

## Assessment Instruments and Procedures for Measuring Performance

### 1. Read story and analyze it

- Performance Objective: Given the short story titled “The Lady or the Tiger?”, the English Language Learners will, in one hour, be able to use the title to predict, analyze the words and phrases in context, answer open-ended guiding questions, analyze main characters, and draw up the timeline of events in that story and meet expectations.

#### 1.1 Use the title to predict (about time, place, main character, story line)

- Performance Objective: Given the short story titled “The Lady or the Tiger?” the English Language Learners will be able to use the title to predict what the story is about.

1.1 Use the title to predict (about time, place, main character, story line) [Open Ended] [Not Graded: Participated or Did not Participate]

1.1.1 Make predictions about time and place: when and where did the story take place?

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1.1.2 Make predictions about main character (kind or cruel; humble or arrogant?)

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1.1.3 Make predictions about story line (what do you think the story talks about? – List 5 points)

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#### 1.2 Analyze the words and phrases in context

- Performance Objective: Given three exercises that cover difficult words taken from the story, the English Language Learners will be able to analyze the words and phrases in context and demonstrate comprehension of those words with 80% accuracy.

**Exercise 1.2.1:** Here is a list of vocabulary words taken from the story. Try to understand them from the context, match each one with its corresponding definition given below then use them in new sentences of your own. (Skimming will help) [Out of 20 points]

- |                   |                   |                    |                     |
|-------------------|-------------------|--------------------|---------------------|
| Bland (1.5)-      | Hitch (1.6)-      | Crooked (1.7)-     | Doleful (1.27)-     |
| To Wail (1.27)-   | Mourner (1.27)-   | To Wend (1.29)-    | Retribution (1.36)- |
| Chorister (1.38)- | To Strew (1.41)-  | Slaughter (1.52)-  | Hilarious (1.53)-   |
| To Waver (1.65)-  | To Throng (1.84)- | To Crouch (1.124)- | Parapet (1.133)-    |
| Fang (1.148)-     | To Gnash (1.150)- | Rapturous (1.150)- | Shriek (1.158)-     |

	Definition	Word	Your Sentence
1.	A member of a choir (which is a company of persons trained to sing together).		
2.	Gentle or polite in manner or talk.		
3.	To scatter something over a surface.		
4.	A deserved punishment; inflicted or coming as a penalty for wrongdoing.		
5.	To cry or complain in a loud voice. (n. lament)		
6.	Killing of people or animals (esp. in large numbers).		
7.	Not straightforward, dishonest.		
8.	Mournful, sorrowful, sad.		
9.	A person who shows sorrow, who grieves for/over someone's death.		
10.	To crowd. To be present in large numbers.		
11.	Noisily merry, cheerful.		
12.	To hesitate, move uncertainly.		
13.	To cause the teeth to strike together.		
14.	Temporary stoppage, difficulty.		
15.	A long, sharp tooth.		
16.	Shrill / sharp / piercing scream		
17.	To lower the body with the limbs (legs, arms or wings) together ready to spring.		
18.	A protective wall at the edge of a flat roof.		
19.	Inspiring or expressing ecstatic delight, extreme happiness.		
20.	To direct one's course, to travel, to proceed on (one's way)		

**Exercise 1.2.2: Fill in the blanks with the missing word. Choose from the following list: [Out of 14 points]**

- |                    |                  |                   |                  |
|--------------------|------------------|-------------------|------------------|
| Exuberant (l.1)    | Refined (l.9)    | Assert (l.10)     | Sprang (l.25)    |
| Rim (l.28)         | Imperious (l.58) | Relentless (l.73) | Deeds (l.77)     |
| Disposed of (l.81) | Fervid (l.96)    | Latch (l.106)     | Grievous (l.149) |
| Kindled (l.153)    | Presumed (l.166) |                   |                  |

- 1- This boy's manners have become so ..... Who taught him how to get rid of everything that was coarse and vulgar in him?
- 2- Why did you give her to drink in that cup? Its ..... was full of lipstick!
- 3- The dictator ..... all his opponents by putting them in prison.
- 4- I would like to reward Tony for his good ..... They are much better than words when people are in need of help.
- 5- Our king is so .....; he's without pity. How could he have his own nephew hanged?
- 6- This is such a ..... accident; it has caused so many injuries, so much suffering!
- 7- This door won't ..... properly, we ought to lock it.
- 8- Cynthia has an ..... imagination; she keeps on inventing stories.
- 9- I don't like this princess; she is so ..... and domineering; her gestures are haughty and arrogant!
- 10- The guilty man tried to ..... his innocence.
- 11- An accused person is .....to be innocent until proven guilty.
- 12- He ..... to his feet the moment he saw his boss entering the room.
- 13- Melissa is a ..... admirer of Sampras; she is so passionately in love with him.
- 14- Marcel's eyes ..... with excitement when he saw the gift I had bought him.

**Exercise 1.2.3: Analyzing words and phrases: Try to explain the following words taken from the reading. Use the context to help you. [Out of 14 points]**

- 1- Semi-barbaric (l.1) : .....
- 2- Self-communing (l.3) : .....
- 3- In its appointed course (l.5) : .....
- 4- Impartial (l.13) : .....
- 5- Incorruptible (l.13) : .....
- 6- Aforementioned (l.23) : .....
- 7- Downcast (l.29) : .....
- 8- Homeward (l.29) : .....
- 9- He merited so dire a fate (l.30): .....
- 10- The bells rang their merry peals (l.40) : .....
- 11- This element lent an interest to the occasion (l.53): .....
- 12- As blooming as his most rosy fancies (l.57) : .....
- 13- Apple of his eyes (l.58) : .....
- 14- Her soul at a white heat (l.143) : .....

**Exercise 1.2.1:** Here is a list of vocabulary words taken from the story. Try to understand them from the context, match each one with its corresponding definition given below then use them in new sentences of your own. (Skimming will help) **Key**

- |                   |                   |                    |                     |
|-------------------|-------------------|--------------------|---------------------|
| Bland (1.5)-      | Hitch (1.6)-      | Crooked (1.7)-     | Doleful (1.27)-     |
| To Wail (1.27)-   | Mourner (1.27)-   | To Wend (1.29)-    | Retribution (1.36)- |
| Chorister (1.38)- | To Strew (1.41)-  | Slaughter (1.52)-  | Hilarious (1.53)-   |
| To Waver (1.65)-  | To Throng (1.84)- | To Crouch (1.124)- | Parapet (1.133)-    |
| Fang (1.148)-     | To Gnash (1.150)- | Rapturous (1.150)- | Shriek (1.158)-     |

	Definition	Word	Your Sentence
1.	A member of a choir (which is a company of persons trained to sing together).	Chorister	
2.	Gentle or polite in manner or talk.	Bland	
3.	To scatter something over a surface.	To Strew	
4.	A deserved punishment; inflicted or coming as a penalty for wrongdoing.	Retribution	
5.	To cry or complain in a loud voice. (n. lament)	To Wail	
6.	Killing of people or animals (esp. in large numbers).	Slaughter	
7.	Not straightforward, dishonest.	Crooked	
8.	Mournful, sorrowful, sad.	Doleful	
9.	A person who shows sorrow, who grieves for/over someone's death.	Mourner	
10.	To crowd. To be present in large numbers.	To Throng	
11.	Noisily merry, cheerful.	Hilarious	
12.	To hesitate, move uncertainly.	To Waver	
13.	To cause the teeth to strike together.	To Gnash	
14.	Temporary stoppage, difficulty.	Hitch	
15.	A long, sharp tooth.	Fang	
16.	Shrill / sharp / piercing scream	Shriek	
17.	To lower the body with the limbs (legs, arms or wings) together ready to spring.	To Crouch	
18.	A protective wall at the edge of a flat roof.	Parapet	
19.	Inspiring or expressing ecstatic delight, extreme happiness.	Rapturous	
20.	To direct one's course, to travel, to proceed on (one's way)	To Wend	

**Exercise 1.2.2: Fill in the blanks with the missing word. Choose from the following list: Key**

- |                    |                  |                   |                  |
|--------------------|------------------|-------------------|------------------|
| Exuberant (l.1)    | Refined (l.9)    | Assert (l.10)     | Sprang (l.25)    |
| Rim (l.28)         | Imperious (l.58) | Relentless (l.73) | Deeds (l.77)     |
| Disposed of (l.81) | Fervid (l.96)    | Latch (l.106)     | Grievous (l.149) |
| Kindled (l.153)    | Presumed (l.166) |                   |                  |

- 1- This boy's manners have become so **refined**. Who taught him how to get rid of everything that was coarse and vulgar in him?
- 2- Why did you give her to drink in that cup? Its **rim** was full of lipstick!
- 3- The dictator **disposed of** all his opponents by putting them in prison.
- 4- I would like to reward Tony for his good **deeds**. They are much better than words when people are in need of help.
- 5- Our king is so **relentless**; he's without pity. How could he have his own nephew hanged?
- 6- This is such a **grievous** accident; it has caused so many injuries, so much suffering!
- 7- This door won't **latch** properly, we ought to lock it.
- 8- Cynthia has an **exuberant** imagination; she keeps on inventing stories.
- 9- I don't like this princess; she is so **imperious** and domineering; her gestures are haughty and arrogant!
- 10- The guilty man tried to **assert** his innocence.
- 11- An accused person is **presumed** to be innocent until proven guilty.
- 12- He **sprang** to his feet the moment he saw his boss entering the room.
- 13- Melissa is a **fervid** admirer of Sampras; she is so passionately in love with him.
- 14- Marcel's eyes **kindled** with excitement when he saw the gift I had bought him.

**Exercise 1.2.3: Analyzing words and phrases: Try to explain the following words taken from the reading. Use the context to help you. Open Ended**

- 1- Semi-barbaric (l.1) : .....
- 2- Self-communing (l.3) : .....
- 3- In its appointed course (l.5) : .....
- 4- Impartial (l.13) : .....
- 5- Incorruptible (l.13) : .....
- 6- Aforementioned (l.23) : .....
- 7- Downcast (l.29) : .....
- 8- Homeward (l.29) : .....
- 9- He merited so dire a fate (l.30): .....
- 10- The bells rang their merry peals (l.40) : .....
- 11- This element lent an interest to the occasion (l.53): .....
- 12- As blooming as his most rosy fancies (l.57) : .....
- 13- Apple of his eyes (l.58) : .....
- 14- Her soul at a white heat (l.143) : .....

### 1.3 Discuss open-ended guiding questions

- Performance Objective: Given a set of open-ended guiding questions about absolute power, capital punishment, kings/leaders, love, and sacrifice in general, the ELLs will be able to discuss them by providing answers that meet expectations.

#### 1.3 Discuss open-ended guiding questions (in groups) [Open Ended] [Not Graded: Participated or Did not Participate]

- 1.3.1 Do you wish you were governed by a king? Why/ why not?
- 1.3.2 What do you think of absolute power? Capital punishment or death penalty?
- 1.3.3 Which are, in your opinion, the qualities a king or any leader should have?
- 1.3.4 Do you think that love between two persons who don't belong to the same social class could last? What kind of problems might these two persons have? How can they overcome them?
- 1.3.5 What is love to you? What is Sacrifice? Who do we love more, ourselves or the person with whom we are "in love"?
- 1.3.6 What does "being realistic" mean?

### 1.4 Analyze main characters [Open Ended] [Not Graded: Participated or Did not Participate]

- Performance Objective: Given a set of open-ended questions about the characters, the ELLs will be able to provide answers that demonstrate character analysis and meet expectations.

#### 1.4 Analyze main characters

- 1.4.1 What are the qualities of the king? What kind of leader is he?

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- 1.4.2 What do you think of the king's method of administering justice?

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- 1.4.3 How would you describe the character of the princess? Is she like her father or not?

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- 1.4.4 What are the qualities of the youth?

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**1.5 Draw up the timeline of events in the story**

- Performance Objective: Given the short story titled “The Lady or the Tiger?”, the ELLs will be able to draw up the timeline of events in that story with 80% accuracy.

**1.5 Short Story Timeline [Out of 16- Intro & Concl out of 3 points each; Events out of 10]**

**Create a Timeline based on the important events in the short story “The Lady, or the Tiger” by Frank Stockton. You need to have at least 10 events in addition to an introduction and a conclusion.**

1. **Introduction:** What does the author tell us in the introduction?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

2. Event 1: \_\_\_\_\_

3. Event 2: \_\_\_\_\_

4. Event 3: \_\_\_\_\_

5. Event 4: \_\_\_\_\_

6. Event 5: \_\_\_\_\_

7. Event 6: \_\_\_\_\_

8. Event 7: \_\_\_\_\_

9. Event 8: \_\_\_\_\_

10. Event 9: \_\_\_\_\_

11. Event 10: \_\_\_\_\_

12. Event 11: \_\_\_\_\_

13. Event 12: \_\_\_\_\_

14. **Conclusion:** What does the author tell us in the conclusion?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

## 1.5 Short Story Timeline **Key**

**Create a Timeline based on the important events in the short story “The Lady, or the Tiger” by Frank Stockton. You need to have at least 10 events in addition to an introduction and a conclusion.**

1. Introduction: What does the author tell us in the introduction?
  - 1 Barbaric king a long time ago
  - 2 Crime was punished or virtue rewarded in the king’s arena
  - 3 Two doors (behind one = lady, behind the other = tiger): the accused had to open one of them
  - 4 Semi-barbaric method of administering justice
  - 5 This semi-barbaric king had a daughter whom he loved above all humanity
  - 6 She loved a young man of fine blood and lowness of station
2. Event 1: The king found out about the love affair
3. Event 2: The king threw the young man in prison and appointed a day for his trial in the arena
4. Event 3: They brought the most savage and relentless beasts to place behind the first door
5. Event 4: They brought a beautiful maiden to place behind the second door
6. Event 5: The appointed day arrived. From far and near the people gathered
7. Event 6: The signal was given. A door beneath the royal party opened, and the lover of the princess walked into the arena
8. Event 7: The princess was attending and had possessed herself of the secret of the doors
9. Event 8: She had seen, or imagined that she had seen, this fair creature throwing glances of admiration upon the person of her lover, and sometimes she thought these glances were perceived and even returned
10. Event 9: The princess hated that woman
11. Event 10: The lover realized the princess knew behind which door was the lady
12. Event 11: He asked the jealous princess which door to take
13. Event 12: She guided him to the door to the right
14. Conclusion: What does the author tell us in the conclusion?
  - 1 He tells us about the princess’s feelings
  - 2 He asks us to guess what was behind the door!



## 2. Identify Narrative Elements

- Performance Objective: After the grade 6 English Language Learners (ELLs) have been given content presentations on the different narrative elements (point of view, character roles, setting, tone and mood, plot, and theme), they will be able to identify those narrative elements in the short story written by Frank Stockton titled “*The Lady or the Tiger?*” by filling out the Short Story Components Fill-in Form and will score at least 15 out of 18 points based on the rubric below.

Trait / Item	Novice / In-Progress	Intermediate	Proficient	Total Pts.
<b>Short Story Components Fill-in Form 18%</b>	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. <b>(13-14 pts)</b>	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. <b>(15-16 pts)</b>	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. <b>(17-18 pts)</b>	

### 2.1. & 2.2 Identify Point of View

- Performance Objective: After the grade 6 English Language Learners (ELLs) have been given a content presentation on Point of View, they will be able to identify it in the short story written by Frank Stockton titled “*The Lady or the Tiger?*” by accurately answering question 2 of the Short Story Components Fill-in Form.

2. **Point of View-** What type of point of view is used? Justify.

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2. **Point of View-** What type of point of view is used? Justify. **Key**

**Omniscient > the author tells us about the secret feelings and thoughts of both the youth and princess.**

### 2.3. & 2.4 Identify Character Roles

- Performance Objective: After the grade 6 English Language Learners (ELLs) have been given a content presentation on Character Roles, they will be able to identify the protagonist, antagonist, character foil, and minor character in the short story written by Frank Stockton titled “*The Lady or the Tiger?*” by providing answers to section 1.1.2. of the Short Story Components Fill-in Form with 80% accuracy.

1.1.2 Characters

a. Protagonist: \_\_\_\_\_

- b. Antagonist: \_\_\_\_\_
  - c. Character Foil: \_\_\_\_\_
  - d. Minor Character: \_\_\_\_\_
- 1.1.2 Characters **Key**

- e. Protagonist: **Princess**
- f. Antagonist: **King**
- g. Character Foil: **Youth**
- h. Minor Character: **Lady**

**2.5. & 2.6. Identify Setting**

- Performance Objective: After the grade 6 English Language Learners (ELLs) have been given a content presentation on Setting, they will be able to identify it in the short story written by Frank Stockton titled “*The Lady or the Tiger?*” by providing answers to section 1.1.1. of the Short Story Components Fill-in Form with 80% accuracy.

1.1.1 Setting

- a. Time: \_\_\_\_\_
- b. Place: \_\_\_\_\_

1.1.1 Setting **Key**

- c. Time: **In the very olden time**
- d. Place: **A kingdom that has a public arena and a vast amphitheater with its encircling galleries, its mysterious vaults, and its unseen passages**

**2.7. & 2.8. Identify Tone & Mood**

- Performance Objective: After the grade 6 English Language Learners (ELLs) have been given a content presentation on Tone & Mood, they will be able to identify them in the short story written by Frank Stockton titled “*The Lady or the Tiger?*” by providing answers to sections 3 & 4 of the Short Story Components Fill-in Form with 80% accuracy.

3. **Tone-** What is the style or manner of expression? List at least 2 adjectives that describe it.

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4. **Mood-** What is the atmosphere of the story? List at least 2 adjectives that describe it.

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3. **Tone**- What is the style or manner of expression? List at least 2 adjectives that describe it. **Key**  
**Feelings run very high in this story; dark feelings of hatred, envy, and anguish over lost love dominate the tone of the story.**

4. **Mood**- What is the atmosphere of the story? List at least 2 adjectives that describe it.  
**The mood or feeling in this story is passionate, tense and full of suspense. There is a chilling and barbaric atmosphere that makes the reader anxious throughout the story. When the princess and the courtier are separated and he must choose the correct door, the mood is tense and full of anticipation. A feeling of dread is present in the reader: what if he chooses the wrong door? Then he will be ripped to pieces.**

### 2.9. & 2.10. Identify Plot

- Performance Objective: After the grade 6 English Language Learners (ELLs) have been given a content presentation on Plot, they will be able to identify it in the short story written by Frank Stockton titled “*The Lady or the Tiger?*” by providing answers to the remainders of section 1 of the Short Story Components Fill-in Form with 80% accuracy.

#### 1 Plot-

##### 1.1 - Exposition: (no action)

###### 1.1.1 Setting (done previously)

a. Time: \_\_\_\_\_

b. Place: \_\_\_\_\_

###### 1.1.2 Characters (done previously)

a. Protagonist: \_\_\_\_\_

b. Antagonist: \_\_\_\_\_

c. Character Foil: \_\_\_\_\_

d. Minor Character: \_\_\_\_\_

1.1.3 Background information: \_\_\_\_\_

1.1.4 Potential for conflict: \_\_\_\_\_

1.2 - Rising point: State the point at which the exposition ends and the first action begins; the catalyst that begins the major conflict:

\_\_\_\_\_

\_\_\_\_\_

1.3 - Complication or Rising events/action: List the series of events that lead to the climax. (Characters engage in conflicts; antagonism is heightened.)

- Event 1: \_\_\_\_\_
- Event 2: \_\_\_\_\_
- Event 3: \_\_\_\_\_
- Event 4: \_\_\_\_\_
- Event 5: \_\_\_\_\_

1.4 - Climax: the moment of greatest emotional intensity, the highest point in the story where there is the most suspense, turning point.

What is this highest point? \_\_\_\_\_  
\_\_\_\_\_

1.5 - Falling events/action: List the events that bring the story to an end.

- Event 1: \_\_\_\_\_
- Event 2: \_\_\_\_\_
- Event 3: \_\_\_\_\_
- Event 4: \_\_\_\_\_
- Event 5: \_\_\_\_\_

1.6 - Resolution/Denouement: the conclusion that includes unraveling of tensions; most questions answered; characters left to deal with consequences of conflicts. (No action)

In one sentence state how the problem gets solved: what is the resolution of the story?  
\_\_\_\_\_  
\_\_\_\_\_

**1 Plot- Key**

1.1 - Exposition: (no action)

1.1.1 Setting

- e. Time: **In the very olden time**
- f. Place: **A kingdom that has a public arena and a vast amphitheater with its encircling galleries, its mysterious vaults, and its unseen passages**

1.1.2 Characters

- i. Protagonist: **Princess**

- j. Antagonist: **King**
- k. Character Foil: **Youth**
- l. Minor Character: **Lady**

1.1.3 Background information: **The king's way of administering justice**

1.1.4 Potential for conflict: **The love between the princess and one of the king's courtiers: a young man of low station**

1.2 - Rising point: State the point at which the exposition ends and the first action begins; the catalyst that begins the major conflict:

**The king discovered the love affair**

1.3 - Complication or Rising events/action: List the series of events that lead to the climax. (Characters engage in conflicts; antagonism is heightened.)

Event 1: **The king threw the young man in prison and appointed a day for his trial in the arena**

Event 2: **They brought the most savage and relentless beasts to place behind the first door and a beautiful maiden behind the second**

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Event 3: **The signal was given. A door beneath the royal party opened, and the lover of the princess walked into the arena**

Event 4: **The princess knew what was behind each door**

Event 5: **The princess was jealous**

1.4 - Climax: the moment of greatest emotional intensity, the highest point in the story where there is the most suspense, turning point.

What is this highest point? **The youth opened the door on the right**

1.5 - Falling events/action: List the events that bring the story to an end.

Event 1: **The author elaborates on the princess's feelings**

1.6 - Resolution/Denouement: the conclusion that includes unraveling of tensions; most questions answered; characters left to deal with consequences of conflicts. (No action)

In one sentence state how the problem gets solved: what is the resolution of the story?

**No resolution: the author leaves it up to us to decide**

### 2.11. & 2.12 Identify Theme

- Performance Objective: After the grade 6 English Language Learners (ELLs) have been given a content presentation on Theme, they will be able to identify it in the short story written by Frank Stockton titled "*The Lady or the Tiger?*" by answering questions 5, 6, & 7 of the Short Story Components Fill-in Form with 80% accuracy.

5. **Theme**- What is the main topic that the story touches upon?

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**6. Progression of ideas-**

- a- Do the ideas flow logically? Yes No (circle the correct answer)  
b- Is the story coherent? Does it make sense? Yes No (circle the correct answer)

If you gave a negative answer to any of the questions in number 3.1.6, suggest some modifications below:

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**7. Level of interest-** Is the story interesting and captivating? If not, what does it need to become so?

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**5. Theme-** What is the main topic that the story touches upon? **Key**

**Justice, love between two people of different social classes, capital punishment, absolute power, jealousy**

**6. Progression of ideas-** **[Open Ended]**

- a- Do the ideas flow logically? Yes No (circle the correct answer)  
b- Is the story coherent? Does it make sense? Yes No (circle the correct answer)

If you gave a negative answer to any of the questions in number 3.1.6, suggest some modifications below:

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**7. Level of interest-** Is the story interesting and captivating? If not, what does it need to become so? **[Open Ended]**

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### 3. Write first draft of own story

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*” and identified its narrative elements, they will be able to fill out a “Short Story Components Fill-in Form” for their own story, write their story’s timeline of events, and finally write the first draft and meet expectations.

#### 3.1 Fill out a “Short Story Components Fill-in Form” for own story (tentatively) [Not Graded: Done or Not Done]

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*” and identified its narrative elements, they will be able to fill out a “Short Story Components Fill-in Form” for their own story and meet expectations.

#### 3.2 Write the sequence of action / timeline of events for own story [Not Graded: Done or Not Done]

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*” and identified its narrative elements, they will be able to write their own story’s timeline of events and meet expectations.

#### 3.3 Write the first draft of own story [Not Graded: Done or Not Done]

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*” and identified its narrative elements, they will be able to write the first draft of their own story and meet expectations.

### 4. Indicate narrative elements in own story

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*”, identified its narrative elements, and written the first draft of their own story, they will be able to indicate the narrative elements in their short story by filling out the “Short Story Components Fill-in Form” and will score at the proficient level.

#### 4.1 Highlight words/sentences that indicate the narrative elements [Open Ended] [Not Graded: Done or Not Done]

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*”, identified its narrative elements, and written the first draft of their own story, they will be able to highlight the words/sentences that indicate the narrative elements in their story and meet expectations.

#### 4.2 Write in the margin what kind of narrative elements the highlighted words indicate [Open Ended] [Not Graded: Done or Not Done]

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*”, identified its narrative elements, and written the first draft of their own story, they will be able to write in the margin what kind of narrative elements the highlighted words indicate and meet expectations.

#### 4.3 Fill out another “Short Story Components Fill-in Form” for own story then compare this form with the previous one [Not Graded: Done or Not Done]

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*”, identified its narrative elements, and written the first draft of their own story, they will be able to fill out the “Short Story Components Fill-in Form” for their own story and will score at the proficient level.

### **5. Evaluate peer/own work**

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*”, identified its narrative elements, written the first draft of their own story, and indicated its narrative elements, they will be able to evaluate their peer’s and their own stories by successfully filling out the “Short Story Components Fill-in Form” for both.

#### **5.1 Complete “Short Story Evaluation Rubric” for a peer [Evaluation by peer based on rubric]**

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*”, identified its narrative elements, written the first draft of their own story, and indicated its narrative elements, they will be able to evaluate a peer’s story by successfully filling out the “Short Story Components Fill-in Form.”

#### **5.2 Complete “Short Story Evaluation Rubric” for own story [Evaluation by “self” based on rubric]**

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*”, identified its narrative elements, written the first draft of their own story, and indicated its narrative elements, they will be able to evaluate their own story by successfully filling out the “Short Story Components Fill-in Form.”

### **6. Write second draft**

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*”, identified its narrative elements, written the first draft of their own story, indicated its narrative elements, and evaluated their peer’s and their own stories, they will be able to write the second draft of their own story by modifying their first draft based on evaluations and score at the intermediate level.

#### **6.1 Review peer and self evaluations of own story, modify story based on evaluations (write the second draft) [Evaluation by teacher based on rubric]**

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*”, identified its narrative elements, written the first draft of their own story, indicated its narrative elements, and evaluated their peer’s and their own stories, they will be able to review peer and self evaluations of own story in 10 minutes, modify their own story based on evaluations, write the second draft, and score at the intermediate level.

### **7. Is 2<sup>nd</sup> draft satisfactory? (Teacher’s Evaluation)**

#### **8. Prepare final copy of story [Evaluation by teacher based on rubric]**

- Performance Objective: After the grade 6 English Language Learners (ELLs) have analyzed the short story written by Frank Stockton titled “*The Lady or the Tiger?*”, identified its narrative elements, written the first draft of their own story, indicated its narrative elements, evaluated their peer’s



and their own stories, and written the second draft of their story based on peer and self evaluations, they will be able to write the final draft of their own story by modifying their second draft based on the teacher's evaluation and score at the Proficient level.