



For the hybrid or  
virtual classroom.

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

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**VOLUME 3.2**

**Reading Guides for**  
***The War with Grandpa***

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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

*The War with Grandpa*  
Chapters 1 – 3, Pages 1 - 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. Peter is writing a story about when his Grandpa moved to Florida.
- \_\_\_\_\_ 2. Peter is in 5<sup>th</sup> grade.
- \_\_\_\_\_ 3. Peter likes baseball and collects baseball cards.
- \_\_\_\_\_ 4. Jennifer is Peter’s big sister.
- \_\_\_\_\_ 5. Jenny found out Grandpa was coming before Peter found out.
- \_\_\_\_\_ 6. The guest room at Peter’s house is on the third floor.

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

- \_\_\_\_\_ 7. Peter is a difficult student.
- \_\_\_\_\_ 8. Grandpa is feeling sad and lonely because he misses Grandma.
- \_\_\_\_\_ 9. Jennifer will probably be bad at cheering Grandpa up.
- \_\_\_\_\_ 10. Peter is looking forward to having Grandpa live with them.
- \_\_\_\_\_ 11. Peter thinks his bedroom belongs to him.
- \_\_\_\_\_ 12. Peter doesn’t like change.

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

- \_\_\_\_\_ 13. Jennifer is most likely to be easy-going about Grandpa coming to live with them.
- \_\_\_\_\_ 14. Peter will give up his bedroom to Grandpa easily.
- \_\_\_\_\_ 15. Peter’s parents probably will want Peter to give up his room.

# Reading Guide 2

*The War with Grandpa*  
Chapters 4 – 5, Pages 11 - 19

## **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. Peter can't wait to eat his dinner.
- \_\_\_\_\_ 2. Peter's dad is named Arthur, and he is an accountant.
- \_\_\_\_\_ 3. Peter's dad has an office on the second floor.
- \_\_\_\_\_ 4. Peter thinks there are a lot of advantages to being a parent.

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

- \_\_\_\_\_ 5. Peter feels proud of how he acted at dinner.
- \_\_\_\_\_ 6. Peter is worried about having to give up his room.
- \_\_\_\_\_ 7. Peter usually tells the truth.
- \_\_\_\_\_ 8. Peter doesn't want Grandpa Jack to live with them.

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

- \_\_\_\_\_ 9. Peter's parents agree that life isn't fair.
- \_\_\_\_\_ 10. Peter probably will enjoy having his room on the third floor.
- \_\_\_\_\_ 11. Peter is acting mature about giving up his room.

# Reading Guide 3

*The War with Grandpa*  
Chapters 5 – 8, Pages 17 – 29

## **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. Peter’s mom came up to his room and talked to him.
- \_\_\_\_\_ 2. Peter is told not to let Grandpa Jack know how much he hates his new room.
- \_\_\_\_\_ 3. Peter has a lot of board games.

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

- \_\_\_\_\_ 4. Peter feels happy after they move his things to the guest room.
- \_\_\_\_\_ 5. Peter’s dad doesn’t care about Peter’s feelings.
- \_\_\_\_\_ 6. Peter probably feels scared in his new room because it is on the third floor.

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

- \_\_\_\_\_ 7. Growing up isn’t easy because sometimes you have to do things you don’t like.
- \_\_\_\_\_ 8. Peter thinks if he is nice to his parents, he might be able to get his room back.

# Reading Guide 4

*The War with Grandpa*  
Chapters 9 – 11, Pages 30 - 38

## **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. Around the time that Jenny was born, the grandparents moved to Florida.
- \_\_\_\_\_ 2. Peter’s family used to visit Florida in the summer.
- \_\_\_\_\_ 3. Grandma died of heart disease.

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

- \_\_\_\_\_ 4. Peter enjoyed having his grandparents live close to him.
- \_\_\_\_\_ 5. Peter is not worried about Grandpa.
- \_\_\_\_\_ 6. Peter’s mom feels sad because Grandpa looks like he has no life in him.
- \_\_\_\_\_ 7. Peter thinks his sister is cute when she mopes.

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

- \_\_\_\_\_ 8. Grandpa holds a picture of Grandma and thinks about how much he misses her.
- \_\_\_\_\_ 9. Peter will try to convince Grandpa to move back to Florida.



# Reading Guide 5

*The War with Grandpa*  
Chapters 12 – 15, Pages 39 - 51

## **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. Peter’s best friends are Steve and Billy.
- \_\_\_\_\_ 2. Peter is very good at playing Risk.
- \_\_\_\_\_ 3. Steve wants Peter to start a war with Grandpa.

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

- \_\_\_\_\_ 4. Steve always thinks about winning.
- \_\_\_\_\_ 5. Guerilla warfare means to stay hidden while fighting your enemy.
- \_\_\_\_\_ 6. Peter feels hopeless because he thinks he will never get his room back.
- \_\_\_\_\_ 7. Peter feels relieved when Grandpa doesn’t fight back.

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

- \_\_\_\_\_ 8. Peter believes that you should fight for what is right.
- \_\_\_\_\_ 9. Peter doesn’t want his parents to know about the war because they will blame Steve.
- \_\_\_\_\_ 10. Peter doesn’t feel brave.

# Reading Guide 6

*The War with Grandpa*  
Chapters 16 – 22, Pages 52 - 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. Steve encourages Peter to call off the war.
- \_\_\_\_\_ 2. Peter sets his grandpa’s alarm clock for three o’clock in the morning.
- \_\_\_\_\_ 3. Grandpa tells Peter’s mom about the secret attack.
- \_\_\_\_\_ 4. When Grandpa was growing up, he was poor.
- \_\_\_\_\_ 5. Peter steals Grandpa’s wallet.

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

- \_\_\_\_\_ 6. Grandpa loves Peter, even though Peter declared war.
- \_\_\_\_\_ 7. Peter loves Grandpa, even though he thinks Grandpa stole his room.
- \_\_\_\_\_ 8. Grandpa thinks Peter is spoiled because Peter has always had everything he wants.
- \_\_\_\_\_ 9. Peter isn’t stubborn, which means he doesn’t care about getting his room back.

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

- \_\_\_\_\_ 10. Peter thinks war is wrong.
- \_\_\_\_\_ 11. Peter thinks fighting a war with his Grandpa is brave.
- \_\_\_\_\_ 12. Grandpa believes it is not right to go to war, especially against family.
- \_\_\_\_\_ 13. Grandpa thinks war hurts.
- \_\_\_\_\_ 14. Grandpa thinks Peter is acting foolish.

# Reading Guide 7

*The War with Grandpa*  
Chapters 23 – 25, Pages 75 - 87

## **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. Grandpa seems happier because he tells jokes and smiles.
- \_\_\_\_\_ 2. Grandpa steals Peter’s *Risk* game pieces.
- \_\_\_\_\_ 3. Peter isn’t sure whether he will plan another attack.

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

- \_\_\_\_\_ 4. When something makes Peter mad, he usually forgets about it the next day.
- \_\_\_\_\_ 5. Peter feels less excited about his war with Grandpa.

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

- \_\_\_\_\_ 6. Don’t follow the advice of friends—make your own decisions.
- \_\_\_\_\_ 7. Peter is right to defend his grandpa.

# Reading Guide 8

*The War with Grandpa*  
Chapters 26 – 29, Pages 88 - 105

## **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. Grandpa fixes Peter’s book shelf.
- \_\_\_\_\_ 2. Grandpa promises to give Peter the monopoly pieces back when Peter stops moping.
- \_\_\_\_\_ 3. Grandpa used to build houses.
- \_\_\_\_\_ 4. Grandpa takes Peter to the movies.

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

- \_\_\_\_\_ 5. Peter thinks it feels good when his Grandpa hugs him because he knows his Grandpa loves him.
- \_\_\_\_\_ 6. Peter doesn’t want to do anything too dangerous.
- \_\_\_\_\_ 7. Grandpa is changing. He is happier than he was at the beginning of the book because he has his sense of humor back, and he hums to the radio.
- \_\_\_\_\_ 8. After taking Grandpa’s watch, Peter feels amazing.

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

- \_\_\_\_\_ 9. Grandpa and Peter will get along and go on many more fishing trips.
- \_\_\_\_\_ 10. Time with family is special.

# Reading Guide 9

*The War with Grandpa*  
Chapters 30 – 31, Pages 106 - 117

## **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. Dad opens the Monopoly box and finds the pieces are missing.
- \_\_\_\_\_ 2. Grandpa gives back the Monopoly pieces, but Peter doesn't give back the watch.
- \_\_\_\_\_ 3. Peter is late for school.

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

- \_\_\_\_\_ 4. Even Mom and Jennifer are being hurt by Peter's war.

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

- \_\_\_\_\_ 5. Peter begins to learn that war isn't fun after all.
- \_\_\_\_\_ 6. Peter is not going to learn his lesson.
- \_\_\_\_\_ 7. It is better to solve conflicts by fighting than to try to reach a compromise.

# Reading Guide 10

*The War with Grandpa*  
Chapters 32 – 37, Pages 118 - 140

## **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. Peter plans to fight back one more time. If it doesn't work, he will burn Grandpa's underwear.
- \_\_\_\_\_ 2. Peter almost cries, because Grandpa looks so sad without his slippers.
- \_\_\_\_\_ 3. Peter and Grandpa agree there will be no more wars.
- \_\_\_\_\_ 4. Peter asks Grandpa to forgive him.

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

- \_\_\_\_\_ 5. Peter knows that what he did to Grandpa was wrong.
- \_\_\_\_\_ 6. Grandpa not sorry he took Peter's room.
- \_\_\_\_\_ 7. Grandpa is sorry he came to live with Peter's family.

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

- \_\_\_\_\_ 8. Not talking causes wars.
- \_\_\_\_\_ 9. Sometimes it's hard to get used to change.
- \_\_\_\_\_ 10. It takes a long time for hurt feelings to go away.
- \_\_\_\_\_ 11. Conflict should be resolved peacefully.
- \_\_\_\_\_ 12. Writing is an enjoyable hobby.

# Reading Guides ANSWER KEY

*The War with Grandpa*

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

**Reading Guide 1:**

2, 3, 5, 6, 8, 10, 11, 12, 13, 15

**Reading Guide 2:**

2, 4, 6, 7, 9

**Reading Guide 3:**

2, 3, 6, 7

**Reading Guide 4:**

1, 4, 6, 8

**Reading Guide 5:**

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

**Reading Guide 6:**

2, 4, 6, 7, 8, 11, 12, 13, 14

**Reading Guide 7:**

1, 3, 4, 5, 6, 7

**Reading Guide 8:**

3, 5, 6, 7, 9, 10

**Reading Guide 9:**

3, 4, 5,

**Reading Guide 10:**

3, 4, 5, 8, 9, 10, 11, 12

## Recording Sheet: Reading Guides for *The War with Grandpa*

Student:		1	2	3	4	5	6	7	8	9	10	Total
	<b>Key Ideas &amp; Details</b>	___/6	___/4	___/3	___/3	___/3	___/5	___/3	___/4	___/3	___/4	___/38
	<b>Craft &amp; Structure</b>	___/6	___/4	___/3	___/4	___/4	___/4	___/2	___/4	___/1	___/3	___/36
	<b>Integration Of Knowledge</b>	___/3	___/3	___/2	___/2	___/3	___/5	___/2	___/2	___/3	___/5	___/30



# *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)

