**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisory:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit 4: Holes** |

**What:**

Character interactions are how two or more people in a story communicate with and relate to each other

They include words and actions

**How:**

Read and annotate for main idea

Read and annotate for the specific interactions between the characters in question

Ask, what do these interactions show about the relationship between these characters?

**Why:**

Character interactions help the reader understand more about who each character really is

These interactions allow readers to infer how characters feel about each other and why

Interactions help the reader predict what will happen next between the people in a story

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| **Reading for Main Idea** |

1. What is the main idea of Chapter 13 of “Holes” by Louis Sachar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Based on your first read, how do you think Stanley and X-Ray feel about each other? Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Reading for Character Interactions between Stanley and X-Ray** | |
| Evidence of words and actions revealing  Stanley and X-Ray’s relationship | In my own words, this evidence shows… |
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| **Exit Ticket** |

**Open Response**: How do the interactions between Stanley and X-Ray develop their friendship in this chapter?

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**Criteria for Success: Did I…**

* Include claim, evidence, analysis/explanation, and conclusion in my Exit Ticket?
* Pick evidence that supports my claim?
* Create analysis/explanation that proves why my claim is correct?
* Write at least 4 complete sentences for my Exit Ticket?
* Reread and edit my work to remove mistakes?
* Neatly and completely finish each section of my packet?
* Work professionally and respectfully throughout class, showing grit and leadership?

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|  | 4 | 3 | 2 | 1 | 0 |
| Claim | Claim is **clear, correct**, and makes an argument that shows **full and complex understanding** of the task | Claim is **clear, accurate**, and makes a **basic** or literal argument that shows the scholar understands the task | Claim is **unclear**, and makes a **basic** or literal argument that shows the scholar **partly** understands the task | Claim is **not correct** or shows the scholar **does not** understand the task | Claim is **missing**. |
| Evidence | Evidence is **well-chosen** and clearly  **connects to or proves** the claim. | Evidence is **mostly relevant** and **sufficient** to support the claim. | Evidence is **mostly relevant**, but **insufficient** to support the claim. | Evidence is **irrelevant and does not support** claim or argument. | Evidence is **missing** or writer uses mostly **personal knowledge**. |
| Analysis | Analysis is **deep, thoughtful, original**, and **connects evidence** to the claim. | Analysis is **mostly literal** and **connects evidence** to author’s broader purpose or message. | Analysis is **repetitive or restates evidence** and may not connect to author’s broader purpose or message. | Analysis is **incorrect**. | Analysis is **missing** or writer uses mostly **personal knowledge**. |
| Conclusion | Conclusion **ties together all** evidence and analysis, and quickly **restates** the scholar’s answer. | Conclusion **ties together some** evidence and analysis, and **restates** scholar’s answer. | Conclusion **restates** the scholar’s claim in different words. | Conclusion is present but **incorrect**. | Conclusion is **missing**. |

Score: \_\_\_\_\_/16

**Scoring Guide**

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| 16/16 | 100% A |
| 15/16 | 94% A |
| 14/16 | 88% B |
| 13/16 | 82% B |
| 12/16 | 75% C |
| 11/16 | 69% D |
| 10/16 | 63% D |
| 9/16 or below | Failing |