



Subject: Writing

Grade Level: 3rd

DI Strategy: Targeted Check, Scaffolding

Targeted Check on Descriptive Writing with Adjectives

What skills did you assess and why?

Students have been learning what adjectives are and how they are used. We have brainstormed a list of adjectives and practiced how to find and use them. Now they have to apply it to their own writing, so I did a targeted check first to make sure they were ready for that.

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

Students had to view pictures in Google Classroom and write a few sentences describing each picture using adjectives. I was able to determine that 13 out of 22 students understood, using adjectives such as, "the beautiful, calm water." Of the remaining 9 students, 5 only used one adjective and the remaining 4 students just wrote things like, "There is a pool in the picture." There was a level of disconnect since they were just writing nouns. I was also able to see which students were really embracing sensory adjectives and were ready for more of a challenge.

How did you respond to the targeted check data?

I did a tiered scaffold on a lesson involving using sensory adjectives to describe a video clip.

High - Does not need scaffold and can describe the video clip using sensory adjectives to create a picture in the reader's mind.

Medium - Worksheet with sentence starters, prompting using sensory adjectives to create a picture in the reader's mind.

Low - Working with me and a worksheet with sentence starters and a word bank of adjectives that are appropriate for the specific video.

How were students engaged at the correct level of difficulty?

My medium group utilized their sentence starters and created excellent paragraphs. While I was working with my lower group, I knew they benefited from having the word bank of adjectives, and it also provided me with another opportunity to show them how to describe with adjectives instead of just writing the nouns. So everyone was challenged appropriately.