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| **Unit 4** **Date: 11.23.18****Teacher: KOVAL/SPALL****Course: 5th Grade Literacy** |
| **Texts (if applicable)** | **Holes** by Louis Sachar |
| **Exit Ticket (with exemplar response scripted in)** | What specific foreshadowing does Sachar use in Chapter 35 to develop a theme about “fate”?  |
| **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 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:**

**Fate** is what happens beyond a person’s control; synonym: destiny

**Theme** is the universal message or lesson of the story

**Foreshadowing** is an author’s hint or warning of something that will happen in the future in the story

**How:**

Read and annotate for main idea

Reread looking for hints and clues of future events

Ask: What do these clues teach me about the significance of fate in the characters’ lives?

Push Yourself More: What do these clues teach me about the significance of fate in my life?

**Why:**

Foreshadowing is a really cool way for an author to help you make story predictions! Readers are also investigators, constantly guessing what will happen to their characters next.

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| **Reading for Main Idea**  |

1. What is the main idea of chapter 35 of “Holes” by Louis Sachar?

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| **Reading for Foreshadowing** |

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| Page: | Paraphrase/Quote that shows foreshadowing: | This quote makes me think:  |
| Page: |  |  |
| Page: |  |  |
| Page: |  |  |

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| **Reading for Theme** |

**Directions:** Consider the examples of foreshadowing in Chapter 35 we have just discussed and charted. Now, think about how these foreshadowing events connect to the idea of fate and destiny. Then, write two possible, universal themes. Be ready to share out.

1. After reading chapter 35, one possible theme that uses the word “fate” is:

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2. After reading chapter 35, another possible theme that uses the word “fate” is:

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3. After listening to your classmates ideas, write/rewrite one final “fate” theme to use for your E.T.:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Exit Ticket** |

**Open Response**: What specific foreshadowing does Sachar use in Chapter 35 to develop a theme about “fate”?

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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 |