

Instructional Strategy

I will be eclectic in my choice of strategy.

The main strategy will be Gagne's reorganized 5 events of instruction that falls under cognitivism and includes Keller's ARCS model of motivation. However, since I deeply believe in the benefit of student-centered learning in which learners construct knowledge and are actively involved in their learning, I will also borrow 'constructing knowledge' (number 4, which falls under constructivism) from Hirumi's (1996) "Eight Events for Student-Centered Learning."

So, here is what the final strategy I shall use will look like:

1- Preinstructional activities

- a. Motivating learners > Pretest as a result of which they will realize that they need instruction
 - i. Gaining/sustaining attention [refer to KWL Chart- They fill out the "What I Know" section]
 - ii. Making sure learners perceive instruction as relevant [refer to KWL Chart- They fill out the "What I Want to Know" section]
 - iii. Making sure they are confident that they can master the objectives > create the appropriate level of expectation for success
- b. Try to derive objective(s) together (guide them to reach the main objectives of instruction) then share mine with them- But be open to make changes if need be).

2- Content presentation and examples + Constructing knowledge

Objective 1. Students read story and analyze it:

- Use the title to predict (about time, place, main character, story line)
- Read the story
- Analyze the words and phrases in context
- Discuss open-ended guiding questions
- Analyze main characters [Open Ended]
- Draw up the timeline of events in the story

Objective 2. Students identify Narrative Elements

The class will be divided into 3 groups. Each group will be assigned two narrative elements. They will have to become experts in the narrative elements they are assigned. They will have 20 minutes to find the best way to explain them (cf. document # 00) to the

class. After each group presents, the learners will fill out the relevant section of the Short Story Components Fill-in Form, then they will correct each other's copies based on the aforementioned rubric > peer feedback. (cf. assessment)

Objective 3. Students write first draft of own story

- Fill out a “Short Story Components Fill-in Form” for own story (tentatively)
- Write the sequence of action / timeline of events for own story
- Write the first draft of own story

Objective 4. Students indicate narrative elements in own story

- Highlight words/sentences that indicate the narrative elements [Open Ended]
- Write in the margin what kind of narrative elements the highlighted words indicate [Open Ended]
- Fill out another “Short Story Components Fill-in Form” for own story then compare this form with the previous one

Objective 5. Students evaluate peer/own work

- Complete “Short Story Evaluation Rubric” for a peer
- Complete “Short Story Evaluation Rubric” for own story

Objective 6. Students write second draft

- Review peer and self evaluations of own story, modify story based on evaluations (write the second draft)

Objective 7. Is 2nd draft satisfactory? (Teacher's Evaluation)

Objective 8. Students prepare final copy of story [Evaluation by teacher based on rubric]

Instructions for the assessor of the final draft of the essay:

Supposing the second draft evaluation was at least in the intermediate level, the learners are supposed to start writing their final draft based on the teacher's corrections. After they are done, they need to fill-out “Short Story Components Fill-in Form” (the final one) and submit it with their final draft. The learners already know that their story should be at least 1,000 words. They need to be reminded that their final “Short Story Components Fill-in Form” is also assessed in the “Short Story Evaluation Rubric” which is over 100 points.

Time allotted: 2 hours

(In case any learner's second draft evaluation was below the intermediate level, they need to have gone back to step 5 (evaluate own work) before they start writing their final draft.)

How to assess: Start by evaluating the learners' "Short Story Components Fill-in Forms" and give them a score out of 18 points.

The components are as follows:

Trait / Item	Novice / In-Progress	Intermediate	Proficient	Total Pts.
Short Story Components Fill-in Form 18%	The "Short Story Components Fill-in Form" is not well filled-out (more than 8 mistakes). The answers do NOT show that the learner has well understood the narrative elements and was able to include and indicate them in his/her own story to a sufficient extent. (13-14 pts)	The "Short Story Components Fill-in Form" is rather well filled-out, with no more than 8 mistakes. The answers show that the learner has somewhat well understood the narrative elements and was able to include and indicate them in his/her own story to a good extent. (15-16 pts)	The "Short Story Components Fill-in Form" is very well filled-out, with no more than 3 mistakes. All the answers show that the learner has well understood the narrative elements and was able to both include and indicate them in his/her own story. (17-18 pts)	

As you assess those forms, highlight the relevant components in the "Short Story Evaluation Rubrics", then write the final scores out of 18 in the last column to the right.

Afterwards, read the learners' short stories and assess them based on the remaining traits in the "Short Story Evaluation Rubric." Do not forget to highlight or underline the relevant comments in the rubric. This will help the students understand why they received that grade and what needs to be fixed. If you find yourself highlighting components in different columns for one trait, this is OK. Then the grade you assign to that trait needs to reflect that. For example, if you are evaluating "Characterization" which is over 10, and you highlight some components under "Novice" and some others under "Intermediate," then the grade you assign should follow the column under which there are the most highlights. You need to use your own judgment here. If you are not sure, assign a grade of 7.5 (which is between the two).

- 3- **Assessment: posttest** > At the end, the learners will be given a posttest and will be asked to fill out the "What I Learned" section of the KWL chart, which will help show them how much they have learned. In addition, they will be able to derive satisfaction once they realize that they scored at the proficient level on their essays.
- 4- **Motivating learners:** Making sure they derive satisfaction from the learning experience (intrinsic feelings of accomplishment: Proficient!)