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| **Unit 4**  **Date: 11.17.18**  **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 a theme in Chapters 26-28?  Chapters 26 and 28 continue to tell the story of Kathrine Bartlow, and explain how she went from a sweet, open-minded school teacher to a vengeful murderous outlaw following the murder of her love, Sam. This flashback and transformation develops the theme that people may become disconnected, cold, even unhinged after they lose someone they love. On page 120, the author states that KB “knew she was crazy” and she had been crazy for 20 years. These lines really highlight how stark KB’s character change had become, and further, how permanent her shift was. When KB lost Sam until the moment of her death, her heart never thawed back to how it began. |
| **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.

Themes are universal lessons that can be learned to the text.

**How:**

Read and annotate for main idea

Reread and isolate the scene taking place in the past

Ask, why did the author include this flashback?

Ask, what did I learn from the events of the flashback?

**Why:**

We read to learn lessons that we can apply to our own lives, these are themes!

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 26 of “Holes” by Louis Sachar?

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1. What is the main idea of chapter 27 of “Holes” by Louis Sachar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is the main idea of chapter 28 of “Holes” by Louis Sachar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Reading for Theme** |

1. What major conflicts, or problems, are present in Chapters 26-28?

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2. Considering the conflicts above, what universal themes are present in Chapters 26-28?

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***Today, we are focusing on the theme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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| **Reading for Flashback** | |
| Big event from flashback | Connection to our “fate” theme |
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| **Exit Ticket** |

**Open Response**: How does Sachar use flashback to develop a theme in Chapters 26-28?

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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 |