

5TH GRADE

VOLUME 5.2

Realistic Fiction

Complex Story Structure

Holes

Sarah Collinge
with Bethany Robinson



Seattle, Washington
Portland, Oregon
Denver, Colorado
Vancouver, B.C.
Scottsdale, Arizona
Minneapolis, Minnesota

Copyright © 2012 by Read Side by Side

First Printing January 2012
Second Printing October 2015

ISBN: 978-1-59849-194-4
Library of Congress Control Number: 2015955283

Printed in the United States of America

Design: Soundview Design Studio

All rights reserved. No part of this book may be transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system, in part, in any form, without the permission of the author.

Requests for such permissions should be addressed to:



Peanut Butter Publishing
2925 Fairview Avenue East
Seattle, Washington 98102
877-728-8837
www.peanutbutterpublishing.com

Table of Contents

Welcome to the C. I. A. Unit of Study for the book <i>Holes</i>	5
Get to Know the C. I. A. Approach.....	7
Visualize the Year.....	9
Set Up for Success	11
Prepare a Teacher’s Guide	11
Designate a Daily Read-Aloud Block.....	12
Prepare a Meeting Area.....	13
Get Ready for Turn and Talk	14
Prepare Reader’s Notebooks.....	17
Get Ready for Vocabulary Instruction	18
Locate Multiple Copies of the Text.....	20
Input Daily Lessons Into Your Plan Book.....	20
Prepare for Assessment	20
Alignment to the Common Core State Standards.....	22
<i>Holes</i> Unit of Study—Distribution of Standards.....	23
<i>Holes</i> Text Complexity.....	28
<i>Holes</i> Scope and Sequence	29
<i>Holes</i> Stems List.....	35
Suggestions for Supporting Guided Practice	38
C. I. A. Lesson Plans: <i>Holes</i>	39
Collect Critical Information	41
Day 1 – Blurb	42
Day 1 – Mark Each Quadrant of the Text	46
Day 2 – Genre.....	48
Day 3 – Author’s Craft	51
Day 4 – Setting Map	55
Day 5 – Family Tree	59
Day 6 – Characters’ Circumstances (Setting).....	64
Day 7 – Outside Text: “The Juvenile Boot Camp Debate”	67
Day 8 – Problem/Solution/Opinion Writing.....	73
Day 9 – Character List	77
Day 10 – Important Events.....	83
Day 11 – Retell Summary Writing	87
Day 12 – Infer Character Traits	90
Day 13 – Identify an Additional Plot	93
Day 14 – Problem/Solution/Results Writing	98

Day 15 – Metaphor.....	101
Day 16 – Parallel Plot & Prediction	104
Day 17 – Infer Character Traits	108
Day 18 – Infer Author’s Perspective.....	112
Interpret the Text (1).....	117
Day 19 – Characters Change Over Time.....	118
Day 20 – Revise Visualizations	122
Day 21 – Use Foreshadowing to Make Predictions	127
Day 22 – Characters Change Over Time.....	130
Day 23 – Make Predictions	134
Day 24 – Characters Change Over Time.....	137
Day 25 – Identify an Additional Plot	141
Day 26 – Line of Thinking.....	146
Interpret the Text (2).....	151
Day 27 – Infer Connections Across Plots	152
Day 28 – Outside Text: “Belle Starr—The Bandit Queen”	156
Day 29 – Comparison Writing.....	163
Day 30 – Author’s Craft: Mood.....	166
Day 31 – Characters Change Over Time.....	170
Day 32 – Empathy	174
Day 33 – Revise a Prediction.....	177
Day 34 – Collect Evidence	181
Day 35 – Turning Point	185
Day 36 – Turning Point Writing.....	189
Apply to Your Life.....	193
Day 37 – Predict	194
Day 38 – Read-In.....	198
Day 39 – Analyze and Reflect on Lyrics.....	200
Days 40–45 – Formal Writing: Letter to an Author.....	206
References	210
Vocabulary Handbook	211
<i>Holes</i> Highlighting Directions and Labels for the Instructor’s Book	240

Welcome to the C. I. A. Unit of Study for the book *Holes*

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

Holes, by Louis Sachar, is one of my all-time favorite books, and I have used it as a read-aloud in my classroom for years. It just gets better every time! The book connects well to the first unit in the C. I. A. series for fifth grade, *Earthquake Terror*, because it provides an opportunity to further explore the genre realistic fiction. Students continue to learn that when reading realistic fiction it is important to **focus on the main character** in order to determine the author's message. In classrooms where the *Earthquake Terror* unit was taught, students will recognize that, like Jonathan, Stanley has to change in order to survive harsh conditions.

Holes was intentionally chosen as a read-aloud text for fifth grade because of its complex story structure. Students who participated in the *Earthquake Terror* unit of study will build on their knowledge of complex story structure as they read *Holes*. Throughout the book, Louis Sachar weaves together five separate plots:

1. *Stanley's story at Camp Green Lake (present)*
2. *Stanley's story of how he came to Camp Green Lake (past)*
3. *The story of Stanley's great-great-grandfather, Elya Yelnats*
4. *The story of Stanley's great-grandfather, Stanley Yelnats*
5. *The story of Kissin' Kate Barlow*

Students will use small sticky-note flags to mark Stanley's Camp Green Lake story, Elya Yelnats's story, and Kissin' Kate Barlow's story.

Throughout the lessons, students will analyze the connections across the various plots. They will learn that a parallel plot is one that is completely separate from but informs another plot. The story of Elya Yelnats will be mirrored in Stanley's plot. Elya became physically stronger and more confident, just as Stanley became physically stronger and more confident. Elya learned a lesson—that we can choose our destiny. Stanley eventually learns this same lesson.

Because of the multiple plots, students will have to monitor their comprehension of each one. Students will keep an important events list describing how Stanley came to Camp Green Lake, and they will summarize that plot during the first quadrant. Students will keep track of important events when reading Elya's story and will write a problem/solution/results paragraph based on those events. Students will again keep track of story elements when they read Katherine Barlow's story.

Throughout this unit it, will be really important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. Students will use the charts to keep track of all the characters and plots.

I know you will love reading *Holes* with your students! The book is fun and engaging and will get students, especially your boys, excited about reading.

Before getting started, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Reading and labeling a copy of the book *Holes*, to be used as the teacher's guide

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Printing vocabulary handbooks
- Locating multiple copies of the text
- Inputting daily lessons into your plan book
- Preparing for assessment

Alignment to the Common Core State Standards

All lessons in this unit of study are aligned to our nation's Common Core State Standards (Common Core State Standards Initiative [CCSSI], 2010). At the beginning of each lesson, you will see an outline of the learning targets for that particular day. The following abbreviations are used to link these targets to the Common Core State Standards:

RL	Reading Standards for Literature
RI	Reading Standards for Informational Text
W	Writing Standards
SL	Speaking and Listening Standards
L	Language Standards

The yearlong series of C. I. A. read-aloud units, partnered with the C. I. A. Book Club Teacher's Guides, provides a comprehensive English language arts curriculum for grades 3–6. All C. I. A. read-aloud and book club units are available at shop.readsidebyside.com. These units expose students to grade-level and above standards, in text that is matched to the complexity bands of the Common Core State Standards.

To download a copy of the Common Core State Standards, visit <http://www.corestandards.org/the-standards>.

To download a copy of the vertical progressions of the Common Core State Standards, and additional Common Core resources, visit readsidebyside.com.

Holes Unit of Study—Distribution of Standards

Distribution of Common Core State Standards																																												
Days										Reading Standards for Literature																																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40					
Key Ideas and Details																																												
#1 Read closely Monitor comp. Support thinking	X		X	X	X	X		X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X						X	X									
										X								X								X								X	X									
#2 Determine theme Author's message Summarize																																												
#3 Story elements	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X							X	X									
Craft and Structure																																												
#4 Author's craft Intertextuality			X											X	X		X																									X		
	X	X		X			X	X			X	X		X	X	X		X		X	X	X	X	X	X	X	X						X	X	X					X				
#5 Text structure Genre Compare multiple genres												X			X																													
#6 Point of View Author's perspective			X				X							X			X												X	X					X	X					X			
Integration of Knowledge																																												
#7 Connect to other representations of the topic (visual, oral)																																												
#8 (N/A to literature)																																												
#9 Compare/contrast themes across 1 genre																																												
By the end of the year, read and comprehend literature in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.																																												

Distribution of Common Core State Standards

Reading Standards for Information																																												
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
Key Ideas and Details																																												
#1 Read closely Monitor comp. Support thinking							X																					X																
#2 Main idea Details Summarize						X																						X																
#3 Sequence Cause and effect						X																						X																
Craft and Structure																																												
#4 Author's craft																																												
#5 Text structure Compare/Contrast Problem/Solution Cause/Effect																																												
#6 Point of View Author's perspective							X																																					
Integration of Knowledge																																												
#7 Connect to other representations of the topic (visual, oral)						X																						X																
#8 Explain authors use of reasons/evidence																																												
#9 Integrate on 1 topic							X																					X																
By the end of the year, read and comprehend literature in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.																																												

Distribution of Common Core State Standards

[illegible]

Distribution of Common Core State Standards

Language Standards																																													
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40					
Conventions																																													
#1 Grammar and Usage																																													
#2 Capitalization, Punctuation and spelling																																													
Knowledge of Language																																													
#3 Convey ideas precisely Formal English	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Vocabulary																																													
#4 Monitor meaning of unknown words: Context Morphemes Reference Materials	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
#5 Figurative language Word relationships Idioms, adages, proverbs Synonyms Antonyms	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
#6 Acquire and use grade level vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Distribution of Common Core State Standards

Speaking and Listening Standards																																									
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
Comprehension and Collaboration																																									
#1 Express ideas clearly Build on others' ideas Respond to questions Summarize discussions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
#2 Paraphrase after listening	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
#3 Identify reasons and evidence given by speaker																																									X
Presentation																																									
#4 Speak clearly Speak with a good pace	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
#5 Present with media																																									
#6 Use formal English when appropriate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Holes Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. Themes include, but are not limited to, fate and destiny, redemption, and right vs. wrong. These themes are conveyed through the author's use of dark humor. Louis Sachar uses sarcasm to raise difficult topics such as crime, discipline, obesity, poverty, homelessness, racism, stereotypes, greed, and bullying in a humorous way.</p> <p>Structure This narrative is told by means of an unconventional and complex story structure. Students must navigate five plot lines, four of them revealed through flashbacks:</p> <ol style="list-style-type: none"> 1. Stanley's story at Camp Green Lake (present) 2. Stanley's story of how he came to Camp Green Lake (past) 3. The story of Stanley's great-great-grandfather, Elya Yelnats 4. The story of Stanley's great-grandfather 5. The story of Kissin' Kate Barlow <p>Sachar also uses the parallel plots of Elya and Stanley in a way that allows students to recognize foreshadowing across plots.</p> <p>Language Conventionality and Clarity Louis Sachar uses figurative and ambiguous language and humor throughout the text, including sarcasm and irony. Historical language and dialect add a greater depth to the language of this text.</p> <p>Knowledge Demands While reading, students will need to rely on their understanding of the setting of the story to keep track of shifting time periods. In addition, there is a loose reference to the story of Moses in the book <i>Holes</i>. Key details from the story of Moses that parallel those in Stanley's story include:</p> <ul style="list-style-type: none"> • The Israelites were a nation of doubting people • God cursed the Israelites to wander the desert for 40 years in order to bring forth a new generation • God signaled his presence in many ways, including by giving the Israelites a miraculous supply of manna • Moses proved himself heroic by overcoming his doubts, timidity and inner strife 	<p>The Lexile level for <i>Holes</i> is 660, based on word frequency and sentence length. This is in the mid-to upper range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p>

Mini-Lesson

Vocabulary Routine: *unjust* (L 4, 5)

The base word 'just' means *right* or *fair*. The prefix 'un' means *not*.

Instructional Read-Aloud

In these chapters...the reader is introduced to the setting of Camp Green Lake. Readers learn that there is no lake at Camp Green Lake. There once was a very large lake and a town, but the lake and town dried up over 100 years ago. Now Camp Green Lake is a dry desert where juvenile delinquents go to attend a juvenile boot camp. The Warden runs the camp and owns the shade. The campers are forced to dig holes out on the "lake," where rattlesnakes, scorpions, and yellow-spotted lizards live. If a yellow-spotted lizard bites you, you will die a "slow and painful death."

In this lesson...you will be modeling how readers pay attention to the author's craft as they begin reading. You will be drawing readers' attention to the use of dark humor. You will model using the author's craft to help you determine the author's perspective.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer

Recognize author's craft (RL 4)

Infer author's perspective (RL 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers think about what they know about the genre to help them predict what will happen in the book.

Teach:

Today I am going to teach you...

...that good readers pay attention to the writing style of the author in order to infer the author's perspective. Authors sometimes use humor to convey a message. In the book *Holes*, Louis Sachar uses dark humor to convey a message.

Open up your reader's notebooks and title a clean page **Author's Craft–Louis Sachar Uses Dark Humor**. Under this heading, write:

Dark Humor: when the author makes a serious topic humorous.

Sarcasm: when a person says one thing but means the opposite.

Irony: when you expect one thing to happen, but instead the opposite happens.

Watch me as I model how I think about how Louis Sachar uses dark humor in the first part of our book.

Notice how I look for details in the story that are shocking or surprising. Also notice how I look for the use of opposites in the book.

Today we will be using this stem for turn and talk:

When the book said _____, I thought this was an example of dark humor because _____. This makes me think _____.



Begin reading chapters 1–2 of *Holes*, starting on page 3.

Model:



Stop after: “The town shriveled and dried up along with the lake, and the people who lived there.” (p. 3)

When the book said there is no lake at Camp Green Lake and that the camp is really a dry, flat wasteland, **I thought this was an example of dark humor because** it surprised me. I wasn't expecting Camp Green Lake to be a dry desert. **This makes me think** that this book is going to be unpredictable.

Guided Practice:



Stop after: “The Warden owns the shade.” (p. 3)

How does Louis Sachar use dark humor in this section of the text?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an example of dark humor because _____. This makes me think _____.

Guided Practice:



Stop after: “There is nothing anyone can do to you anymore.” (p. 4)

How does Louis Sachar use dark humor in this section of the text?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an example of dark humor because _____. This makes me think _____.

Model:



Stop after: “He had never been to camp before.” (p. 5)

When the book said, “If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy,” **I was thinking this was an example of dark humor because** I think Louis Sachar is being sarcastic. I think he actually believes the opposite. I think he believes punishing bad boys by making them dig in the hot sun every day will actually make them worse. **This makes me think** something bad is going to happen to Stanley.

Link:

Today and every day when you read...

...I want you to notice the author’s craft and think about how it might help you understand the author’s perspective.

The following list is a sample showing what your co-created list *might* look like:

Author's Craft - Louis Sachar uses Dark Humor

Dark Humor: when the author makes a serious topic humorous.

Sarcasm: when a person says one thing but means the opposite.

Irony: when you expect one thing to happen, but instead the opposite happens.

Mini-Lesson

Vocabulary Routine: *perseverance* (L 4, 5)

The Latin root ‘persever’ means *continue* or *persist*. The suffix ‘ance’ makes this word a noun.

Instructional Read-Aloud

In this chapter... Stanley is on the bus to Camp Green Lake. He thinks about how unlucky he is, probably because of his no-good-dirty-rotten-pig-stealing-great-great-grandfather. The reader learns that the grandfather had a curse put on him by a one-legged gypsy. Every Stanley Yelnats, from this Stanley’s great-grandfather to his father, has had bad luck. Kissin’ Kate Barlow robbed Stanley’s great-grandfather, and his Dad is an unsuccessful inventor. Stanley realizes he too is cursed.

In this lesson... you will be modeling how good readers keep track of important characters while reading. One way in which readers keep track of important characters within a family is by making a family tree. A family tree helps readers understand the relationship between characters, both living and dead.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Determine importance
- Infer

Analyze story elements (RL 3)

- Character

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers pay close attention to the setting at the beginning of the story in order to understand the story better.

Teach:

Today I am going to teach you...

...that good readers read to determine who the important characters in the book are, and infer character traits. Today we will be introduced to Stanley's relatives, both living and dead. We will be thinking about the relationships between these family members.

Watch me as I model how I look for clues that reveal which are the most important characters in the text.

Notice how I consider what I know about each character and how the characters are related to one another.

Today we will be using this stem for turn and talk:

When the book said _____, I was thinking this was an important detail because _____.

Open up your reader's notebooks to a clean page, and title the page **Stanley's Family Tree**. Now draw the outline of a tree so that it fills the whole page. This is where we will keep track of characters in Stanley's family tree.



Begin reading chapter 3 of *Holes*, starting on page 6.

Model:



Stop after: "Stanley was arrested later that day." (p. 7)

Stanley is definitely an important character in our book—he is the main character. We are going to write Stanley's name at the bottom of our tree, since he is the youngest generation.

Listen as I recall details about Stanley.

When the book said Stanley was overweight and was humiliated by students and teachers at his school, **I was thinking this was an important detail because** Stanley is bullied and doesn't have any friends. This shows he probably has low self-esteem.

(Model adding information about Stanley next to his name on the family tree.)

Guided Practice:



Stop after: “They always seemed to be in the wrong place at the wrong time.” (p. 8)

Stanley’s no-good-dirty-rotten-pig-stealing-great-great-grandfather is also going to be an important character in this book. He belongs all the way up at the top of our family tree. Please write “Stanley’s great-great-grandfather” in the top branches of the tree.

What do we know about Stanley’s great-great-grandfather?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking this was an important detail because _____.

(Model adding information about the great-great-grandfather to the family tree.)

Guided Practice:



Stop after: “I learn from failure.” (p. 9)

Another important character is Stanley’s father, Stanley Yelnats III. Please write “Stanley’s father” above “Stanley” on our tree. Also add “IV” next to Stanley’s name.

What do we know about Stanley’s father?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking this was an important detail because _____.

(Model adding information about Stanley’s father to the family tree.)

We also learned that Stanley Yelnats is a name that has been passed down over generations. If Stanley is the IV, and his father is the III, then Stanley’s grandfather is the II, and Stanley’s great-grandfather is the first Stanley Yelnats. Please add this information to the family tree.

Guided Practice:



Stop after: “And hardly anything was green.” (p. 10)

Stanley’s great-grandfather is clearly important to the story. What did you learn about Stanley’s great-grandfather?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking this was an important detail because _____.

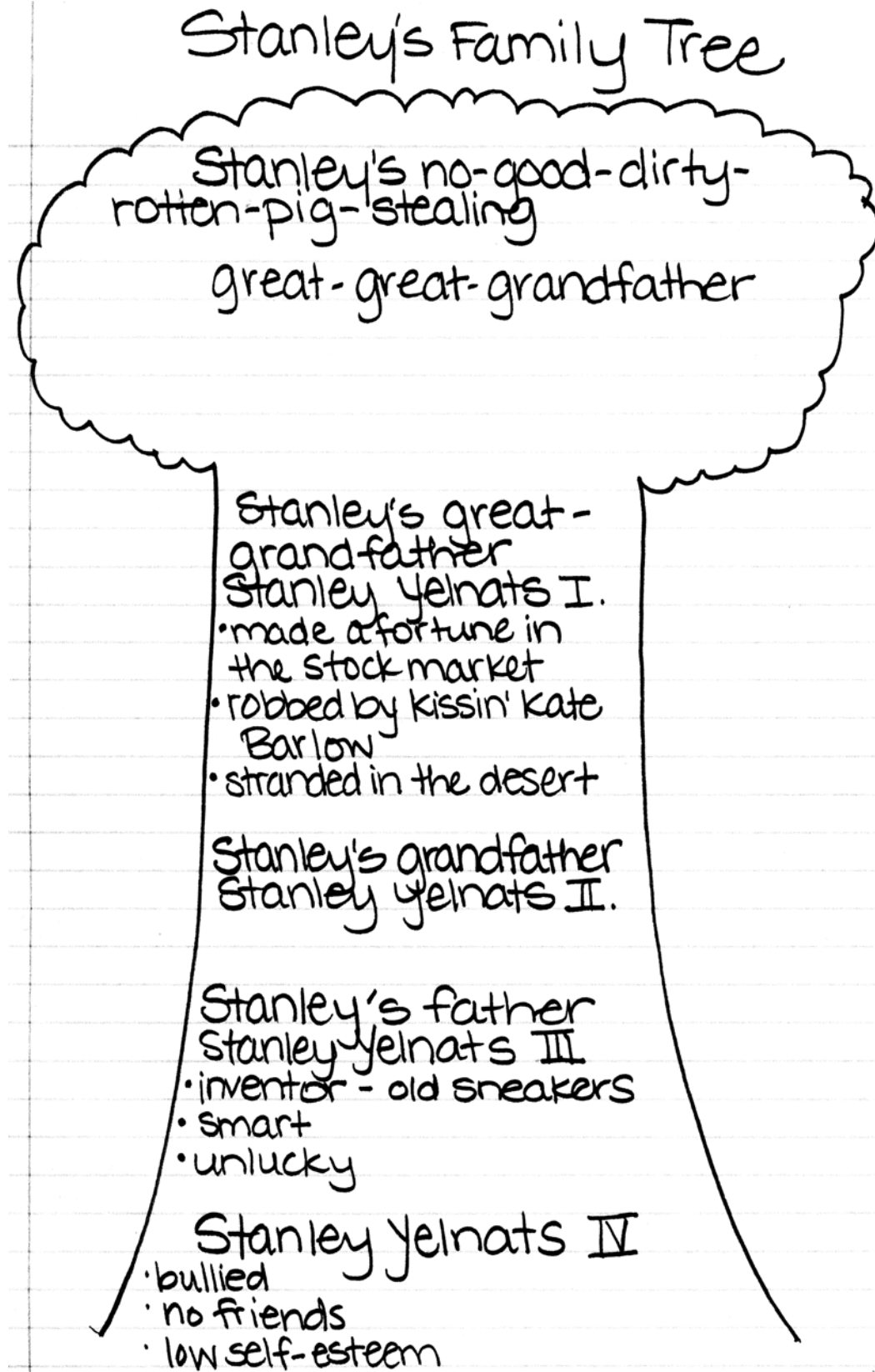
(Model adding information about Stanley’s great-grandfather to the family tree.)

Link:

Today and every day when you read...

...I want you to think about who the main characters are and consider what is being revealed about each character.

The following family tree is a sample showing what your co-created family tree *might* look like:



DAY 7, OUTSIDE TEXT

Instructional Read-Aloud

Article: “The Juvenile Boot Camp Debate” by Sarah Collinge

In this article...students will find information about the juvenile boot camp debate. They will read reasons why juvenile boot camps are considered effective and helpful, as well as reasons why juvenile boot camps are considered ineffective and harmful.

In this lesson...students will read about the positive and negative consequences of juvenile boot camps. Students will read for the purpose of categorizing information as either “pro” or “con” juvenile boot camps, in preparation for tomorrow’s lesson, in which they will write a paragraph that either supports or disagrees with how the judge solves the problem of juvenile delinquents in the book *Holes*. You will help students evaluate information and form their own opinions about this controversial topic.

To prepare for this lesson, print and make a copy of the article titled “The Juvenile Boot Camp Debate” for each student.

Learning Targets:

Read closely to understand diverse media (RI 1, 2, 3, 7)

Integrate information across texts (RI 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers pay attention to the setting of the story.

Teach:

Today I am going to teach you...

...that good readers stop to learn more about a topic when it is important to the text.

Today we are going to read an article describing the positive and negative consequences of juvenile boot camps. I have chosen to stop and learn about this topic today because it connects with a main topic of the book *Holes*.

As we read, we are going to be thinking about what the positive results of juvenile boot camps are compared to the negative impacts of juvenile boot camps. This will help us evaluate whether juvenile boot camps are a good solution to the problem of troubled behavior in youth.

Watch me as I model how I look for important details as I read and consider why these details are important.

Today we will be using this stem for turn and talk:

When the article said _____, I thought this was an important detail because _____. This helps me understand _____.

Open up your reader's notebooks to a clean page and title the page **Juvenile Boot Camps**. Now draw a T-chart. Label the left side of the T-chart with a plus sign. Label the right side of the T-chart with a minus sign. This is where we will keep track of details in the text that show the pros and cons of juvenile boot camps.



Begin reading "The Juvenile Boot Camp Debate."

Model:



Stop after: "Consequences for misbehavior include physical exercise and loss of privileges such as food, water, and shelter."

This section of the article explains what a juvenile boot camp is. No opinion is given as to whether these camps are positive or negative.

When the article said that parents hope the environment of the juvenile boot camp will teach their son or daughter a lesson, **I thought this was an important detail because** it helps me understand why parents might choose to send their son or daughter to a juvenile boot camp. **This helps me understand** that the intended outcome of the boot camp is to teach youth a lesson.

Now we will read about the positive results of juvenile boot camps.

Guided Practice:



Stop after: “The structure of the camp teaches teens to respect adults, obey rules, and appreciate their lives.”

What important details did you read about in this section of the text that show the positive results of juvenile boot camps?

Turn and talk to your partners using this stem:

When the article said _____, I thought this was an important detail because _____. This helps me understand _____.

(Model adding details to the left column of the T-chart.)

Guided Practice:



Stop after: “In addition, boot camps that also teach academics encourage teens to stay in school.”

What important details did you read about in this section of the text that show the positive results of juvenile boot camps?

Turn and talk to your partners using this stem:

When the article said _____, I thought this was an important detail because _____. This helps me understand _____.

(Model adding details to the left column of the T-chart.)

Now we will read about the negative consequences of juvenile boot camps.

Guided Practice:



Stop after: “In another case, a 14-year-old girl died after being forced to run several miles without water.”

What important details did you read about in this section of the text that show the negative consequences of juvenile boot camps?

Turn and talk to your partners using this stem:

When the article said _____, I thought this was an important detail because _____. This helps me understand _____.

(Model adding details to the right column of the T-chart.)

Stretch It:

Discuss: Based on the details and facts in this article, do you think juvenile boot camps are positive or negative?

Link:

Today and every day when you read...

...I want you to consider how reading outside text can help you understand a story better.

The Juvenile Boot Camp Debate

by Sarah Collinge

What are juvenile boot camps?

Juvenile boot camps promise to correct the troubled behavior of young citizens. Boot camp is sometimes offered as an alternative to jail when a teen has committed a nonviolent crime. In addition, some parents choose to send their son or daughter to a boot camp, hoping that the environment of the camp will teach their child a lesson.

Typically, boot camps offer a military environment that focuses on discipline and physical exercise and labor. Camps typically are rustic, with youth sleeping in tents, in cabins, or outdoors. Access to food and water is often limited.

Consequences for misbehavior include physical exercise and loss of privileges such as food, water, and shelter.

Juvenile boot camps are effective and helpful.

Some people believe that juvenile boot camps are both effective and helpful to troubled youth. Proponents of boot camps believe that through discipline, teens learn to replace bad habits with good habits. The structure of the camp teaches teens to respect adults, obey rules, and appreciate their lives. Proponents believe that the conditions of boot camps, though harsh, are far better than the conditions a teen would face in prison. The military-style training offered at boot camps often leads the young adults who attend them to pursue military careers once they are out of high school. In addition, boot camps that also teach academics encourage teens to stay in school.

Juvenile boot camps are ineffective and harmful.

The National Mental Health Association argues that teen boot camps are ineffective and potentially harmful (2007). Reports show that many teens who attend juvenile boot camps return to their former behavior. The use of military discipline can also permanently harm teens. Reports of abuse are widespread (1993). In one case, a boy ate dirt because he was so dehydrated, and he eventually died. In another case, a 14-year-old girl died after being forced to run several miles without water (2001).

References:

Accendo Academy. (2007). Are teen boot camps effective? You may be surprised. Message posted to <http://www.simplysearch4it.com/article/48109.html>, retrieved on September 14, 2015.

U.S. Government Accountability Office. (1993). Prison boot camps: Short-term prison costs reduced but long-term impact uncertain. Message posted to <http://www.gao.gov/products/GGD-93-69>, retrieved on September 14, 2015.

Walsh, D. (2001). 14-year-old dies in Arizona, latest casualty of "boot camps." Message posted to <https://www.wsws.org/en/articles/2001/07/boot-j06.html>, retrieved on September 14, 2015.

The following chart is a sample showing what your co-created chart *might* look like:

Juvenile Boot Camps	
+	-
<ul style="list-style-type: none">• good habits taught• teach respect• better than prison• might lead to a military career• encourages teens to stay in school	<ul style="list-style-type: none">• bad habits return• harmful discipline• abuse• death• dehydration• " a 14 year old girl died after being forced to run several miles without water "

DAY 11, RETELL SUMMARY WRITING

Mini-Lesson

In this lesson...students will be synthesizing their understanding of a portion of the first quadrant of the text by writing a summary. Students will be using the retell summary frame to organize their writing. If this is the first time your students will be using this frame, I recommend modeling how to write the introduction and the description of the first event. Students may copy this writing into their reader's notebooks and then continue to write their summaries on their own or with the support of their partners. Students should be expected to produce quality work.

Learning Targets:

Summarize the text (RL 2)

- One-sentence sum-up
- Retell summary

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

Write an expository piece (W 2)

- Summary

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Acquire and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers read slowly at the beginning of a book in order to make sure they understand all the story elements, including character, setting, and plot.

Teach:

Today I am going to teach you...

...that good readers write a retell summary in order to monitor their comprehension. When we summarize, we think about the most important events and details from the story. The process of summarizing helps us recognize when we are confused so that we can go back and clear up that confusion.

Today you will be writing a summary of a portion of the first quadrant of *Holes*. You will be focusing on retelling how Stanley happened to be sent to Camp Green Lake.

You have already started organizing your thinking by creating an important events list for Stanley's story. Please turn to that important events list in your reader's notebooks. Let's read the events listed there together.

Open up your reader's notebooks and title a clean page **Retell Summary**. This is a piece of writing that will be graded. Therefore, you will want to do your best work, making sure your writing looks like fifth-grade writing.

You will be using a summary frame that will help you organize your thinking about this story. You may also use the important events list to help you with your writing. Remember, you will want to put the events in sequential order using your own words. You will also want to add some details about these events.

Introduce the Retell Summary Frame

Scaffold:

(You will need to decide how your students should approach this assignment. Various options are listed below; choose based on your students' levels of readiness.

- Shared writing [writing is done as a group on chart paper or a document camera while students copy this writing into their reader's notebooks]
- Guided writing [writing is started as a group on chart paper or a document camera and then released to be completed collaboratively or independently]
- Collaborative writing [writing is done by students working collaboratively with partners; however, each student is responsible for his or her own writing]
- Independent writing [writing is done by the student independently, with limited or no guidance])

Share-out:

(Have students share their writing with a partner or the class. Partners or classmates should respond to students' concluding thoughts from their writing by using the stem:

I agree with you because _____, OR

I disagree with you because _____.)

Retell Summary Frame

Introduction Sentence	<p><i>The first quadrant of the book _____, by _____, tells _____.</i></p> <p>This sentence should broadly tell what the first quadrant of the book (Stanley's story) is about. This is a one-sentence sum-up.</p>
Body	<p>Describe the most important events from the first quadrant of the book (Stanley's story). Include some detail.</p> <p>Use transition words such as:</p> <p><i>First, next, then, finally,</i> <i>First, next, after that, in the end,</i> <i>In the beginning, then, after that, finally,</i></p>
Conclusion	<p>Describe your thinking about the book. This could be a prediction about what will happen next, an inference about the theme, or a judgment.</p> <p>Use concluding words such as:</p> <p><i>In conclusion,</i> <i>All in all,</i> <i>As you can see,</i> <i>It is true,</i> <i>I am thinking,</i> <i>I predict,</i></p>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

Retell Summary (Sample):

The first quadrant of the book *Holes* tells about a boy named Stanley who is sent to Camp Green Lake as a punishment for stealing a pair of sneakers, even though he is innocent.

First, someone stole a famous baseball player's (Clyde Livingston's) sneakers from a homeless shelter. When Stanley was walking home from school, the sneakers fell from a freeway overpass and hit him in the head. He didn't know that the shoes were stolen or that they belonged to his favorite baseball player.

Next, Stanley decided to take the sneakers home to his father. He thought his father could use the sneakers to help him with his new invention. On his way home, a police officer arrested him.

Later, Clyde Livingston testified against Stanley in court. Stanley told the truth, but no one believed him. Instead of being sent to jail, Stanley was sent to Camp Green Lake.

As you can see, Stanley is a very unlucky kid.

Mini-Lesson

Vocabulary Routine: *stereotype* (L 4, 5, 6)

Stereotype is a compound word. The Greek combining form ‘stereo’ means *solid* or *firm*. The Greek combining form ‘type’ means *an impression or mark*.

Instructional Read-Aloud

In this chapter...after digging his second hole, Stanley returns to his tent to find Mr. Pendanski and all the other boys sitting in a circle. Mr. Pendanski is leading a discussion about setting goals for what the boys will do once they leave Camp Green Lake. He tells the boys that if they don't have goals they will end up right back in jail. He reminds the boys that so far, they have “done a pretty good job at messing up [their] lives” (p. 57).

In this lesson...you will model how readers consider how an author's writing style—particularly, in this case, Louis Sachar's use of dark humor—helps them to understand the author's perspective. Through Mr. Pendanski's condescending tone and sarcasm, the reader infers that Mr. Pendanski believes in the “bad boy” stereotype that is used to define each of the boys at Camp Green Lake. You will model making a chart that illustrates this stereotype.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer

Recognize author's craft (RL 4)

- Stereotype

Infer author's perspective (RL 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers notice the main character's actions, words and feelings in order to infer character traits. Doing this helps readers understand the main character better.

Teach:

Today I am going to teach you...

...that good readers pay attention to the writing style of the author in order to infer the author's perspective. Authors sometimes use humor to convey a message. In the book *Holes*, Louis Sachar uses dark humor to convey a message. Today as we read, we will notice that Louis Sachar wants us to think about the negative effects of stereotyping people.

Open up your reader's notebooks and title a clean page **The Boys of Camp Green Lake—Stereotype**. (Review what a stereotype is, referring to the vocabulary mini-lesson you just taught.)

Draw an outline of a boy in an orange jumpsuit and orange hat. Leave the face blank. Notice how when the boys are all in the same clothes, and all are covered in dirt from digging holes, you can't really tell the difference between them. That's what a stereotype is—when all those within a group are generally thought about as being the same.

(Give an example here, if possible)

Watch me as I model how I think about how other people view the boys at Camp Green Lake, according to a stereotype.

Notice how I look for details in the story that generalize these characters—details that make the characters all seem the same.

Today we will be using this stem for turn and talk:

When the book said____, I was thinking _____. I thought this was an example of a stereotype because _____.



Begin reading chapter 12 of *Holes*, starting on page 55.

Model



Stop after: “Otherwise you’re going to end up right back in jail.” (p. 56)

When the book said the boys need to prepare to join the rest of society, **I was thinking** Mr. Pendanski believes the boys are misfits and that they don't fit in with everyone else. **I thought this was an example of a stereotype because** Mr. Pendanski is acting like all the boys are the same—misfits.

(Model adding the word “misfits” to the inside of the outline.)

Guided Practice



Stop after: “I know you think you’re cool.” (p. 57)

Is a stereotype revealed in this section of the text?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking _____. I thought this was an example of a stereotype because _____.

(Model adding thinking to the inside of the outline.)

Guided Practice



Stop after: “I like to dig holes.” (p. 58)

Is a stereotype revealed in this section of the text?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking _____. I thought this was an example of a stereotype because _____.

(Model adding thinking to the inside of the outline.)

Stretch It (Optional):

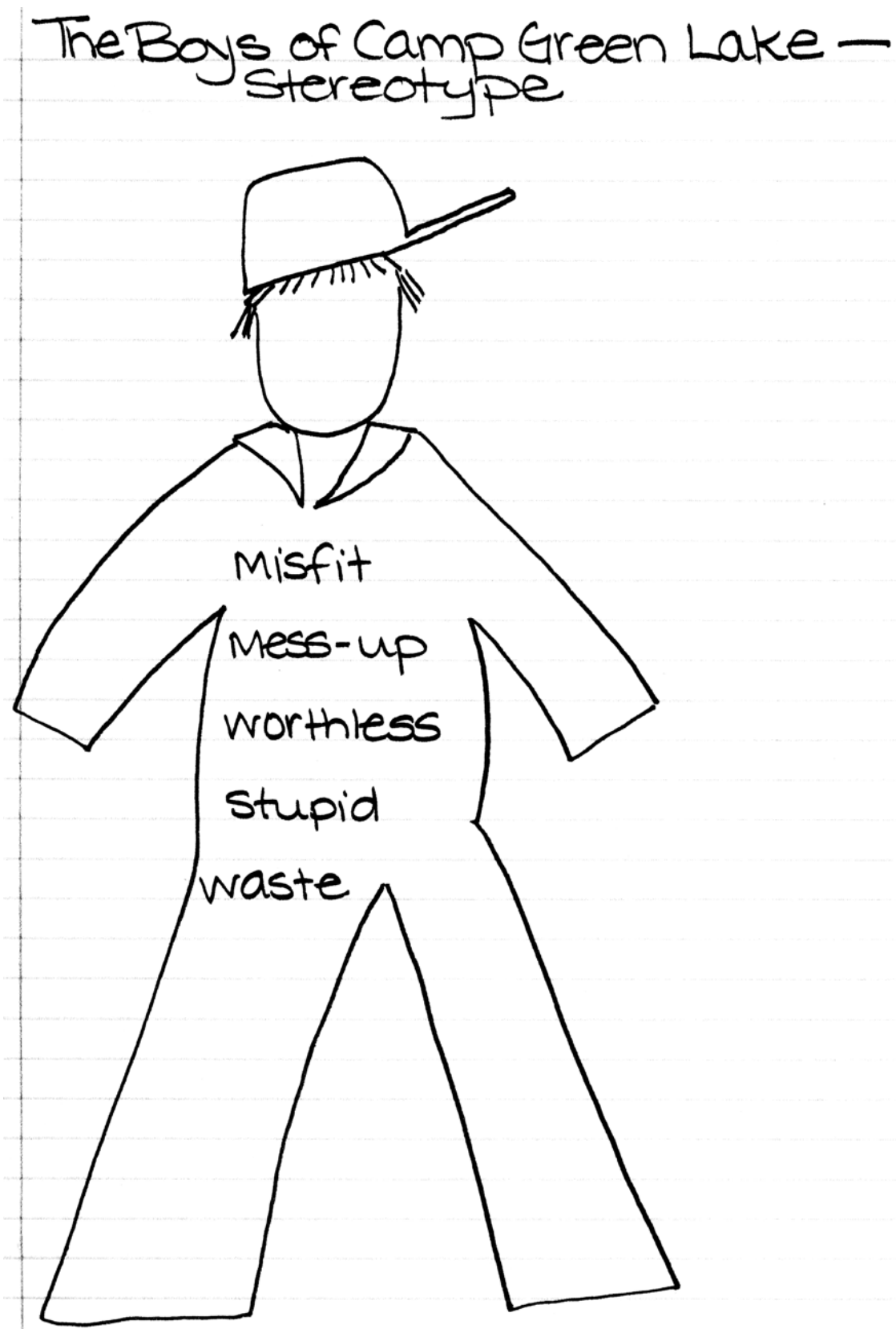
Discuss: Do you think Louis Sachar believes in the “Boys of Camp Green Lake” stereotype? Why or why not?

Link:

Today and every day when you read...

...I want you to notice the author’s craft and think about how it might help you understand the author’s perspective.

The following chart is a sample showing what your co-created chart might look like:



Mini-Lesson

Vocabulary Routine: *strength* (L 4, 5)

Instructional Read-Aloud

In these chapters... Stanley gets “accidentally” hit in the head with a shovel. His ear is bleeding, and Mr. Sir makes him a bandage out of a sunflower seed bag and a piece of tape. He tells Stanley to “get back to work,” even though Stanley is dizzy. Stanley is clearly becoming physically stronger and faster at digging holes. Later, Zero admits to Stanley that he doesn’t know how to read. Zero asks Stanley to teach him to read and write. Stanley tells Zero “sorry, he doesn’t know how to teach.” Stanley recognizes that his heart has hardened too.

In this lesson... you will model how readers focus on how the main character changes over time. You will push students to consider whether Stanley is changing for the better. Stanley is supposed to be digging holes to improve his character, but maybe digging holes every day is actually having the opposite effect.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits

Show understanding of important story elements (RL 3)

- Character
- Plot

Use what you know about genre to help you understand the story better (RL 5)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers recognize foreshadowing and use the clues that foreshadowing provides to help them predict what will happen in the book.

Teach:

Today I am going to teach you...

...that good readers pay close attention to how the main character in the story changes over time. We know that we can expect characters to change throughout a book whenever we read realistic fiction.

Watch me as I model how I think about how Stanley was at the beginning of the story and compare that to the way he is right now in the story.

Notice how I also think about why Stanley is changing and whether or not the discipline at Camp Green Lake is changing him for the better or for the worse.

Today we will be using this stem for turn and talk:

When the book said _____, I was thinking that Stanley is changing. In the beginning, _____. Now, _____. This makes me think _____.

To help us with our thinking today, open up to the lists you wrote of words that describe Stanley in the beginning of the book and later, as he started to change. Today we will be adding words to this second list that describe what Stanley is like now in the story.



Begin reading chapters 17–18 of *Holes*, starting on page 77.

Model:



Stop after: “He scooped it up, then Zigzag dug his shovel into the ground underneath where ‘Stanley’s dirt’ had been.” (p. 79)

When the book said Stanley was down in the hole with the other boys, **I was thinking that Stanley is changing. In the beginning**, Stanley didn’t really fit in at Camp Green Lake (he was innocent and not a “tough guy”). **Now**, Stanley is becoming part of the group. **This makes me think** that Stanley will be a tough guy just like the other boys. I don’t think he will put up with Zigzag’s behavior.

(Model adding new details about Stanley to the “Stanley is changing” list.)

Guided Practice:



Stop after: “Stanley spat into his hole.” (p. 81)

How is Stanley changing?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking that Stanley is changing. In the beginning, _____.

Now, _____. This makes me think _____.

(Model adding new details about Stanley to the “Stanley is changing” list.)

Guided Practice:



Stop after: “It seemed that no matter how much he drank, he was always thirsty.” (p. 82)

How is Stanley changing?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking that Stanley is changing. In the beginning, _____.

Now, _____. This makes me think _____.

(Model adding new details about Stanley to the “Stanley is changing” list.)

Stretch It (Optional):

In the beginning of the book, Mr. Pendanski told the boys that they were digging holes to improve their characters. In other words, digging holes would make these bad boys into good boys.

Discuss: Do you think Stanley is changing for the better or for the worse? Why or why not?

Link:

Today and every day when you read...

...I want you to think about how the main character changes over time.

The following chart is a sample showing what your co-created chart *might* look like:

Stanley at the beginning of Holes

- weak
- unlucky
- defective
- low self-esteem
- cursed
- pessimistic

Prediction:

When Elya became physically stronger and more confident, this helped me think about what might happen to Stanley. I predict Stanley will become stronger by digging holes. I think he will learn to be more confident too.

Stanley is changing.

- losing weight
- skin is tougher
- respected
- tough guy
- stronger
- faster at digging holes
- his heart has hardened

Instructional Read-Aloud

In this chapter... Stanley realizes he has been at Camp Green Lake for 46 days. Out on the lake, the boys get into an argument about Zero digging part of Stanley's hole. Zigzag starts to beat up Stanley, but Zero steps in and starts to strangle Zigzag. When the Warden shows up, Stanley bravely defends Zero. This proves that he is changing—he is becoming more and more confident.

In this lesson... you will model how readers focus on how the main character changes over time in the genre realistic fiction. Students will add evidence to support their line of thinking that something good is coming from Stanley being at Camp Green Lake—Stanley is becoming more confident.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits

Identify the theme (RL 2)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

Show understanding of important story elements (RL 3)

- Character
- Plot

Use what you know about genre and text structure to help you understand the story better (RL 5)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers notice the author's craft while reading. They use the mood of the story to make predictions about what will happen next.

Teach:

Today I am going to teach you...

...that good readers continue to pay close attention to how the main character in the story changes over time. We know that we can expect characters to change throughout a book whenever we read realistic fiction.

Watch me as I model how I think about how Stanley was at the beginning of the story and compare that to how he is right now in the story.

Notice how I also think about how these changes might show that something good is coming from Stanley being at Camp Green Lake.

Today we will be using this stem for turn and talk:

When the book said _____, I was thinking that Stanley is changing. In the beginning, _____. Now, _____.



Begin reading chapter 30 of *Holes*, starting on page 130.

Model:



Stop after: “His body had adjusted somewhat to the heat and harsh conditions.” (p. 131)

When the book said Stanley had “adjusted...to the heat and harsh conditions,” **I was thinking that Stanley is changing. In the beginning,** Stanley had trouble digging holes in the hot sun. **Now,** Stanley is becoming stronger and tougher.

Guided Practice:



Stop after: “Stanley raised and lowered one shoulder.” (p. 137)

How is Stanley changing?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking that Stanley is changing. In the beginning, _____. Now, _____.

Guided Practice:



Stop after: “Before she left, she told the six remaining members of Group D that she still expected seven holes.” (p. 140)

How is Stanley changing?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking that Stanley is changing. In the beginning, _____.
Now, _____.

Stretch It:

I’d like each of you to open your reader’s notebook to your evidence collection box. Our line of thinking is: “Even when bad things happen, something good can come from these events, when you believe that it can. It is Stanley’s destiny to be at Camp Green Lake.”

Think about what we just read. Is something good coming out of Stanley being at Camp Green Lake? Turn and talk.

(Add evidence to the evidence collection box.)

Link:

Today and every day when you read...

...I want you to think about how the main character changes over time.

The following chart is a sample showing what your co-created chart *might* look like:

Line of Thinking

Even when bad things happen, something good can come from these events, when you believe that it can.

It is Stanley's destiny to be at Camp Green Lake.

- After Elya went to America he fell in love with Sarah Miller.
- Stanley is becoming physically stronger, more confident and more compassionate.
- Stanley has a friend, (Zero).
Zero is a descendent of Madame Zeroni p.119
- It is possible that Stanley is near where Kissin' Kate Barlow robbed his great-grandfather p.132
- Stanley learns to stand up for himself & others. p.137

Mini-Lessons

In these lessons...your students will be practicing expository writing in the form of a letter to an author. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least five days for this project.

Suggested Lesson Sequence:

- Day 1 – Draft
- Day 2 – Continue drafting
- Day 3 – Revise
- Day 3 – Edit and begin publishing
- Day 4 – Continue publishing
- Day 5 – Share
- Day 6 – Share

Learning Targets:

Write an expository piece (W 2)

- Letter to an author

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Recall and gather information from the text (W 8)

Write for an extended period of time (W 10)

Acquire and use key vocabulary (L 6)

Present ideas (SL 3, 4)

Connect:

We have been learning...

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking. We have also learned that readers write in order to synthesize and reflect on their thinking.

Teach:

Today I am going to teach you...

...that good readers write in order to share their thinking about a book with someone else. Today we will be starting a formal writing project. We will be writing letters to the author of *Holes*, Louis Sachar. A letter is an expository writing piece that is friendly and encourages the recipient to respond.

For our formal writing, we will be working outside of the reader's notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:

- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

Introduce the Letter to an Author Frame.

Scaffold:

(You will need to decide how your students should approach this assignment. Various options are listed below; choose based on your students' levels of readiness.

- Shared writing [writing is done as a group on chart paper or a document camera while students copy this writing into their reader's notebooks]
- Guided writing [writing is started as a group on chart paper or a document camera and then released to be completed collaboratively or independently]
- Collaborative writing [writing is done by students working collaboratively with partners; however, each student is responsible for his or her own writing]
- Independent writing [writing is done by the student independently, with limited or no guidance])

Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to students' concluding thoughts from their writing by using the stem:

I agree with you because _____, OR
I disagree with you because _____.)

Letter to an Author Frame

Paragraph 1 (Introduction)	Dear _____, <ul style="list-style-type: none">• Introduce yourself and tell something about yourself.• Tell what book you read by the author.• Give the author a compliment.
Paragraph 2	<ul style="list-style-type: none">• Tell the author how you liked the book, and why.• Share a favorite part, and tell what you liked about it.
Paragraph 3	<ul style="list-style-type: none">• Explain your thoughts about the book. <p>You might use the stem: When the book said _____, I was thinking _____ because _____.</p>
Paragraph 4	<ul style="list-style-type: none">• Ask the author some smart questions about the book or his/her life.• Tell the author why you are wondering about the answers to those questions.
Paragraph 5 (Conclusion)	<ul style="list-style-type: none">• Compliment the author.• Give the author a reason to write you back.• Conclude and sign your name!

Letter to an Author (Sample):

Dear Louis Sachar,

My name is Wonderful, I am eleven-years old, and I go to Discovery Elementary. I have many questions, compliments, and comments for you. I just recently finished your book *Holes*, and I loved it so much I couldn't put it down!

I really loved your book because it made me want to read it again and again. To me, that is very surprising, because I NEVER have read a book twice. I guess it's because the other books I've read weren't as good as yours. I haven't got the chance to start reading it again, but I bet it would feel like reading it for the first time. That's because you build so much suspense, and your irony and sarcasm adds laughter. My favorite part was when Mr. Sir told Stanley, "You're not in the Girl Scouts anymore." I thought it was really funny that Camp Green Lake became a Girl Scout camp at the end of the book.

Your book made me realize that even when something goes wrong, I should look on the bright side and not give up. When Zero stood up to the Warden I instantly knew that I should stand up for what's right and what I believe in.

As I said, I have some questions for you. Do you believe in destiny? And what inspired you to write this book? My last question is, did you base any of the characters, or even the whole book, on a real-world connection? I think you based Kissin' Kate Barlow on Belle Starr, because both were lady outlaws who lived in the state of Texas.

Please write back and answer my questions. I can't wait to hear your answers! Thank you for writing this book. I feel confident in myself now, because in the book Zero was a "nobody" and now he is a "somebody." Because of that I now know that my goals and dreams can come true if I have a bit of confidence.

Your biggest fan,
Wonderful

P.S. My name is really Wonderful. Believe me.

Vocabulary Handbook

Holes

by Louis Sachar

Name: _____

	WORD PART	MEANING	PART OF SPEECH
a-	prefix	from, away, away from	
ab-	prefix	from, away, away from	
-able	suffix	able to, can be done	adjective
-ade	suffix		noun or verb
-age	suffix		noun
-an	suffix	like, resembling, similar to	noun
-ance	suffix		noun
ant-	prefix	before, prior to	
-ant	suffix	person who	noun
ap-	prefix	from, away, away from	
apo	Greek combining form	away from, separate	
archy	Greek combining form	govern, rule	
-ate	suffix		adjective
-ate	suffix	to do, to make	verb
cap	Latin root	to take, to receive	
cata	Greek combining form	down, under	
ceal	Latin root	to hide, hidden	
cess	Latin root	to be in motion, to go away	
cid	Latin root	to fall, to befall	
clypt	Greek combining form	cover, hide, conceal	
co-	prefix	together, with	
com-	prefix	together, with	
con-	prefix	together, with	
cor-	prefix	heart	
cracy	Greek combining form	to govern, to rule	
cur	Latin root	to care for, to give attention to	
de-	prefix	completely	
de-	prefix	down	
de-	prefix	opposite of	
demn	Latin root	to harm, to punish	

demo	Greek combining form	people, population	
dent	Latin root	tooth, teeth	
dict	Latin root	talk, speak, declare	
dign	Latin root	worthy of respect	
-ed	inflectional ending		past tense verb
-ed	suffix		adjective
em	Greek combining form	in, inward	
emp	Latin root	to take, to take up	
-en	suffix		adjective
-ence	suffix		noun
-ent	suffix		adjective
-er	suffix	a person that does something	noun
-ery	suffix	denoting occupation or business	noun
ex-	prefix	out, upward, complete, remove from	
fect	Latin root	to make, to do, to build	
fic	Latin root	to make, to do, to build	
fore-	prefix	before	
fort	Latin root	bravery, power, strength	
front	Latin root	forehead, brow	
fuge	Latin root	drive away, flee, run away	
-ful	suffix	full of	
gen	Latin root	line of descent, origin	
gno	Latin root	know, learn, discern	
grade	Latin root	walk, step, move around	
gress	Latin root	walk, step, move around	
habit	Latin root	dwell, live	
hum	Latin root	human beings, mankind	
-ible	suffix	able to, can be done	adjective
-ic	suffix		adjective
-ice	suffix		noun
im-	prefix	not	
in-	prefix	not	

in-	prefix	in, into, within	
-ish	suffix		verb
-ism	suffix	belief in, practice of	noun
-ist	suffix	one who believes in, one who is engaged in	noun
-ity	suffix		noun
-ive	suffix		adjective or noun
-lative	suffix	bear, carry	
-le	suffix	little, small	noun
liber	Latin root	free	
luxur	Latin root	excess, abundance	
-ly	suffix		
mal	Latin root	bad	
-ment	suffix		noun
merg	Latin root	to dip, immerse, plunge	
mirac	Latin root	to wonder at, wonder, cause to smile	
mit	Latin root	let go, sent	
mon / mono	Greek combining form	one, alone, single	
monu	Latin root	warn, remind, advise	
-mony	suffix		noun
mors	Latin root	bite, biting	
nat	Latin root	born, birth	
-ness	suffix		noun
noc	Latin root	injure, hurt	
oleo	Latin root	to destroy, to die out	
omen	Latin root	to indicate something is going to happen	
optim	Latin root	best, exceptionally good	
-or	suffix	person who	noun
-ous	suffix		adjective
pac	Latin root	peace	
par	Latin root	to get ready, to prepare	
pass	Latin root	suffering, feeling, enduring	
pathy	Greek combining form	feeling, perception	

pend	Latin root	weight, to cause to hang down	
per-	prefix	through, across, over	
persever	Latin root	continue, persist	
pessim	Latin root	bad, worst	
ple	Latin root	fill, full	
plic	Latin root	to fold, bend, curve	
plu	Latin root	more, many	
poss	Latin root	power, strength, ability	
pre-	prefix	before	
preci	Latin root	prize, reward, value	
prehens	Latin root	reach, attain, hold	
priv	Latin root	belonging to an individual, not for the public	
pro-	prefix	before, forward	
prov	Latin root	upright, good, honest	
re-	prefix	back, again	
reg	Latin root	to direct, to rule	
render	Latin root	to give back, restore	
rupt	Latin root	break, tear	
-s	inflectional ending		plural noun
sati	Latin root	enough	
se-	prefix	by itself, aside, apart from	
seri	Latin root	important	
serve	Latin root	to watch, to keep safe	
-sion	suffix		noun
solen	Latin root	be accustomed	
spec / spect	Latin root	to see, look at, behold	
sper / spair	Latin root	hope	
spirat	Latin root	breath of life, mind, soul	
stereo	Greek combining form	solid, firm, hard	
stroph	Greek combining form	turn, twist, bend	
struct	Latin root	to build	
sub-	prefix	under, below, beneath	
sur-	prefix	on top, over, higher	

sym	Greek combining form	with, together	
termin	Latin root	end, last	
testi	Latin root	witness, one who stands by	
-tion	suffix		noun
tonous	Greek combining form	sound	
type	Greek combining form	an impression, a mark	
un-	prefix	not	
-ure	suffix		verb
vid	Latin root	see	
vinc	Latin root	conquer, overcome	
viol	Latin root	force, injure, dishonor	
vive	Latin root	life, alive	
-y	suffix		adjective

Vocabulary: Making Connections

Target Word:

perseverance

Context:

“To be a successful inventor you need three things: intelligence, perseverance, and just a little bit of luck. Stanley’s father was smart and had a lot of perseverance.”
(p. 8)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)