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| **Unit 4** **Date: 11.24.18****Teacher: KOVAL/SPALL****Course: 5th Grade Literacy** |
| **Texts (if applicable)** | **Holes** by Louis Sachar |
| **Exit Ticket (with exemplar response scripted in)** | How does Stanley’s response to Zero’s dehydration develop the theme related to 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

**Character Reactions** can be what the character says, does, or thinks after an event.

**How:**

Read and annotate for main idea

Reread looking for Character reactions to a specific event

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:**

We love and hate and are continually intrigued by characters because of how they react to the events in their story. Character reactions are also fun to predict!

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| **Reading for Main Idea**  |

1. What is the main idea of chapter 38 of “Holes” by Louis Sachar?

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1. What is the main idea of chapter 39 of “Holes” by Louis Sachar?

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| **Reading for Character Reaction and Theme** |

1. How does Stanley react when Zero is extremely dehydrated and delirious in these two chapters? How does he try to help Zero?

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2. Now, think: How does this reaction develop the idea of fate? What universal lesson does this chapter teach us about fate? Write one strong, clear theme below:

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2. 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**: How does Stanley’s response to Zero’s dehydration develop the theme of fate in Chapters 38-39?

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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 |