



For the hybrid or
virtual classroom.

5TH
GRADE

VOLUME 5.3

Historical Fiction
Chains

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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

Chains

Chapters 1-2, Pages 3 – 12

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. Miss Mary has passed away.
- _____ 2. Mr. Robert Finch is Miss Mary’s only living relative.
- _____ 3. The setting of the story is Rhode Island.
- _____ 4. Ruth is Isabel’s older sister.
- _____ 5. Isabel’s father died of small pox a year ago.
- _____ 6. Isabel and Ruth are slaves.
- _____ 7. Miss Mary taught Isabel to read.

Craft and Structure (inferential ideas and details)

- _____ 8. Mr. Robert Finch cannot be trusted.
- _____ 9. Mr. Robert Finch is white.
- _____ 10. Pastor Weeks is black.

Integration of Knowledge (interpretive ideas)

- _____ 11. Mr. Robert Finch will be a good master.

Reading Guide 2

Chains

Chapters 3 - 4, Pages 13 - 25

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. Isabelle takes seeds that once belonged to her mama.
- _____ 2. Mr. Robert Finch wants to sell Isabel and Ruth.
- _____ 3. Jenny wants to help Isabelle and Ruth because she knew their mama.
- _____ 4. The setting of the story is 1776.
- _____ 5. Mr. Lockton supports the rebel army.
- _____ 6. Isabel and Ruth travel by boat to New York City.
- _____ 7. Isabel’s ancestors were stolen from western Africa.

Craft and Structure (inferential ideas and details)

- _____ 8. Isabelle refers to Mr. Robert Finch as ‘the snake’ because he is untrustworthy.
- _____ 9. The word *fanciful* means to wear beautiful clothing.
- _____ 10. A *privy* is an outdoor toilet.
- _____ 11. Isabelle is worried about what kind of a mistress Madame Lockton might be.
- _____ 12. Madame Lockton is a kind lady.
- _____ 13. A *porthole* is a small window in a ship.

Integration of Knowledge (interpretive ideas)

- _____ 14. It is not right for people to be bought and sold.

Reading Guide 3

Chains

Chapter 5, Pages 26 - 35

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. Patriot soldiers are present in New York City.
- _____ 2. African slaves make up a fifth of New York City’s population.
- _____ 3. Mr. Lockton pretends to be a rebel in order to avoid arrest.
- _____ 4. Curzon is Mr. Bellingham’s slave.
- _____ 5. Curzon wears a green hat.
- _____ 6. Mr. Bellingham is a loyalist.

Craft and Structure (inferential ideas and details)

- _____ 7. A *barricade* is a barrier used to block a street.
- _____ 8. Isabel is calmed by her new surroundings.
- _____ 9. Mr. Bellingham is eager to arrest Mr. Lockton.
- _____ 10. Madame Lockton is uppity.

Integration of Knowledge (interpretive ideas)

- _____ 11. Curzon will help Isabel.

Reading Guide 4

Chains

Chapters 6 - 7, Pages 36 - 47

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. Curzon nicknames Isabel ‘Country’.
- _____ 2. Rich people in New York City get their water from the Tea Water Pump.
- _____ 3. The rebels are fighting for freedom.
- _____ 4. General Washington is the leader of the British army.
- _____ 5. The Lockton’s live in a two-story house.
- _____ 6. The Lockton’s servant warns Isabel to stay away from Curzon.
- _____ 7. The Lockton’s are loyal to the King.

Craft and Structure (inferential ideas and details)

- _____ 8. The word *beholden* means to owe someone a favor for their help.
- _____ 9. To *make haste* means to hurry.
- _____ 10. Isabel thinks it is a foolish idea to become a spy for the patriots.

Integration of Knowledge (interpretive ideas)

- _____ 11. Promises are not for keeping.
- _____ 12. It is best to do what you are told.

Reading Guide 5

Chains

Chapters 8 - 9, Pages 48 - 61

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. The Lockton’s do not own any other slaves.
- _____ 2. Madame Lockton makes Ruth her personal maid.
- _____ 3. The Lockton’s call Isabel ‘Sal Lockton’.
- _____ 4. Madame Lockton’s linen chest is full of money.
- _____ 5. Lockton plans to bribe patriots to switch to the loyalist side.

Craft and Structure (inferential ideas and details)

- _____ 6. Isabel wishes she could figure out how to change her circumstance.
- _____ 7. Isabel is scared of getting hit again.
- _____ 8. Isabel wishes to cut the ropes that bind her to the Locktons.
- _____ 9. Isabel is invisible to Mr. Lockton.
- _____ 10. The Lockton’s home is a safe place for Isabel and Ruth.

Integration of Knowledge (interpretive ideas)

- _____ 11. We have in common with all other men a natural right to our freedoms.
- _____ 12. It is right for one person to own another.
- _____ 13. Isabel will spy for the patriots.

Reading Guide 6

Chains

Chapters 10 - 11, Pages 62 - 74

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. Slaves are allowed to go out after sunset.
- _____ 2. At night, rebel soldiers are on watch.
- _____ 3. New Yorkers are donating their lead to be recast as ammunition for the Patriot Army.
- _____ 4. Mr. Lockton is arrested.

Craft and Structure (inferential ideas and details)

- _____ 5. Isabel believes that her mother watches over her.
- _____ 6. An *informant* is someone who gives information to another.
- _____ 7. Isabel hopes the patriots will give her and Ruth their freedom.
- _____ 8. Curzon is not pleased with Isabel.
- _____ 9. To *sacrifice* means to give up something that is not valuable to you.

Integration of Knowledge (interpretive ideas)

- _____ 10. Hope is the one thing that can get you through the darkest of times.
- _____ 11. Bravery is being the only one who knows you are afraid.

Reading Guide 7

Chains

Chapters 12 - 13, Pages 75 - 84

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. Lady Seymore is Mr. Lockton’s mother.
- _____ 2. Lady Seymore’s door is red and has a knocker that looks like a heart.
- _____ 3. Mr. Lockton suspects Isabel of being the informant.
- _____ 4. Going to the Tea Water Pump is Isabel’s favorite part of the day.
- _____ 5. Isabel plants her mama’s seeds.

Craft and Structure (inferential ideas and details)

- _____ 6. Lady Seymore is a kind woman.
- _____ 7. The word *generous* means an unwillingness to give to others.
- _____ 8. Isabel wishes to go home to Rhode Island.
- _____ 9. Isabel’s seeds are a symbol of hope.

Integration of Knowledge (interpretive ideas)

- _____ 10. Gossip never stirs up trouble.
- _____ 11. Where there is smoke there is fire.

Reading Guide 8

Chains

Chapters 14 - 16, Pages 85 - 104

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. The commander of the rebel army is George Washington.
- _____ 2. Ruth suffers from seizures.
- _____ 3. Madame Lockton wants to sell Isabel.

Craft and Structure (inferential ideas and details)

- _____ 4. Madame Lockton is anxious to impress the mayor.
- _____ 5. To be *fed up* means to be annoyed or upset at a situation.
- _____ 6. To *commit treason* means to betray one’s country.
- _____ 7. To *betray* someone means to expose them to danger by giving information to an enemy.
- _____ 8. Isabel does not plan to share the news of the conspiracy with Curzon.

Integration of Knowledge (interpretive ideas)

- _____ 9. Think not about the risks but the rewards.

Reading Guide 9

Chains

Chapters 17 - 20, Pages 105 - 126

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. Isabel risks her life to take the list of conspirators to Colonel Reagan.
- _____ 2. The Battery is the fort used as the headquarters for the patriot army.
- _____ 3. The code word *liberty* will get Isabel back into the camp.
- _____ 4. Ruth has an egg-sized lump on her head from falling.
- _____ 5. Isabel believes Madame Lockton will not sell Ruth.
- _____ 6. Mr. Lockton secretly flees New York to avoid arrest.
- _____ 7. The British Army sails into New York Harbour.
- _____ 8. The Declaration of Independence is read from the steps of City Hall.

Craft and Structure (inferential ideas and details)

- _____ 9. Isabel believes that spying for the patriots will buy their freedom.
- _____ 10. The phrase *the walls have ears* means people may be eavesdropping.
- _____ 11. Isabel likens her tormenting thoughts to flies in her head.
- _____ 12. The word *torment* means severe mental suffering.

Integration of Knowledge (interpretive ideas)

- _____ 13. The world turns upside down everyday.
- _____ 14. Colonel Reagan will not give Isabel and Ruth their freedom.

Reading Guide 10

Chains

Chapters 20 - 24, Pages 126 - 148

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. Becky makes gingerbread cake and sweetened milk for Isabel.
- _____ 2. Isabel falls into a deep sleep.
- _____ 3. Ruth has been sold to a family in the West Indies.
- _____ 4. Isabel decides to turn herself over to the patriot army.
- _____ 5. The law does not give Madame Lockton rule over Isabel.

Craft and Structure (inferential ideas and details)

- _____ 6. Becky empathizes with Isabel.
- _____ 7. The word *insolent* means showing a lack of respect.
- _____ 8. The man in the street calls Isabel a *young filly*; a young female horse.
- _____ 9. White people do not see Isabel for who she is.
- _____ 10. Isabel is fighting for liberty just like the rebel soldiers.
- _____ 11. Isabel is glad she chose not to run away after Miss Mary Finch’s death.
- _____ 12. The word *neglect* means to care for properly.
- _____ 13. The author uses the color yellow—yellow dust, yellow dandelions, the sun—to create a mood of distress.

Integration of Knowledge (interpretive ideas)

- _____ 14. Once kindled, rebellion can spread like wildfire.
- _____ 15. Slaves are given fair trial.

Reading Guide 11

Chains

Chapters 19 - 26, Pages 149- 168

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. Isabel wakes up in Lady Seymour’s house.
- _____ 2. Becky is the one who brought the news of Isabel’s condition to Lady Seymour.
- _____ 3. Isabel is returned to Madame Lockton’s.
- _____ 4. Curzon apologizes for misleading Isabel.
- _____ 5. Curzon takes the place of his master as a soldier in the patriot army.

Craft and Structure (inferential ideas and details)

- _____ 6. The word *melancholy* means a feeling of deep sadness.
- _____ 7. If Isabel is a puppet, Madame Lockton is the puppet master.
- _____ 8. Isabel feels like Colonel Reagan betrayed her.

Integration of Knowledge (interpretive ideas)

- _____ 9. One’s fate depends upon one’s courage.
- _____ 10. Bitterness closes the door to your future.
- _____ 11. A scar is a sign of weakness.

Reading Guide 12

Chains

Chapters 27 - 30, Pages 169 - 190

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. The British win the battle in Brooklyn.
- _____ 2. The church bells are melted down and remade into cannons for the rebel army.
- _____ 3. Isabel offers her services to the rebel army.
- _____ 4. Isabel shares valuable information with the British army.
- _____ 5. Mr. Lockton has returned from hiding.
- _____ 6. Isabel is sent to work for Lady Seymour.
- _____ 7. Lady Seymour can speak German.

Craft and Structure (inferential ideas and details)

- _____ 8. Madame Lockton puts Isabel in harms way.
- _____ 9. Isabel now feels confident who she can trust.
- _____ 10. The word *liberate* means to set someone free.
- _____ 11. The word *refuge* means being sheltered from danger.

Integration of Knowledge (interpretive ideas)

- _____ 12. Where there is no freedom there is death.
- _____ 13. Despair comes from feeling that you have no choices.

Reading Guide 13

Chains

Chapters 31 - 33, Pages 191 - 205

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. New York City is ablaze.
- _____ 2. Isabel saves Lady Seymour’s life.
- _____ 3. Thousands of New Yorkers are homeless.
- _____ 4. Isabel loses Lady Seymour’s letters in the fire.
- _____ 5. The Lockton’s home is used to house British soldiers and commanders.
- _____ 6. The rebel army is at Fort Washington.
- _____ 7. Canvastown is the tent-city in the burned-over district where homeless people live.
- _____ 8. The British shove the captured rebel soldiers into the Bridewell Prison.

Craft and Structure (inferential ideas and details)

- _____ 9. The word *inferno* means a small fire that is easily contained.
- _____ 10. The word *destitute* means without the basic necessities of life.
- _____ 11. Lady Seymour feels beholden to Isabel.
- _____ 12. Isabel shows no concern for Curzon.

Integration of Knowledge (interpretive ideas)

- _____ 13. It doesn’t matter how much money you make in your life—you can’t take it with you when you die.
- _____ 14. We don’t appreciate what we’ve got until it is gone.
- _____ 15. The fire that burns inside Isabel is a burning desire for freedom.

Reading Guide 14

Chains

Chapters 34 - 35, Pages 206 - 223

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. There are more rebel prisoners than Bridewell Prison can hold.
- _____ 2. The Lockton’s celebrate the British victory with a fancy dinner party.
- _____ 3. Isabel hides the leftover table scraps.
- _____ 4. Curzon sleeps on the floor of the prison with a thin blanket and a bed of straw.
- _____ 5. Isabel refuses to pass messages from the soldiers in the prison to the rebel army.

Craft and Structure (inferential ideas and details)

- _____ 6. The word *fate* means events beyond a person’s control.
- _____ 7. To be a part of *high society* means to be part of a distinct group of wealthy, fashionable and influential people in a community.
- _____ 8. The British army is kinder to its captured soldiers than the rebel army.

Integration of Knowledge (interpretive ideas)

- _____ 9. Do unto others as you would have them do unto you.
- _____ 10. Caring for others is an expression of what it means to be fully human.

Reading Guide 15

Chains

Chapters 36 - 37, Pages 224 - 241

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. Lady Seymour is very sick and Isabel must attend to her.
- _____ 2. The British army is out of soldiers, ammunition and money.
- _____ 3. Lady Seymour knows Isabel takes food scraps to the prison.
- _____ 4. It is snowing.
- _____ 5. The bookseller gives Isabel a book about slavery.
- _____ 6. Christmas is fast approaching.
- _____ 7. Isabel can no longer go inside the prison.
- _____ 8. It is against the laws of war to treat prisoners so badly.

Craft and Structure (inferential ideas and details)

- _____ 9. The word *charitable* describes actions to assist those in need.
- _____ 10. The word *distress* means extreme sorrow or pain.
- _____ 11. Isabel helps Curzon because it is easy for her to help him.
- _____ 12. Curzon will die if not for Isabel’s help.

Integration of Knowledge (interpretive ideas)

- _____ 13. It is honorable to help a friend in need.
- _____ 14. The harder the conflict, the more glorious the triumph.

Reading Guide 16

Chains

Chapters 38 - 39, Pages 242 - 255

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. A doctor visits the prisoners and gives them medicine.
- _____ 2. Isabel gets the entire day off on Christmas.
- _____ 3. Madame Lockton gives Isabel a new pair of shoes.
- _____ 4. Lady Seymour takes the blame for Isabel’s trips to the prison.
- _____ 5. Madame Lockton allows Isabel to continue going to the Tea Water Pump.
- _____ 6. The patriot army attacks the British army Christmas night.

Craft and Structure (inferential ideas and details)

- _____ 7. Isabel misses Rhode Island.
- _____ 8. For the first time, Isabel begins to feel free.
- _____ 9. News of the patriot victory will give the prisoners hope.

Integration of Knowledge (interpretive ideas)

- _____ 10. Forgive and care for your enemy.
- _____ 11. No one can chain your soul.
- _____ 12. Christmas is about eating well and receiving gifts.

Reading Guide 17

Chains

Chapters 40 - 45, Pages 256 - 300

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. Mr. Lockton travels to London.
- _____ 2. Curzon is beginning to recover.
- _____ 3. Lady Seymour confesses that she wanted to free Isabel and Ruth.
- _____ 4. Isabel is caught carrying a note from a rebel.
- _____ 5. Ruth is in Charleston.
- _____ 6. Isabel renames herself Isabel Lockton.
- _____ 7. Isabel shows kindness to Lady Seymour.
- _____ 8. Isabel rescues Curzon from the prison.

Craft and Structure (inferential ideas and details)

- _____ 9. The phrase *stir up the pot* means to make unnecessary trouble.
- _____ 10. The word *steadfast* means firm and unwavering.
- _____ 11. Isabel is ashamed of her scar.

Integration of Knowledge (interpretive ideas)

- _____ 12. It is right to own people.
- _____ 13. A person born to wealth is born to rule over others.
- _____ 14. It is good and right to fight injustice.
- _____ 15. We rise by lifting others up.
- _____ 16. Action is an antidote to despair.
- _____ 17. Evil will overcome goodness.

Reading Guides ANSWER KEY

Chains

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

Reading Guide 1:

1, 2, 3, 6, 7, 8, 9

Reading Guide 2:

1, 2, 3, 4, 6, 7, 8, 10, 11, 13, 14

Reading Guide 3:

1, 2, 3, 4, 7, 9, 10, 11

Reading Guide 4:

1, 2, 3, 6, 7, 8, 9, 10, 12

Reading Guide 5:

2, 3, 4, 5, 6, 7, 8, 9, 11, 13

Reading Guide 6:

2, 3, 4, 5, 6, 7, 10, 11

Reading Guide 7:

2, 4, 5, 6, 8, 9, 11

Reading Guide 8:

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

Reading Guide 9:

1, 2, 4, 6, 7, 8, 9, 10, 12, 13, 14

Reading Guide 10:

2, 3, 4, 6, 7, 8, 9, 10, 13, 14

Reading Guide 11:

1, 3, 4, 5, 6, 7, 8, 9, 10

Reading Guide 12:

1, 2, 4, 5, 6, 7, 8, 10, 11, 12, 13

Reading Guide 13:

1, 2, 3, 5, 6, 7, 8, 10, 11, 13, 14, 15

Reading Guide 14:

1, 2, 3, 5, 6, 7, 9, 10

Reading Guide 15:

1, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14

Reading Guide 16:

1, 4, 6, 7, 8, 9, 10, 11

Reading Guide 17:

1, 2, 4, 5, 7, 8, 9, 10, 14, 15, 16

Recording Sheet: Reading Guides for *Chains*

Student:		1	2	3	4	5	6	7	8	9	10
	Key Ideas & Details	/7	/7	/6	/7	/5	/4	/5	/3	/8	/5
	Craft & Structure	/3	/6	/4	/3	/5	/5	/4	/5	/4	/8
	Integration Of Knowledge	/1	/1	/1	/2	/3	/2	/2	/1	/2	/2

Student:		11	12	13	14	15	16	17	Total
	Key Ideas & Details	/5	/7	/8	/5	/8	/6	/8	/104
	Craft & Structure	/3	/9	/4	/3	/4	/3	/3	/76
	Integration Of Knowledge	/3	/2	/3	/2	/2	/3	/6	/38

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

