



For the hybrid or
virtual classroom.

5TH GRADE

VOLUME 5.2

Realistic Fiction

Complex Story Structure

Holes

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Introduction

For years, teachers have used reading activities to induce readers to interact with a text in order to build comprehension. Probably the most commonly used reading activity is one in which students read a portion of the text and then answer short-answer and multiple-choice questions. This read-and-answer-questions lesson format is meant to influence and strengthen students' comprehension, yet teachers still report students, "just don't understand what they read." Reading guides offer another solution.

Studies report that reading guides:

- improve reading comprehension
- benefit all readers
- increase the transfer of skill to new material, and
- are a pleasant change from the typical read-and-answer-questions lesson format

What is a Reading Guide?

A *reading guide* is a formative assessment tool as well as a tool for building comprehension. Students complete reading guides after having read a portion of assigned text. Rather than a list of questions, reading guides provide a list of statements about the key ideas, details, and inferential thinking prompted by the text. Some of the statements are true based on details in the text. Other statements do not match up to the ideas in the text. After reading, students read through these statements and select those that are true.

The reading guides we have created for the *Read Side by Side Reading Program* are meant to be used as an *exit ticket* after students have participated in the read-aloud lesson. These guides have been specifically created for the virtual classroom—especially when students are participating in pre-recorded read-aloud lessons. Reading guides will serve as an accountability tool, and will also draw students' attention to the important ideas and themes in the text. They will increase students' engagement in virtual lessons.

The reading guides we provide are fillable PDF files. You may share these files with students electronically. They will input their answers into the text boxes provided, save, and send the assignment back to you to be graded. You may also print the reading guides for students, and use them in a traditional pencil-to-paper method.

You will notice that the reading guides we have prepared are hierarchical. The guides move from literal thinking, to inferential thinking, to interpretive thinking. Use the record keeping form provided, and also the record keeping form available in the *Assessment and Intervention Guide for the Read Side by Side Reading Program* (Dewitz & Collinge, 2020) to keep data on students' ability to note *key ideas and details* in the text, infer the author's purpose for using *craft and structure*, and interpret the text through the *integration of knowledge*.

How to Use Reading Guides

1. After students have listened to or read a portion of the book, provide students with the corresponding reading guide to complete on their own or with a partner.
2. Allow students the opportunity to discuss their answers.
(In the study listed, reading guides seemed to be more valuable when students have the opportunity to discuss their answers.)
3. Use reading guides as a formative assessment tool, allowing you to pinpoint students' strengths and weaknesses or misconceptions and plan further instruction or intervention.
4. As with any classroom tool, use reading guides judiciously so that students participate in a variety of comprehension building activities. While we provide a reading guide to go with each of the reading assignments, it is not necessary to use all of them.

Reference:

Armstrong, D. P., Patberg, J., and Dewitz, P. "Reading Guides-Helping Students Understand." *Journal of Reading*, vol. 31, no. 6 (1988), pp. 532-541.

Reading Guide 1

Holes

Pages 3 - 10

Directions:

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

Key Ideas and Details (literal details)

- _____ 1. Camp Green Lake is in the state of Texas.
- _____ 2. 100 years-ago there was a lake, but now it is just a dry, flat wasteland.
- _____ 3. If a yellow-spotted lizard bites you, nothing will happen to you.
- _____ 4. Camp Green Lake is a camp for bad boys.
- _____ 5. Stanley is innocent.
- _____ 6. Stanley’s grandfather is trying to invent a way to recycle old sneakers.
- _____ 7. Stanley’s great-grandfather was robbed by a famous outlaw.

Craft and Structure (inferential ideas and details)

- _____ 8. Stanley feels embarrassed about being over-weight.
- _____ 9. Stanley father believes in curses.
- _____ 10. Stanley’s father is hopeful.

Integration of Knowledge (interpretive ideas)

- _____ 11. Sometimes the best lessons are learned when you fail.
- _____ 12. 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.

Reading Guide 2

Holes

Pages 11 - 20

Directions:

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

Key Ideas and Details (literal details)

- _____ 1. Camp Green Lake is a juvenile correction facility.
- _____ 2. Every day, the boys have to dig a hole five feet deep and five feet across.
- _____ 3. There is guard tower and electric fence around Camp Green Lake.
- _____ 4. The boys sleep in cabins.
- _____ 5. Stanley tells Mr. Pendanski that he is innocent.

Craft and Structure (inferential ideas and details)

- _____ 6. Mr. Pendanski respects all of the boys.
- _____ 7. Stanley is intimidated by the boys in his group.

Integration of Knowledge (interpretive ideas)

- _____ 8. The other boys will help Stanley adjust to life at Camp Green Lake.

Reading Guide 3

Holes

Pages 21 - 28

Directions:

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

Key Ideas and Details (literal details)

- _____ 1. Stanley is only allowed to take a fifteen-minute shower.
- _____ 2. Stanley was accused of stealing a pair of sneakers.
- _____ 3. Clyde Livingston is a famous baseball player, and Stanley’s hero.
- _____ 4. Stanley’s teachers believed him when he said he was being bullied by Derrick.
- _____ 5. If the boys find anything interesting while digging, they must report it to the Warden.

Craft and Structure (inferential ideas and details)

- _____ 7. The word *torment* means to cause suffering.
- _____ 8. Stanley believed that the shoes would be the key to his father’s invention.
- _____ 9. Stanley is glad he told the truth to the judge in court.

Integration of Knowledge (interpretive ideas)

- _____ 10. It is just a coincidence that Clyde Livingston’s shoes fell from the sky.
- _____ 11. Sometimes good things come from hardship.
- _____ 12. The boys aren’t digging holes to improve their character.

Reading Guide 4

Holes

Pages 28 - 40

Directions:

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

Key Ideas and Details (literal details)

- _____ 1. Stanley’s great-great-grandfather was Elya Yelnats.
- _____ 2. Elya and Igor Barkov both ask to marry Myra Menke.
- _____ 3. Madame Zeroni helps Elya by giving him her biggest pig.
- _____ 4. Elya must carry the pig up the mountain every day, and on the last day carry Madame Zeroni up the mountain.

Craft and Structure (inferential ideas and details)

- _____ 5. Madame Zeroni thinks Elya should marry Myra Menke.
- _____ 6. Madame Zeroni is wise.
- _____ 7. Myra does not know how she feels in her heart.

Integration of Knowledge (interpretive ideas)

- _____ 8. Beauty is only skin-deep.

Reading Guide 5

Holes

Pages 41 - 54

Directions:

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

Key Ideas and Details (literal details)

_____ 1. Stanley lies to his mom because he doesn't want her to worry.

_____ 2. The boys give Stanley the nickname “Caveman”.

_____ 3. Stanley's hands are blistered.

_____ 4. Stanley finds a fossil of a fish.

_____ 5. The Warden is very interested in fossils.

Craft and Structure (inferential ideas and details)

_____ 6. A miracle is a surprising and unexplainable event.

_____ 7. Stanley doesn't like his new nickname.

Integration of Knowledge (interpretive ideas)

_____ 8. The Warden is looking for something valuable.

Reading Guide 6

Holes

Pages 59 - 76

Directions:

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

Key Ideas and Details (literal details)

- _____ 1. Stanley has been at Camp Green Lake for almost two weeks.
- _____ 2. Stanley finds a gold tube.
- _____ 3. Stanley gives the gold tube to Zero.
- _____ 4. The Warden is a man with red hair and freckles.

Craft and Structure (inferential ideas and details)

- _____ 5. Mr. Pendanski is afraid of the Warden.
- _____ 6. It is ironic that the Warden thinks X-Ray has “sharp eyes”.
- _____ 7. Stanley is changing.

Integration of Knowledge (interpretive ideas)

- _____ 8. Everything in life should be easy.
- _____ 9. Things happen for a reason.

Reading Guide 7

Holes

Pages 77 - 100

Directions:

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

Key Ideas and Details (literal details)

- _____ 1. Zigzag hits Stanley with his shovel.
- _____ 2. Stanley is now the fastest digger.
- _____ 3. Zero doesn't know how to read or write.
- _____ 4. Stanley takes the blame for Magnet.
- _____ 5. The Warden's lipstick is made with rattlesnake venom.

Craft and Structure (inferential ideas and details)

- _____ 6. Stanley's heart has softened.
- _____ 7. Condemned means sentenced to punishment.
- _____ 8. Stanley's great-grandfather was lost for 17 days in the desert.
- _____ 9. Zero believes Stanley is innocent.

Integration of Knowledge (interpretive ideas)

- _____ 10. Mr. Sir will blame Stanley for being slapped by the Warden.
- _____ 11. The other boys will be okay with the fact that Zero is digging part of Stanley's hole.
- _____ 12. It feels good to help people.

Reading Guide 8

Holes

Pages 100 - 115

Directions:

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

Key Ideas and Details (literal details)

- _____ 1. Green Lake was once the largest lake in Texas.
- _____ 2. Katherine Barlow was the town’s school teacher.
- _____ 3. Charles Walker is nicknamed Trout because he likes to fish.
- _____ 4. Trout Walker’s family owns all of the land to the east of the lake.
- _____ 5. Sam has an onion field on the other side of the lake.
- _____ 6. Sam thinks onions can cure just about anything.

Craft and Structure (inferential ideas and details)

- _____ 7. The people in the town are prejudiced toward Sam because he is black.
- _____ 8. Miss Katherine loves Trout Walker.
- _____ 9. Sam is unjustly condemned for kissing a white woman.

Integration of Knowledge (interpretive ideas)

- _____ 10. We’re all equal under the eyes of God.
- _____ 11. The town of Green Lake was cursed.

Reading Guide 9

Holes

Pages 116 - 129

Directions:

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

Key Ideas and Details (literal details)

- _____ 1. Zero isn't as stupid as everyone thinks.
- _____ 2. Zero's real name is Hector Zeroni.
- _____ 3. Trout Walker is married to a red headed woman named Linda.
- _____ 4. Kissin' Kate Barlow dies after being bit by a rattlesnake.

Craft and Structure (inferential ideas and details)

- _____ 5. Mr. Pendanski shows compassion to Stanley.
- _____ 6. Stanley is taking advantage of Zero's willingness to dig part of his hole.
- _____ 7. Stanley trusts Mr. Sir.
- _____ 8. *Refuge* means something providing safety or shelter.

Integration of Knowledge (interpretive ideas)

- _____ 9. What goes around comes around.

Reading Guide 10

Holes

Pages 130 - 154

Directions:

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

Key Ideas and Details (literal details)

- _____ 1. Stanley has been at Camp Green Lake for 46 days.
- _____ 2. The Warden forbids Stanley from teaching Zero to read.
- _____ 3. Zero hits the Warden with a shovel.
- _____ 4. Zero runs away.
- _____ 5. A new kid nicknamed *Twitch* becomes part of Group D.

Craft and Structure (inferential ideas and details)

- _____ 6. Stanley regrets letting Zero dig part of his hole.
- _____ 7. A ward of the state is a child in custody of the state.
- _____ 8. Stanley is haunted by the idea that Zero might still be alive.

Integration of Knowledge (interpretive ideas)

- _____ 9. Nothing is impossible.
- _____ 10. Stanley probably isn't in the same place where his great-grandfather was robbed.

Reading Guide 11

Holes

Pages 155 - 176

Directions:

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

Key Ideas and Details (literal details)

- _____ 1. Stanley’s canteen is full.
- _____ 2. Stanley finds Zero under a boat called Mary Lou.
- _____ 3. Zero has been drinking bottled peach juice he found under the boat.
- _____ 4. Stanley and Zero cross the lake, then have to climb up out of it.
- _____ 5. Stanley carries Zero the rest of the way to God’s thumb.

Craft and Structure (inferential ideas and details)

- _____ 6. Zero would rather die than go back to Camp Green Lake.
- _____ 7. Stanley is determined to keep going.

Integration of Knowledge (interpretive ideas)

- _____ 8. It is not surprising that Stanley and Zero are alive.
- _____ 9. Stanley breaks the curse.

Reading Guide 12

Holes

Pages 177 - 233

Directions:

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

Key Ideas and Details (literal details)

- _____ 1. Stanley stole Clyde Livingston’s shoes.
- _____ 2. Zero spent most of his life homeless.
- _____ 3. Stanley and Zero return to the hole where the gold tube was found.
- _____ 4. In the hole, Stanley and Zero unearth a metal suitcase.
- _____ 5. The suitcase belongs to the Warden.

Craft and Structure (inferential ideas and details)

- _____ 6. For the first time in a long time, Stanley feels happy.
- _____ 7. Stanley wishes he hadn’t come to Camp Green Lake.
- _____ 8. Stanley’s greatest fear is that his parents will think he is dead.
- _____ 9. Stanley is strong and courageous.
- _____ 10. The onions protect Stanley and Zero from yellow spotted lizards.

Integration of Knowledge (interpretive ideas)

- _____ 11. To be successful, you need three things: intelligence, perseverance, and just a little bit of luck.
- _____ 12. Children do not have rights.
- _____ 13. Even when bad things happen, something good can come from these events.
- _____ 14. Believe in miracles.

Reading Guides ANSWER KEY

Holes

The numbers below indicate the statements that should be marked with the letter Y.

Reading Guide 1:

1, 2, 3, 4, 5, 7, 8, 10, 11

Reading Guide 2:

1, 2, 7

Reading Guide 3:

2, 3, 5, 7, 8, 11, 12

Reading Guide 4:

1, 2, 4, 6, 7, 8

Reading Guide 5:

1, 2, 3, 4, 6, 8

Reading Guide 6:

1, 2, 5, 6, 7, 9

Reading Guide 7:

1, 3, 4, 7, 8, 9, 10, 12

Reading Guide 8:

1, 2, 4, 5, 6, 7, 9, 10, 11

Reading Guide 9:

1, 2, 3, 5, 6, 8, 9

Reading Guide 10:

1, 2, 4, 5, 6, 7, 8, 9

Reading Guide 11:

2, 3, 4, 6, 7, 9

Reading Guide 12:

2, 3, 4, 6, 8, 9, 10, 11, 13, 14

Recording Sheet: Reading Guides for *Holes*

Student:		1	2	3	4	5	6	7	8	9	10	11	12	Total
	Key Ideas & Details	___/7	___/5	___/5	___/4	___/5	___/4	___/5	___/6	___/4	___/5	___/5	___/5	_____/60
	Craft & Structure	___/3	___/2	___/3	___/3	___/2	___/3	___/4	___/3	___/4	___/3	___/2	___/5	_____/37
	Integration Of Knowledge	___/2	___/1	___/3	___/1	___/1	___/2	___/3	___/2	___/1	___/2	___/2	___/4	_____/24

The Assessment and Intervention Guide for the Read Side by Side Reading Program

Peter Dewitz & Sarah Collinge, 2020

As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest, and provide explicit feedback to move learners forward.

This guide outlines reliable, valid, and useful assessment tools, including:

- surveys of reading motivation and interest;
- observational notes;
- conference forms and scripts;
- standardized assessments;
- running records for each book club title (available online);
- checklists;
- rubrics;
- record-keeping forms; and
- a six-lesson unit preparing students for state testing.

The goal of reading instruction is not only to help students gain comprehension skill, but to ignite their interest and motivation to read. This book complements and is essential to the *Read Side by Side Reading Program*. The intervention strategies give teachers the tools to ensure that all students can succeed with the program, even those who struggle with reading, raising student achievement and increasing students' confidence and competence as readers.

To purchase, please visit
www.shop.readsidebyside.com

