

Performance Objectives

Instructional Goal:

After the grade 6 English Language Learners (ELLs) have completed the lesson based on the short story written by Frank Stockton titled “The Lady or the Tiger?” they will be able to identify the narrative elements in the story then write a similar short story indicating the narrative elements in their own story. (Estimated time needed: minimum 8 hours)

Terminal Objective:

After the grade 6 English Language Learners (ELLs) have read the short story written by Frank Stockton titled “The Lady or the Tiger?”, analyzed it, and identified its narrative elements, they will be able to write a similar short story of their own indicating the narrative elements in their own story. Their short stories will be evaluated based on the “Short Story Evaluation Rubric” and will be considered “Proficient.”

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.

1.2 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.

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.

1.4 Analyze main characters

- 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.

1.5 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.

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.
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)	

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.

2.3. & 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.

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.

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.

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.

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.

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)

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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 2nd draft satisfactory? (Teacher’s Evaluation)

8. Prepare final copy of 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, 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.