Writing Task to accompany

“The Lady, or the Tiger?” by Frank R. Stockton

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| **Deconstructing A Prompt** | |
| STEP 1 | Box the type of literature and the TITLE(S) that was/were read or that you will be reading (genre). Ex, play, story, poem, article, essay, speech, chapter, etc. |
| STEP 2 | Look for and highlight the clues that tell you what kind of task it is:  Narrative, Research, or Literary Analysis |
| STEP 3 | Underline the part of the prompt that tells you what you will be writing Look for a VERB indicating what you need to do (such as argue, explain, describe, analyze, evaluate). |
| **Research Task/Literary Analysis:**  **students analyze multiple texts and synthesize their findings in essay form** | |
| STEP 4 | Reword what you underlined into a question  (Try HOW or WHY questions) |
| STEP 5 | Identify what you need to include: evidence, quotes, |
| **Narrative:**  **requires students to read the given story and take one of two approaches:**  **1) Retell it from a different point of view, or**  **2) Extend it.** | |
| STEP 4 | Simplify the prompt into your own words |
| During and After Reading/Before Writing  Consider:   * What do we know about the character? What are his/her dominant traits? What do we know about the character’s strengths and weaknesses? * What is the conflict, and how does it get resolved—or not? What lesson does the character learn? How will he/she see the world through different eyes? * **What are the potential sources of conflict for a sequel?** | |
| STEP 5 | Then, address each of the following questions:  ⚫ Whose perspective will you be writing from? ⚫ What events will you be describing? |

Prompt:

At the end of the story, “The Lady, or the Tiger?” by Frank R. Stockton, the author cautions the reader to carefully consider the question of whether it was the lady or the tiger that came out of the arena door. Although he never explicitly answers the question himself, he does provide evidence for both positions. Choose the outcome that you believe is best supported by the text, and compose an argument that includes at least three textual references to support your claim using direct quotes and paragraph numbers.

**Potential Outcome:**

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| **Evidence**  **Quote or paraphrase** | **Par.**  **#** | **Elaboration / explanation of how this evidence supports ideas or argument** |
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**Grades 9-12 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric**

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| **Construct**  **Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Reading Comprehension and**  **Written**  **Expression**  **X 4** | The student response   demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis;   addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience;   uses **clear** reasoning supported by **relevant** text- based evidence in the development of the claim or topic;   is **effectively** organized with  **clear and coherent** writing;   establishes and maintains an  **effective** style. | The student response   demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis;   addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience;   uses **mostly clear** reasoning supported by **relevan**t text- based evidence in the development of the claim or topic;   is organized with **mostly clear and coherent** writing;   establishes and maintains a  **mostly effective** style. | The student response   demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis;   addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, purpose, and audience;   uses **some** reasoning and text-based evidence in the development of the claim or topic;   demonstrates **some** organization with **somewhat coherent** writing;   has a style that is **somewhat effective**. | The student response   demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis;   addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its**  **appropriateness** to the task, purpose, and audience;   uses **limited** reasoning and text-based evidence;   demonstrates **limited**  organization and coherence;   has a style that is **minimally effective**. | The student response   demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis;   is **undeveloped and/or inappropriate** to the task, purpose, and audience;   includes **little to no** text- based evidence;   **lacks** organization and coherence;   has an **inappropriate** style. |
| **Knowledge of Language and**  **Conventions** | **\_\_\_\_ Followed all directions**  **SCORE: \_\_\_\_\_\_/ \_\_\_\_\_\_**  **Grade:** | The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clea**r. | The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors  in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning**  **is generally clear.** | The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.** | The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**. |