



For the hybrid or  
virtual classroom.

**3<sup>RD</sup>**  
**GRADE**  

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**VOLUME 3.1**

**Fantasy**  
*Poppy*

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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

*Poppy*

Chapter 1, Pages 1 – 8

## **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. Ocax is a great horned owl.
- \_\_\_\_\_ 2. Mr. Ocax lives in Dimwood Forest.
- \_\_\_\_\_ 3. Mr. Ocax cannot see in the dark.
- \_\_\_\_\_ 4. Poppy is a deer mouse.
- \_\_\_\_\_ 5. Poppy is Ragweed’s girlfriend.
- \_\_\_\_\_ 6. Poppy wears an earring.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 7. Mr. Ocax is easily annoyed or bothered.
- \_\_\_\_\_ 8. Mr. Ocax is a predator; an animal that naturally hunts and kills others.
- \_\_\_\_\_ 9. Poppy is not afraid of Mr. Ocax.
- \_\_\_\_\_ 10. Mr. Ocax let forth a cry of triumph because he felt successful.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 11. Better safe than sorry.
- \_\_\_\_\_ 12. Do not look before you leap.

# Reading Guide 2

*Poppy*

Chapter 2, Pages 9 - 15

## **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. Ocax is king of Dimwood Forest.
- \_\_\_\_\_ 2. The mice are terrified of porcupines.
- \_\_\_\_\_ 3. Ragweed asked Mr. Ocax for permission to go to Bannock Hill.
- \_\_\_\_\_ 4. Poppy vows she will never leave home again.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 5. Poppy is *dainty*. The word *dainty* means small.
- \_\_\_\_\_ 6. Ragweed is always curious and asks a lot of questions.
- \_\_\_\_\_ 7. Poppy is frightened.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 8. Life is full of danger.

# Reading Guide 3

*Poppy*

Chapters 3 - 4, Pages 16 - 30

## **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. Poppy and her family live at Gray House.
- \_\_\_\_\_ 2. Poppy narrowly escapes Mr. Ocax.
- \_\_\_\_\_ 3. Gray House is home to Farmer Lamout.
- \_\_\_\_\_ 4. Lungwort is Poppy’s father.
- \_\_\_\_\_ 5. Sweet Cicely is Poppy’s sister.
- \_\_\_\_\_ 6. Poppy’s family is too large to continue living at Gray House.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 7. Poppy is frantic. The word *frantic* means wild with fear.
- \_\_\_\_\_ 8. Mr. Ocax is happy that Poppy escaped.
- \_\_\_\_\_ 9. A *secret lair* is a place where a wild animal lives and stays hidden.
- \_\_\_\_\_ 10. Lungwort is angry with Poppy for being late to the family meeting.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 11. What is done cannot be undone.

# Reading Guide 4

*Poppy*

Chapters 4 - 5, Pages 30 - 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. Basil is Poppy’s cousin.
- \_\_\_\_\_ 2. Poppy tells her parents how Ragweed died.
- \_\_\_\_\_ 3. Poppy will go with her father to see Mr. Ocax.
- \_\_\_\_\_ 4. Lungwort’s job is to carry the white flag.
- \_\_\_\_\_ 5. Lungwort will ask Mr. Ocax if half of the family can move to New House.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 6. Poppy is *loyal* to her family. *Loyal* means showing support.
- \_\_\_\_\_ 7. Poppy’s mom doesn’t feel sorry about what happened to Ragweed.
- \_\_\_\_\_ 8. Ragweed’s death was a *tragedy*. A *tragedy* is an event causing great suffering.
- \_\_\_\_\_ 9. Mr. Ocax tries to scare Lungwort and Poppy.
- \_\_\_\_\_ 10. Lungwort is afraid of what might happen if Poppy drops the flag.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 11. No road is long with good company.
- \_\_\_\_\_ 12. Good friends help you find your courage.



# Reading Guide 5

*Poppy*

Chapter 6, Pages 48 - 56

## **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. Poppy reads a speech to Mr. Ocax.
- \_\_\_\_\_ 2. Lungwort and Poppy stand at the base of Mr. Ocax’s tree.
- \_\_\_\_\_ 3. Mr. Ocax gives permission for the mice to move to New House.
- \_\_\_\_\_ 4. Mr. Ocax tells Lungwort there is a vicious porcupine living in Dimwood Forest.
- \_\_\_\_\_ 5. Poppy finds Ragweed’s earring in one of Mr. Ocax’s pellets.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 6. Mr. Ocax wonders what happened to Poppy’s nose.
- \_\_\_\_\_ 7. Mr. Ocax is kind to the deer mice.
- \_\_\_\_\_ 8. Mr. Ocax is impatient.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 9. Don’t expect a reward when serving the wicked.

# Reading Guide 6

*Poppy*

Chapters 7 - 8, Pages 57 - 69

## **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. Poppy and Lungwort return to Gray House.
- \_\_\_\_\_ 2. Poppy tells the family what Mr. Ocax said.
- \_\_\_\_\_ 3. The mice blame Lungwort for Mr. Ocax’s refusal.
- \_\_\_\_\_ 4. Poppy thinks Mr. Ocax wants to keep the mice away from New House.
- \_\_\_\_\_ 5. Poppy decides she and Basil will go to New House.
- \_\_\_\_\_ 6. Lungwort warns Poppy to look out for porcupines.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 7. Poppy’s family is at the mercy of Mr. Ocax.
- \_\_\_\_\_ 8. Lungwort feels hopeful.
- \_\_\_\_\_ 9. Poppy is determined to make things right.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 10. Curiosity conquers fear.
- \_\_\_\_\_ 11. Poppy is too young to have ideas.

# Reading Guide 7

*Poppy*

Chapters 8 - 9, Pages 69 - 82

## **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. Poppy plans to go through Dimwood Forest to New House.
- \_\_\_\_\_ 2. Poppy doesn't tell Basil about her plans to go to New House.
- \_\_\_\_\_ 3. Poppy wears Ragweed's earring for courage.
- \_\_\_\_\_ 4. Poppy's greatest desire is to be a ballroom dancer.
- \_\_\_\_\_ 5. Mr. Ocax thinks Poppy is still alive.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 6. To *bruise your pride* means to feel embarrassed of your own conceit.
- \_\_\_\_\_ 7. Mr. Ocax feels confident.
- \_\_\_\_\_ 8. Ragweed's earring gives Poppy courage.
- \_\_\_\_\_ 9. Poppy groans with *relief*. *Relief* means a feeling of pain.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 10. The only live mouse is an alert mouse.
- \_\_\_\_\_ 11. Scared is what you feel. Brave is what you do.

# Reading Guide 8

*Poppy*

Chapters 10 - 11, Pages 83 - 99

## **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. Poppy knows the way through Dimwood Forest.
- \_\_\_\_\_ 2. Poppy travels North toward New House.
- \_\_\_\_\_ 3. Poppy hides inside a hollow log.
- \_\_\_\_\_ 4. A beast is living in the log Poppy is hiding in.
- \_\_\_\_\_ 5. The beast’s name is Ereth.
- \_\_\_\_\_ 6. Ereth is a fox.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 7. In the forest, “something slithery and unseen” is probably a snake.
- \_\_\_\_\_ 8. Mr. Ocax is *in a temper*. The phrase *in a temper* means behaving angry and impatient.
- \_\_\_\_\_ 9. When the author writes, “The breathing and rattling was drawing nearer,” these words are meant to build suspense.
- \_\_\_\_\_ 10. Poppy is frozen with excitement.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 11. Sometimes worry can overcome you.
- \_\_\_\_\_ 12. By pressing on, you have the power to make a difference.

# Reading Guide 9

*Poppy*

Chapters 12 - 13, Pages 100 - 116

## **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. Porcupines eat meat.
- \_\_\_\_\_ 2. Quills are hair.
- \_\_\_\_\_ 3. Mr. Ocax isn't afraid of Ereth.
- \_\_\_\_\_ 4. Ereth is one of the few creatures in Dimwood who can protect Poppy.
- \_\_\_\_\_ 5. Ereth's log is below Mr. Ocax's tree.
- \_\_\_\_\_ 6. Ereth rules Dimwood Forest.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 7. Poppy's teeth chatter because she's cold.
- \_\_\_\_\_ 8. To be *cautious* means to be careful to avoid danger.
- \_\_\_\_\_ 9. Ereth has a sense of humor.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 10. Things aren't always what they seem.
- \_\_\_\_\_ 11. You're never too small to be a hero.

# Reading Guide 10

*Poppy*

Chapters 14 - 16, Pages 117 – 136

## **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 animals are all afraid of Ereth.
- \_\_\_\_\_ 2. Mr. Ocax is following Poppy and Ereth.
- \_\_\_\_\_ 3. Poppy has seen humans before.
- \_\_\_\_\_ 4. Poppy promised Ereth she would get him the salt lick.
- \_\_\_\_\_ 5. A motionless owl is perched on the barn at New House.
- \_\_\_\_\_ 6. There isn't enough food at New House to feed Poppy's family.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 7. Poppy is *baffled*. The word *baffled* means confused.
- \_\_\_\_\_ 8. The word *fake* means not real or genuine.
- \_\_\_\_\_ 9. Mr. Ocax has no fears.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 10. Things are always what they seem.
- \_\_\_\_\_ 11. The wicked often fall into their own traps.
- \_\_\_\_\_ 12. Poppy's family will move to New House.

# Reading Guide 11

*Poppy*

Chapters 17 - 20, Pages 137 - 161

## **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. Ocax attacks Poppy.
- \_\_\_\_\_ 2. Poppy uses Ereth’s quill as a sword.
- \_\_\_\_\_ 3. Poppy stabs Mr. Ocax’s heart with the quill.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 4. The word *refreshed* means a feeling of having energy again.
- \_\_\_\_\_ 5. Mr. Ocax is a bully.
- \_\_\_\_\_ 6. Poppy knocks down the salt lick.
- \_\_\_\_\_ 7. Ereth wishes he never met Poppy.
- \_\_\_\_\_ 8. The phrase *the salt of the earth* describes a good and honest person.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 9. He who shares the danger should share the prize.
- \_\_\_\_\_ 10. The battle is always won by the strong.

# Reading Guides ANSWER KEY

*Poppy*

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

**Reading Guide 1:**

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

**Reading Guide 2:**

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

**Reading Guide 3:**

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

**Reading Guide 4:**

1, 2, 3, 5, 6, 8, 9, 10, 11, 12

**Reading Guide 5:**

2, 4, 5, 8, 9

**Reading Guide 6:**

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

**Reading Guide 7:**

1, 3, 4, 6, 8, 10, 11

**Reading Guide 8:**

2, 3, 4, 5, 7, 8, 9, 11, 12

**Reading Guide 9:**

2, 4, 5, 8, 9, 10, 11

**Reading Guide 10:**

1, 2, 4, 5, 7, 8, 11, 12

**Reading Guide 11:**

1, 2, 4, 5, 8, 9



## Recording Sheet: Reading Guides for *Poppy*

Student:		1	2	3	4	5	6	7	8	9	10	11	Total
	<b>Key Ideas &amp; Details</b>	/6	/4	/6	/5	/5	/6	/5	/6	/6	/6	/3	/58
	<b>Craft &amp; Structure</b>	/4	/3	/4	/5	/3	/3	/4	/4	/3	/3	/5	/41
	<b>Integration Of Knowledge</b>	/2	/1	/1	/2	/1	/2	/2	/2	/2	/3	/2	/20

# *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](http://www.shop.readsidebyside.com)

