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| **Unit 4** **Date: 11.22.18****Teacher: KOVAL/SPALL****Course: 5th Grade Literacy** |
| **Texts (if applicable)** | **Holes** by Louis Sachar |
| **Exit Ticket (with exemplar response scripted in)** | Compare and Contrast Stanley and Zero’s response to conflict in Chapter 30 and 32.In chapters 30 and 32 of “Holes” the characters of Stanley and Zero react very differently to conflict with the other campers and adults at Camp Green Lake. Stanley’s reaction to the verbal taunting of the other campers begins passively and later advances to active opposition, culminating in Stanley stealing property and leaving the campsite. Zero’s reaction to the taunting of the adults regarding his intelligence is immediately active and violent. Both boys escape their physical surroundings in the end. However, Zero escalates much more quickly than Stanley. In Chapter 30, ZigZag crosses Stanley’s personal space, sticking a cookie in his face. Even after this incident, Stanley tries to remain calm, and non-confrontational toward the campers. It isn’t until Mr. Sir tells Stanley directly to “hit him back” that Stanley makes any aggressive showing. Zero, however, responds immediately to the adults comments of “he’s so stupid he doesn’t even know he’s stupid.” Zero swings his shovel wildly and asserts that he will not dig another hole, before running into the distance. It is only several days after Zero escapes to the unknown beyond that he, too, asserts himself to leave in Mr. Sir’s water truck. |
| **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:**

A character’s response to conflict can be what they say, do, or think after an event happens.

Comparisons are things that are the same/similar.

Contrasts are things that are different.

**How:**

Read and annotate for main idea

Reread for a specific plot event

Ask: What did X do after the event? What did X say? What did X think?

**Why:**

Character Reactions reveal a lot about what a character values and what motivates them.

Character reactions make us think about what we might do if we were in the character’s shoes!

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| **Reading for Main Idea**  |

1. What is the main idea of chapter 30 of “Holes” by Louis Sachar?

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What is the main idea of chapter 32 of “Holes” by Louis Sachar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Reading for Character Reaction** |

1. What is STANLEY’S reaction to the conflict in Chapters 30 and 32? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is ZERO’S reaction to the conflict in Chapters 30 and 32? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Exit Ticket** |

**Open Response**: Compare and Contrast Stanley and Zero’s response to conflict in Chapter 30 and 32.

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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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| 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 |