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| **Unit 4**  **Date: 1.16.18**  **Teacher: KOVAL/SPALL**  **Course: 5th Grade Literacy** | |
| **Texts (if applicable)** | **Holes** by Louis Sachar |
| **Exit Ticket (with exemplar response scripted in)** | How does Sachar use flashback to develop the plot of the story in Chapters 23 and 25?  Chapters 23 and 25 are flashbacks in their entirety. The first chapter serves to characterize Miss Katherine Bartlow (KB), while the second chapter outlines for KB fell for a black onion farmer in town, Sam. Chapter 23 introduces us to Katherine Bartlow, a “wonderful teacher” (102) and a beauty. It further explains that she was desired by successful men in the town but was not intrigued by their success. This development is important to the reader understanding what kind of person “KB” was and how she contributed to the history of Green Lake, and the artifacts Stanley and the boys are finding. Chapter 23 tells the story of how KB developed a friendship and then romantic relationship with a black townsman, Sam. At the end of this chapter, a woman in town spots the two kissing and says that “God will punish” her. This is foreshadowing for the reader that KB’s narrative is not over, and may take a dark turn. This dark turn may liken to the ill fate that Stanley and his family has experienced. |
| **CFUs/Anticipated Misconceptions** | \*Scholars will not put the main idea in chronological order  -Have scholars use sentence starters such as “First” or “In the beginning” and “Next” to leverage the sequential events  \*Scholars will include tiny details in their main idea  -During whole-class MI discussion, prompt students “What key words or ideas did you hear in ALL classmates’ MIs?”  \*Scholars do not connect flashback to the “present time” plot  -How does Stanley’s time at Camp Green Lake connect with KB?  -How is Stanley’s life parallel in any way to Kathrine Bartlow’s?  \*Scholars ET evidence is weak.  -Direct them to create a sentence with paraphrase AND direct quotations.  \*Scholars ET analysis is weak.  -Direct them to use 1-2 keys words from their claim statement in their analysis.  \*Scholars do not attempt conclusion.  -Direct that scholar to outline “C, Ev, A, C” in their margin for upcoming ETs |
| **Timing Breakdown** | **Launch & Key Points:** 5 min  **Read for Meaning:** 15 min  **Main Idea (Discussion, writing, revision):** 10 min  **Read for Analysis:** 10 min  **Discuss for Analysis:** 5 min  **Independent Further Analysis**: 5 min  **----------------------------------------------**  **Re-Launch:** 5 min  **Exit Ticket:** 15-20 min  **Subsequent Reading:** 20 min  **Close Out/Sticky Points:** 5 min |

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisory:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit 4: Holes** |

**What:**

Flashbacks are short scenes set in a time earlier than the main story/plotline

Flashbacks can be memories, and usually reveal important information

**How:**

Read and annotate for main idea

Reread and isolate the scene taking place in the past

Ask, when and where does this flashback take place? What new information did we learn?

Ask, why did the author include this flashback?

**Why:**

Flashbacks give the reader better understanding of a character or event

Flashbacks are like pieces of a puzzle that the reader must assemble to understand the whole story

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| **Reading for Main Idea** |

1. What is the main idea of chapter 23 of “Holes” by Louis Sachar?

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1. What is the main idea of chapter 25 of “Holes” by Louis Sachar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Reading for Flashback** | |
| Important event/information from flashback: | In my own words, this evidence reveals… |
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| **Exit Ticket** |

**Open Response**: How does Sachar use flashback to develop the plot of the story in Chapters 23 and 25?

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**Criteria for Success: Did I…**

* Include claim, evidence, analysis/explanation, and conclusion in my Exit Ticket?
* Pick evidence that supports my claim?
* Create analysis/explanation that proves why my claim is correct?
* Write at least 4 complete sentences for my Exit Ticket?
* Reread and edit my work to remove mistakes?
* Neatly and completely finish each section of my packet?
* Work professionally and respectfully throughout class, showing grit and leadership?

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|  | 4 | 3 | 2 | 1 | 0 |
| Claim | Claim is **clear, correct**, and makes an argument that shows **full and complex understanding** of the task | Claim is **clear, accurate**, and makes a **basic** or literal argument that shows the scholar understands the task | Claim is **unclear**, and makes a **basic** or literal argument that shows the scholar **partly** understands the task | Claim is **not correct** or shows the scholar **does not** understand the task | Claim is **missing**. |
| Evidence | Evidence is **well-chosen** and clearly  **connects to or proves** the claim. | Evidence is **mostly relevant** and **sufficient** to support the claim. | Evidence is **mostly relevant**, but **insufficient** to support the claim. | Evidence is **irrelevant and does not support** claim or argument. | Evidence is **missing** or writer uses mostly **personal knowledge**. |
| Analysis | Analysis is **deep, thoughtful, original**, and **connects evidence** to the claim. | Analysis is **mostly literal** and **connects evidence** to author’s broader purpose or message. | Analysis is **repetitive or restates evidence** and may not connect to author’s broader purpose or message. | Analysis is **incorrect**. | Analysis is **missing** or writer uses mostly **personal knowledge**. |
| Conclusion | Conclusion **ties together all** evidence and analysis, and quickly **restates** the scholar’s answer. | Conclusion **ties together some** evidence and analysis, and **restates** scholar’s answer. | Conclusion **restates** the scholar’s claim in different words. | Conclusion is present but **incorrect**. | Conclusion is **missing**. |

Score: \_\_\_\_\_/16

**Scoring Guide**

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| 16/16 | 100% A |
| 15/16 | 94% A |
| 14/16 | 88% B |
| 13/16 | 82% B |
| 12/16 | 75% C |
| 11/16 | 69% D |
| 10/16 | 63% D |
| 9/16 or below | Failing |