



Subject: Writing

Grade Level: 3rd

DI Strategy: Targeted Check, Tiering, Split Screen

## Targeted Check on Text Structure

### **What skills did you assess and why?**

My students are in the process of learning how the structure (way the text is written) contributes to the meaning of the text. The goal is that they will be able to use text evidence to show how the author wrote the text and why it is important to the overall understanding of the text. This is a complex skill for my students and requires a lot of practice.

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

My class is comprised of 23 students. After initially teaching this skill in several ways and providing the students with practice (including in guided reading groups), I did a targeted check which was for students to read a story, "How Pasta Came to America," with the goal being they would understand that the author used sequence to explain how pasta arrived in America. From this targeted check, I was able to clearly split my class into two groups: a group of 13 students who were able to describe how the structure of the text contributed to its meaning and use text evidence, and a group of 10 students who did not analyze the text structure, but rather just copied words from the text as evidence.

### **How did you respond to the targeted check data?**

I started the class off with a mini-lesson involving recalling text structure and how to use it to determine the text meaning, and established our learning targets. We began the reading of our text, "Nature Did it First," as a whole group. After we read the first three paragraphs together, which set up the structure of the whole story, we broke into two groups. The green group began with me and the purple group started out independently working on anchor activities.

Tiering: For this activity, in addition to the split screen process, I tiered the materials for my two groups. The materials for the green group included an organizer to help the students find key pieces of the text structure in each paragraph, and I also copied those paragraphs from the Wonders anthology so the students were able to mark up the text.

The higher group (purple) used the anthology book without marking up text and had a sheet of written response questions. I included an enrichment question which encouraged them to think more deeply about text structure because that group was very successful on their targeted check.

### **How were students engaged at the correct level of difficulty?**

My students were definitely challenged at the correct level of difficulty. Even though my high students did an excellent job on their targeted check responses, they needed this practice to reinforce their skills. My lower group was challenged, but providing them with the tiered material helped them to feel more capable. I also think they needed my support during the split screen to help them keep their thinking focused.

If I were to do this lesson again, I would make three groups instead of two. I felt that if the class were split into three I would've been able to provide the students with more individualized instruction. My push-in support and I discussed the lesson after and she noted, "it was almost like there were two groups within the lower group"(green), which I agreed with. This skill is so analytical that my lowest students are going to need some more practice and individual attention to understand it. I would definitely keep the tiered materials. I felt that really kept students on track working on their level of difficulty and I felt that aspect was very successful.