



Subject: ELA

Grade Level: Elementary School - 5th Grade

DI Strategy: Split Screen/Flexible Grouping, Tiering

How can I modify this strategy exemplar to fit in my classroom?

Elementary ELA Tiered Split Screen

The skills that my students were working on during our week of instruction were *narrator's point of view* and *understanding synonyms and antonyms in context clues*. After doing introductory lessons on both skills, having whole group practice, and practicing in small, leveled groups for two class days, I administered a targeted check.

For the targeted check, the students were given three short paragraphs where they had to determine the *narrator's point of view* - first person, third person limited, or third person omniscient. They also had to highlight the evidence that proved the point of view. On the second page of the targeted check, they had 6 *context clues questions*, all varying between finding the *synonym* or the *antonym* of the unknown word using context clues.

Once I collected the data on the targeted check, I placed the students into three groups - students who mastered both skills, students who needed assistance on *synonyms and antonyms*, and students who needed assistance on *point of view*. A few students needed assistance on both skills, so they fell into both assistance groups. This then guided my next day of instruction in which I set up a split screen model with tiered stations depending on the students' needs.

Below you will find a description of the stations each of the three groups of students participated in during the next class day.

Students Who Mastered Both Skills:

Station 1: (Independent from teacher; students had the option to work individually or with a partner from their group)

The students had to read a tall tale, *Pecos Bill*, which was an extension of tall tales from our week of study. After reading the tall tale, they had eight challenge questions, focusing on *point of view* and *synonyms and antonyms*. The questions required them to use the passage for evidence but also to extend their understanding of the skills. Instead of finding the synonym or antonym of an unknown word from the passage, they had to find a pair of words used in the passage that were synonyms or a pair of words used in the passage that were antonyms, and instead of just identifying the point of view of the narrator, they had to determine how it would change if it were written from another person's point of view. When they finished, I provided an



answer key at their station for them to check to see how they did. Once finished, they moved on to Station 2.

Station 2: (Still independent from teacher; students had to choose a partner to work with)
The students had two options in this station. They could have fun with *synonyms and antonyms*, OR they could have fun with *point of view*. There were two extension tasks for them to choose from.

The first task involved an extension of *point of view*. The students had to come up with a scenario that would occur in school - problem on the recess yard, situation at lunch, or a group project in class. They had to type the scenario, three times, from three different *points of view* (first person, third person limited, and third person omniscient). They had to be sure to demonstrate the *point of view* accurately AND to include information that only that type of narrator would know. Once finished, they were to share (through Google) their document with me.

The other option was to read a paragraph that had 20 highlighted words. Their job was to come up with the *antonyms* of the 20 highlighted words with their partner. When they finished, they were to check the key. Then, they had to mimic the assignment by typing a paragraph of their own, highlighting 10 words of their choice. Along with that, they had to create an answer key, identifying the *synonyms* of those 10 words. Once done, they printed their worksheet. They then had to switch with their partner and find the *synonyms* of their partner's 10 words. They then had to check their partner's work with the answer key to be sure that it was correct.

Students Who Needed Help with Point of View:

Back Table Station: (With the teacher)

We went over the notes of the three different types of *point of views* (handout for them to use) and did three examples together. I modeled how to highlight proof and what signals each type of *point of view*. They then had to complete a *point of view* worksheet, identifying the narrator's point of view independently. I walked around to be sure that they were looking for the signals and highlighting the correct proof, using the note handout to guide them. Once they demonstrated proficiency on those, I had them do a "checkout," which was one final reading passage in which they had to identify the *point of view*. It was an excerpt from the fairy tale, *Snow White*, which is a third person omniscient piece because the narrator is in all of the character's minds. The students had to show me that they could identify that and highlight all of the places that showed the narrator in the several characters' minds. Once they demonstrated their understanding, they were able to go to Station 2.

Station 2: (Independent from teacher; Students had to work with a partner)

They could choose which extension they wanted to work on - *synonyms and antonyms* OR *point of view*. (Station 2 is explained above)



Students Who Needed Help with Synonyms and Antonyms:

Station 2: (Independent from teacher; Students had to work with a partner)

These students began independent from me because I needed to work with my point of view group first. To start off, they went to station 2 (explained above) and worked on the *point of view* extension. They did not have the option to do the *synonym and antonym* extension because it would have been too difficult for them to do. Once I finished with my point of view group, I called them back to the back table station with me.

Back Table Station: (With the teacher)

We first went over the definitions of *synonyms and antonyms*. I gave them a sheet of four steps to follow - first decide if the unknown word is positive or negative, then look for clues around it that may help with its meaning, then plug in your definition, and finally write if you are looking for the SAME definition (synonym) or the OPPOSITE definition (antonym). I did four sample questions with them, modeling those four steps. Then they had five to do (one at a time) on their own as I walked around, being sure they were following the steps and using their skills. Once they finished the five, they had a “checkout.” For the checkout, they had to complete four questions, finding either the *synonym or antonym*. For those who mastered, they were able to go back to Station 2 to continue their extension work. For those who didn’t, we went over the mistakes, and they had four more to prove they mastered the skill.

**If a student needed assistance with BOTH skills, they stayed at the back table station with me for the entire time. They started with me for *point of view* and continued with me for *synonyms and antonyms*.

**If any student/partnership finished Station 2 before time was up, they had an Anchor activity to work on. They were to read another tall tale. I had a collection of ten tall tales for them to enjoy if they finished early.