Subject: ELA
Grade Level: 11th
DI Strategy: Targeted Check, Tiering

Targeted Check on Literary Elements and Techniques

What skill(s) were you targeting and why?

At the beginning of the semester, I needed to gauge students' ability to do three things: summarize a text, identify literary techniques at play in the text, and discuss how those literary techniques developed theme.

What targeted check did you give to students and what did you notice?

Using the summer read, *The Glass Castle*, I gave all students the same passage from the beginning of the text so that lack of reading did not impact performance. All work was done independently. Students first read the passage silently and summarized the passage in the margins. After reading the passage, I handed out a graphic organizer which also had a box with literary techniques listed and defined as an additional scaffold. Students were prompted to highlight and label literary techniques on the passage. They were then asked to write a paragraph in which they discussed the message of the passage citing at least two literary techniques present as evidence. This was completed in class.

How did you respond to the targeted check data?

Students received their assignments with feedback. I used these assignments to create a tiered activity for the day. Their papers had one of the following colored dots on the top: purple, orange, or green.

Purple Group (8 students):
- Students received a relatively easy passage from the beginning of the text (literary techniques and message were easy to identify)
- Students read and summarized the passage in the margins on their own
- Students were then prompted to check their summaries with the teacher before moving on
- Students were asked to identify and label two literary techniques on their own
- Students were asked to write two sentences explaining the message of the passage on their own
- When the class broke into groups, the teacher worked with the purple group on connecting the message to literary techniques

Orange Group (15 students):
- Students received a passage of medium difficulty where literary techniques were more obvious than the theme
- Students read and summarized in the margins on their own
- Students were asked to identify and label two literary techniques on their own
- Students were asked write two sentences explaining the message of the passage on their own
- Students were asked to brainstorm how literary techniques connected to message on their own
- When the class broke into groups, students shared their messages with a partner and discussed which analysis seemed more accurate

Green Group (3 students):
- Students received a more difficult passage
- Students read the passage on their own and had a choice whether to summarize in the margins
- Students were asked to identify, label, and discuss the importance of two literary techniques on their own
- Students were asked to write a paragraph explaining how the literary techniques contributed to the message of the passage on their own
- When the class broke into groups, students had to come to a group consensus on the message of the passage and two literary techniques that supported the message

How were students engaged at the correct level of difficulty?

Based on level of need and mastery of the skills, students were given appropriate materials and scaffolds to complete the work and progress toward mastering learning objectives.