



**Literacy Design  
Collaborative**

# Jumping Frog of Calaveras County

by Eleanor Dougherty, Terry Roberts, Laura Billings, Melissa Hedt, and Brooke Mabry

In this module middle school students analyze a famous work by Mark Twain to determine if it is a satire or humorous work. It focuses on elements of RL8.6 and W1. This module works well with a unit on genres or American literature, and it offers opportunities to teach thinking about content, putting that thinking into writing, and applying writing skills and conventions.

The text is challenging in that it requires students to evaluate a text on both what is written and what is not written, that is, to infer whether Twain has written a satire or just a humorous story. It is paced as a three week module. Teachers should adjust teaching time to address students needs.

---

GRADES

**8**

DISCIPLINE

 **ELA**

COURSE

 **ELA – study of  
literature**

# Section 1: What Task?

## Teaching Task

### Task Template 6 - Argumentation

Is Mark Twain's story of a jumping frog satire or only humorous? After reading *The Jumping Frog of Calaveras County*, write an essay in which you discuss "satire" and "humor" and evaluate whether Twain's story is one of satire or humor. Support your position with evidence from the text(s).

## Standards

### *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*

#### RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

#### RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Focus

#### W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

Focus

#### W.8.1.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

#### W.8.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

#### W.8.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

#### W.8.1.d

Establish and maintain a formal style.

#### W.8.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

## Texts

 **Mark Twain, The Jumping Frog of Calaveras County**

 **Teacher Reference/Support**

 **Teacher Reference/Support**

 **text Frog of Caleveras Cnty.docx**

## LDC Student Work Rubric - Argumentation

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Focus</b>	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
<b>Controlling Idea</b>	Attempts to establish a claim, but lacks a clear purpose.	Establishes a claim.	Establishes a credible claim.	Establishes and maintains a substantive and credible claim or proposal.
<b>Reading/Research</b>	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
<b>Development</b>	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
<b>Organization</b>	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
<b>Conventions</b>	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
<b>Content Understanding</b>	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

This short story, written in 1867, made Mark Twain famous. He went on to write serious and humorous works to become one of the most read and highly regarded American authors. As you read, think about why people responded to this story's humor and message. You will see that Twain uses language in a variety of ways to challenge your thinking reading skills.

## ***Extension***

Read and/or view other satirical and humorous works and hold a forum for students and community members to discuss the difference and whether there is a distinction between what words and actions are acceptable and those that “go too far.”

## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**ACTIVE READING > ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

**ACTIVE READING: INSPECTIONAL READING:** Ability to read a text to discern overall understanding of purpose and main idea.

**ACTIVE READING > NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

### ***Transition to Writing***

**BRIDGING CONVERSATION: FROM READING TO WRITING:** Ability to link reading of a text to writing about it.

### ***Writing Process***

**INTRODUCTORY PARAGRAPH:** Ability to establish a claim and write an opening paragraph relevant to task.

**PLANNING > PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an argumentation task.

**DEVELOPMENT > BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION, EDITING, AND COMPLETION > REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**REVISION, EDITING, AND COMPLETION > EDITING:** Ability to proofread and format a piece to make it more effective.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<i>Preparing for the Task</i>				
30 mins	<p><b>BRIDGING CONVERSATION &gt; TASK</b></p> <p><b>ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>SHORT RESPONSE WITH BULLETS</b></p> <p><i>In small groups, discuss and write a definition for “genre,” “humor,” and “satire.” What are the differences between a satire and a humorous work?</i></p>	<p><b>Exit Ticket Scoring Points:</b></p> <p>*2 points are awarded when the group correctly responds to task with all elements addressed: Group answers questions with credible responses and produces a credible definition for each term.</p> <p>*1 point is awarded when the group responds correctly to the majority of elements in the task.</p> <p>*No points are awarded when the group has few or no correct responses or does not complete the task.</p>	<ul style="list-style-type: none"> <li>● <i>Link this task to earlier class content. If this is new content, spend time to ensure students understand features of satire and humor.</i></li> <li>● <i>Post elements of satire and humor for future reference.</i></li> <li>● <i>Discuss and post the difference between a satire and a humorous work.</i></li> </ul>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p><b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>BULLETS</b> List three to five important features of a good response to this prompt?</p>	<p><b>Exit Ticket Scoring Points:</b></p> <p>*2 points are awarded when the student correctly responds to task with all elements addressed. Response is credible and demonstrates a good understanding of task. Students identify an appropriate personal goal.</p> <p>*1 point is awarded when the student responds correctly to the majority of elements in the task.</p> <p>*No points are awarded when the student has few or no correct responses or does not complete the task.</p>	<ul style="list-style-type: none"> <li>• Students circle key words in task prompt and discuss meanings. Ask students what this tells them their "charge" is.</li> <li>• Discuss rubric and RL.8.6 to clarify expectations. Ask students to set a personal goal by identifying one category they will improve on.</li> <li>• Clarify timetable and support plans for the task</li> </ul>
<p>Standards:</p> <p><b>L.8.4</b> : Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>				
<p><b>Reading Process</b></p>				
1 hr	<p><b>ACTIVE READING &gt; ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.</p>	<p><b>VOCABULARY LIST-ONGOING</b> As you read and consider this text, keep a running record in your vocabulary notebook. Your first entry should include #1 and #2.</p> <p>1. Language used to talk about "satire" and "humor"</p> <p>2. Frame-tale</p> <p>2. Words and phrases you don't understand or would like to use yourself in the right context. Add definitions, and (if appropriate) notes on connotation in this context.</p>	<p><b>Exit Ticket Scoring Points:</b></p> <p>*2 points are awarded when the student correctly responds to task with all elements addressed: Provides items and defines them accurately.</p> <p>*1 point is awarded when the student responds correctly to the majority of elements in the task.</p> <p>*No points are awarded when the student has few or no correct responses or does not complete the task.</p>	<ul style="list-style-type: none"> <li>• Post vocabulary items for "talking about satire" for use in discussion and writing: e.g. irony, derision, wit, sarcasm, caustic</li> <li>• Discuss "frame-tale" - a tale within a tale structure</li> <li>• Share definitions of terms that others overlooked or misunderstood.</li> </ul>

**PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES**

	<p>Standards:</p> <p><b>RL.8.4</b> : Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>			
<p>1 hr and 30 mins</p>	<p><b>ACTIVE READING: INSPECTIONAL READING:</b> Ability to read a text to discern overall understanding of purpose and main idea.</p>	<p><b>SHORT RESPONSE TO EACH QUESTION</b></p> <p><i>Read through the text without taking notes. If you don't understand something, keep going.</i></p> <p><i>Write a brief response to the following questions:</i></p> <p><i>What is Mark Twain trying to accomplish?</i></p> <p><i>Which parts of the text show you that?</i></p> <p><i>What makes this a "frame-story"?</i></p>	<p><b>Exit Ticket Scoring Points:</b></p> <p>*2 points are awarded when the student correctly responds to task with all elements addressed: Responses to questions are credible, sufficiently detailed, and on task.</p> <p>*1 point is awarded when the student responds correctly to the majority of elements in the task.</p> <p>*No points are awarded when the student has few or no correct responses or does not complete the task.</p>	<ul style="list-style-type: none"> <li>• <i>Invite students to discuss Twain's intent and purpose.</i></li> <li>• <i>Ask whether, after this first reading, students think Twain wrote a satire or was being merely humorous. Emphasize the role of satire as a means of exposing folly or vice. Keep this an open question to continually consider throughout the module - do not give them your position.</i></li> </ul>
	<p>Standards:</p> <p><b>RL.8.1</b> : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>			
<p>50 mins</p>	<p><b>ACTIVE READING: INSPECTIONAL READING:</b> Ability to read a text to discern overall understanding of purpose and main idea.</p>	<p><b>PARAPHRASE OF EACH SECTION</b></p> <p>Write a few sentences for each section in which you paraphrase what the main idea is. You can start with, "This section is about....."</p>	<p><b>Exit Ticket Scoring Points:</b></p> <p>*2 points are awarded when the student correctly responds to task with all elements addressed: Each section is paraphrased accurately with sufficient elaboration.</p> <p>*1 point is awarded when the student responds correctly to the majority of elements in the task.</p> <p>*No points are awarded when the student has few or no correct responses or does not complete the task.</p>	<p>*This text is difficult for its language and syntax. You may need to conduct a read-aloud circle for some sections or parts of sections. Your goal is for students to get a general idea of the story.</p> <p>*Try not to slow the reading down too much, so that students learn how to conduct an inspectional reading before analyzing a text. You will go back into the text when you analyze the text for specific purpose of the teaching task.</p>

**PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES**

	Standards:  <b>RL.8.2</b> : Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			
1 hr	<b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.	<b>NOTES</b> <i>Identify at least five ways in which Twain "creates" humor by listing examples from his text, such as his specific use of words and phrasing. Explain the effect each one has on the reader and why.</i>	<ul style="list-style-type: none"> <li>• <i>Identifies relevant elements.</i></li> <li>• <i>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provide a template. (See Handout)</i></li> <li>• <i>Work with whole class on one or two examples.</i></li> <li>• <i>Note samples from students' notes so all can refer to selections.</i></li> </ul>
	Standards:  <b>RL.8.6</b> : Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.			
	Additional Attachments:   <b>Sample Template-Notes</b>			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>DISCUSSION NOTES</b></p> <p>Participate in a discussion (or seminar) in which you explore whether this story is satire or just humorous. We will explore the following questions:</p> <p>*Label two places in the text where you find the use of humor with an H in the margin.</p> <p>*Is Twain making fun of Jim Smiley? What language makes you think so? Label an example of this in the text with a JS in the margin.</p> <p>*Is Twain being cruel or deriding Smiley? If you think so, how so? If you think not, how so? Discuss and write a short response.</p> <p>*What about the narrator? Is Twain making fun of him? Where in the text do you see that? Label an example of this with a N in the margin.</p> <p>Write a short statement taking a position on the question in the teaching task.</p>	<p><b>Exit Ticket Scoring Points: (based on PARCC item rubric)</b></p> <p>*2 points are awarded when the student correctly responds to task with all elements addressed: Labels are acceptable examples; statement is reasonable and based on the text.</p> <p>*1 point is awarded when the student responds correctly to the majority of elements in the task.</p> <p>*No points are awarded when the student has few or no correct responses or does not complete the task.</p>	<p>*Students can work in small groups, then convene for a class discussion.</p> <p>*Post definitions of "humor" and "satire" so that students can see them during the discussion.</p> <p>*Allow for a variety of responses and positions. Students will probably reconsider during the writing process. There is no "right" answer here, only a well supported one.</p>
Standards:				
<p><b>RI.8.6</b> : Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>				
<b>Transition to Writing</b>				
30 mins	<p><b>BRIDGING CONVERSATION: FROM READING TO WRITING:</b> Ability to link reading of a text to writing about it.</p>	<p><b>GROUP DISCUSSION</b></p> <p>Set a "writing goal" for this composition.</p>	No scoring	<ul style="list-style-type: none"> <li>● Post a list of possible writing goals. <i>SAMPLE Writing Goals: I will work to improve:</i> <ul style="list-style-type: none"> <li>○ Provide better evidence.</li> <li>○ Use words and phrases like "according to" or "because" to link ideas.</li> <li>○ Use more complex sentences.</li> <li>○ Catch and correct run-on sentences.</li> </ul> </li> </ul>
Standards:				
<p><b>W.8.1</b> : Write arguments to support claims with clear reasons and relevant evidence.</p>				
<b>Writing Process</b>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p><b>INTRODUCTORY PARAGRAPH:</b> Ability to establish a claim and write an opening paragraph relevant to task.</p>	<p><b>OPENING PARAGRAPH</b>  <i>Write an opening paragraph that includes a claim and your purpose for the composition. Strive for a lead-in to help the reader establish a context for your essay.</i></p>	<p>● <b>Exit Ticket</b>  <b>Scoring Points:</b></p> <p>*2 points are awarded when the student correctly responds to task with all elements addressed:</p> <ul style="list-style-type: none"> <li>○ <i>Writes an acceptable draft opening paragraph.</i></li> <li>○ <i>Establishes a claim.</i></li> <li>○ <i>Identifies key points that support development of the controlling idea.</i></li> </ul> <p>*1 point is awarded when the student responds correctly to the majority of elements in the task.</p> <p>*No points are awarded when the student has few or no correct responses or does not complete the task.</p>	<ul style="list-style-type: none"> <li>● <i>Review the role of an opening paragraph.</i></li> <li>● <i>Discuss the difference between “formal” and “informal” language using Twain’s text and book reviews.</i></li> <li>● <i>Offer several examples of opening paragraphs.</i></li> <li>● <i>Have students review their openings in small groups or pairs and work together to make them clearer or stronger – use rubric.</i></li> </ul>
<p>Standards:</p> <p><b>W.8.1.A</b> : Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p><b>PLANNING &gt; PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p><b>OUTLINE</b>  <i>Create an outline for the developmental component of your essay based on your notes and opening paragraph; sequence the reasons for your position. Include a paragraph in which you refute the opposing position. Be sure to address all elements of the prompt and refer to examples or other "evidence" from the text.</i></p>	<p>● <b>Exit Ticket Scoring Points:</b></p> <p>*2 points are awarded when the student correctly responds to task with all elements addressed:</p> <ul style="list-style-type: none"> <li>○ <i>Creates an outline or organizer.</i></li> <li>○ <i>States a controlling idea.</i></li> <li>○ <i>Informs the reader of purpose for essay.</i></li> </ul> <p>*1 point is awarded when the student responds correctly to the majority of elements in the task.</p> <p>*No points are awarded when the student has few or no correct responses or does not complete the task.</p>	<ul style="list-style-type: none"> <li>● <i>Provide and teach one or more examples of outlines or organizers.</i></li> <li>● <i>Invite students to generate questions in pairs about how the format works, and then take and answer questions.</i></li> <li>● <i>Use the word "however" to show students how to "refute the opposing position."</i></li> </ul>
<p>Standards:</p> <p><b>W.8.1</b> : Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.8.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<p><b>DEVELOPMENT &gt; BODY PARAGRAPHS:</b></p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p><b>INITIAL DRAFT</b></p> <p>Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p>	<p>● <b>Exit Ticket</b></p> <p><b>Scoring Points:</b></p> <p>*2 points are awarded when the student correctly responds to task with all elements addressed.</p> <ul style="list-style-type: none"> <li>○ Provides complete draft with all parts.</li> <li>○ Supports the opening in the later sections with evidence and citations.</li> </ul> <p>*1 point is awarded when the student responds correctly to the majority of elements in the task.</p> <p>*No points are awarded when the student has few or no correct responses or does not complete the task.</p>	<ul style="list-style-type: none"> <li>● Have partner students score this mini-task</li> <li>● Encourage students to re-read prompt partway through writing, to check that they are on-track.</li> <li>● Students should refer to their outlines.</li> <li>● Focus on structure and flow of ideas about the text.</li> </ul>
1 hr and 30 mins	<p><b>REVISION, EDITING, AND COMPLETION &gt; REVISION:</b></p> <p>Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>REVISION</b></p> <p>Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include. Refine your concluding paragraph to support your position.</p>	<ul style="list-style-type: none"> <li>● Provides complete draft with all parts.</li> <li>● Supports the opening in the later sections with evidence and citations.</li> <li>● Improves earlier edition.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to have partner students score drafts. Teachers score/give feedback on the final draft before editing.</li> <li>● Model useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>● Assign students to provide each other with feedback on those issues.</li> <li>● Create a "writer's corner" where you and/or students can conference on revising problem areas in their compositions.</li> </ul>
<p>Standards:</p> <p><b>W.8.5</b> : With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W.8.1.E</b> : Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W.8.1.C</b> : Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>W.8.1.B</b> : Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p><b>REVISION, EDITING, AND COMPLETION &gt; EDITING:</b> Ability to proofread and format a piece to make it more effective.</p>	<p><b>CORRECT DRAFT</b> Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<p>● <b>Exit Ticket Scoring Points:</b></p> <p>*2 points are awarded when the student correctly responds to task with all elements addressed.</p> <ul style="list-style-type: none"> <li>○ Provides draft free from distracting surface errors.</li> <li>○ Uses format that supports purpose.</li> </ul> <p>*1 point is awarded when the student responds correctly to the majority of elements in the task.</p> <p>*No points are awarded when the student has few or no correct responses or does not complete the task.</p>	<ul style="list-style-type: none"> <li>● Post “must have” grammatical items – see grade level Language standards.</li> <li>● Use error analysis to alert students to errors by placing a check mark at the end of lines where there is an error. Put one check for each error on a line. Let students see if they can find and correct the error/s.</li> <li>● Assign students to proofread each other’s texts a second time.</li> </ul>
<p>Standards:</p> <p><b>W.8.1.E</b> : Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W.8.1.D</b> : Establish and maintain a formal style.</p> <p><b>W.8.1.C</b> : Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>W.8.5</b> : With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>				
1 hr	<p><b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT:</b> Ability to submit final piece that meets expectations.</p>	<p><b>FINAL PIECE</b> Turn in your complete set of drafts, plus the final version of your piece.</p>	<p><i>Fits the “Meets Expectations” category in the rubric for the teaching task.</i></p>	<ul style="list-style-type: none"> <li>● Have students score their own work. Conference with each student to agree on a final score and grade.</li> <li>● Have students reflect on meeting their writing goal.</li> </ul>
<p>Standards:</p> <p><b>W.8.1</b> : Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>RI.8.6</b> : Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>				

## Instructional Resources

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided

## ***All Attachments***

 **Mark Twain, The Jumping Frog of Calaveras County :**

**<https://s.ldc.org/u/bchxqpeyd98ckqmxexb8shk7x>**

 **Teacher Reference/Support :** **<https://s.ldc.org/u/8nwgld6ezv5khody8sld6lacb>**

 **Teacher Reference/Support :** **<https://s.ldc.org/u/88vfhri2djl522ij0clpz84s6>**

 **text Frog of Caleveras Cnty.docx :** **<https://s.ldc.org/u/aamb4ug1u7ghe1pud160rtpwh>**