



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBMS

Classes/Grade Level(s): grade 6

ABOUT THE BOOK

Selection Title/Author: *Holes* by Louis Sachar

Genre: mystery

Lexile Reading Level: 660

Total number of pages: 233

Book Summary (abbreviated, bulleted list or link to a book summary)
Stanley Yelnats is under a curse. A curse that began with his no-good-dirty-rotten-pig-stealing-great-great-grandfather and has since followed generations of Yelnatses. Now Stanley has been unjustly sent to a boys' detention center, Camp Green Lake, where the boys build character by spending all day, every day digging holes exactly five feet wide and five feet deep. There is no lake at Camp Green Lake. But there are an awful lot of holes.

It doesn't take long for Stanley to realize there's more than character improvement going on at Camp Green Lake. The boys are digging holes because the warden is looking for something. But what could be buried under a dried-up lake? Stanley tries to dig up the truth in this inventive and darkly humorous tale of crime and punishment—and redemption.

Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)

Drinking/smoking:

-Reference to a sheriff being intoxicated (pg 113)

Sex: Main characters kiss in a flashback (pg 11)

Language: Reference to bias and prejudice (pg 113)

Violence:

-Woman is inappropriately hit on by the town sheriff (pg 113)

-A mob murders a man for his race (pg 115)

-Woman shoots the sheriff (pg 115)

-Reference to a possible hanging (pg 113)

Other trauma inducing content:

Book Reviews (1-2 link(s)) Note: teacher is not responsible for broken links

Kirkus review of *Holes*

ABOUT THE CLASS



Rationale for the Literature Selection (In addition to standards): (To be completed by the teacher or team)

When reading *Holes* students will study themes present in the texts, and compare *Holes* to other related texts as they develop a concept of central idea and theme. The students will explore topics such as justice, freedom, and fairness and how they appear in *Holes* and other related texts found on Newsela and Common Lit. The goal in this unit is to develop students' critical thinking skills as they consider what is and is not fair, and use *Holes* as a model for considering how the characters make decisions.

The Ohio Department of Education ELA Standards (list priority standards *only* and abbreviations of the main ideas of the priority standards) [Link to Ohio's ELA Standards](#)

RL.6.2 Analyze literary text development. a. Determine a **theme** of a text and how it is conveyed through **particular details**. b. Incorporate a theme and story details into an objective summary of the text.

RL.6.9 **Compare and contrast** texts in different **forms or genres** (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RI.6.1 **Cite textual evidence** to support **analysis** of what the text says explicitly as well as inferences drawn from the text.





RI.6.2 Analyze informational text development. a. **Determine a central idea** of a text and how it is conveyed through particular details. b. Provide an objective summary of the text that includes the central idea and relevant details.

ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives? (1-2 texts, title/author; Note: these texts must also have lit. reviews forms associated with their selection)

1. Dead End in Norvelt by Jack Gantos
2. Tangerine by Edward Bloor
- 3.

SIGNATURES (embedded jpegs of authentic signatures are fine OR download/print form and obtain traditional signatures)

Teacher:  Date: 10/31/22
Department Chair:  Date: 10/31/22
Building Principal:  Date: 10/31/22
District Curriculum Administrator:  Date: 11/6/22