, and you do not need to check those with me.
- Use the pages provided to record your work.
- Make sure you answer all questions at a station.
- Do not wait for your friends. Once you have completed a station, move on.
- If you finish all Must Dos and Can Dos, proceed to anchor.



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