



For the hybrid or
virtual classroom.

4TH GRADE

VOLUME 4.1

Reading Guides for *Shiloh*

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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

Shiloh

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. Marty is 11-years old.
- _____ 2. Marty likes to hunt rabbits.
- _____ 3. Marty’s family lives in Friendly, West Virginia.
- _____ 4. Marty isn’t allowed to have a pet because his mom is allergic.
- _____ 5. Marty names the dog after the Shiloh bridge.

Craft and Structure (inferential ideas and details)

- _____ 6. Marty doesn’t want animals to suffer.
- _____ 7. Marty would rather live in town than up in the hills.
- _____ 8. Marty thinks the beagle dog is mistreated.
- _____ 9. Marty has a soft spot in his heart for animals.

Integration of Knowledge (interpretive ideas)

- _____ 10. If you can’t afford to care for an animal, you have no right to keep it.
- _____ 11. You don’t have to mark a dog to hurt him.

Reading Guide 2

Shiloh

Chapter 2, Pages 9 - 17

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. Marty’s family keeps three hens.
- _____ 2. Marty doesn’t like Judd Travers.
- _____ 3. It is not illegal to kill a deer out of season.
- _____ 4. Marty promises to return Shiloh to Judd if he gets loose again.

Craft and Structure (inferential ideas and details)

- _____ 5. Marty’s family is poor.
- _____ 6. Judd is dishonest.
- _____ 7. Marty has trouble holding back his tears because he already loves Shiloh.

Integration of Knowledge (interpretive ideas)

- _____ 8. Dogs don’t have feelings.

Reading Guide 3

Shiloh

Chapter 3, Pages 18 - 26

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. Marty’s dad is a mail carrier.
- _____ 2. Marty will save his babysitting money to buy Shiloh.
- _____ 3. Judd feeds his dogs well so they will hunt better.

Craft and Structure (inferential ideas and details)

- _____ 4. Marty is worried Judd won’t want to sell Shiloh.
- _____ 5. Marty wants to buy Shiloh from Judd because he thinks Shiloh is being abused.
- _____ 6. Judd is happy Marty gave the dog the name Shiloh.

Integration of Knowledge (interpretive ideas)

- _____ 7. It will take Marty a long time to save up enough money to buy Shiloh.

Reading Guide 4

Shiloh

Chapter 4, Pages 27 - 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. Marty’s grandma needs nursing care, which is expensive.
- _____ 2. Marty’s family has enough money to feed a dog, but not enough to pay a vet.
- _____ 3. Marty decides to chain up Shiloh in the backyard.

Craft and Structure (inferential ideas and details)

- _____ 4. Marty’s dad wants Marty to be more respectful to Judd.
- _____ 5. Marty feels tense because he is worried Shiloh will bark and his parents will find out about Shiloh.

Integration of Knowledge (interpretive ideas)

- _____ 6. It is never ok to shoot a dog.
- _____ 7. Shiloh needs a loving home.

Reading Guide 5

Shiloh

Chapters 5 – 6, Pages 36 - 48

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. Marty’s mom agrees to let Marty feed Shiloh scraps.
- _____ 2. Marty lies to his parents.
- _____ 3. Marty’s sisters don’t know he is keeping Shiloh in a pen.

Craft and Structure (inferential ideas and details)

- _____ 4. Marty’s dad and Judd probably think Marty’s lying.
- _____ 5. Judd doesn’t care about the law.

Integration of Knowledge (interpretive ideas)

- _____ 6. Marty’s dad won’t return Shiloh to Judd if he finds him.

Reading Guide 6

Shiloh

Chapters 6 – 7, Pages 48 - 64

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. Judd Travers is still looking for his dog.
- _____ 2. David Howard is Marty’s best friend.
- _____ 3. Marty plans to tell David about Shiloh.
- _____ 4. David shows Marty his pet fish.

Craft and Structure (inferential ideas and details)

- _____ 5. Marty is afraid of what will happen if his secret is found out.
- _____ 6. Marty doesn’t feel sorry for Judd Travers.
- _____ 7. Marty’s mom is envious of the Howards because they have a big house.

Integration of Knowledge (interpretive ideas)

- _____ 8. If you don’t treat a dog right, he’ll run away.

Reading Guide 7

Shiloh

Chapter 8, Pages 65 - 71

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. Judd wants to hunt on the Preston’s property.
- _____ 2. The people in Friendly think the Prestons are poor.
- _____ 3. Marty can’t wait to have David over to the house.

Craft and Structure (inferential ideas and details)

- _____ 4. Judd Travers probably doesn’t suspect Marty of having his dog.
- _____ 5. Ma doesn’t want Judd to hunt on their land because she is worried someone might get hurt.

Integration of Knowledge (interpretive ideas)

- _____ 6. Keeping a secret is easy.
- _____ 7. News spreads fast in a small town.
- _____ 8. It’s not natural to keep a dog quiet.

Reading Guide 8

Shiloh

Chapters 9 – 10, Pages 72 - 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. Marty’s mom tells him that Shiloh doesn’t belong to him.

_____ 2. The law says Shiloh belongs to Judd.

Craft and Structure (inferential ideas and details)

_____ 3. Marty doesn’t think he has been lying to Judd.

_____ 4. Marty thinks he should get to keep Shiloh because Shiloh loves him.

_____ 5. Marty’s mom doesn’t want to keep a secret from her husband.

_____ 6. Marty has just one week before his mom will tell his dad about Shiloh.

Integration of Knowledge (interpretive ideas)

_____ 7. It is not right to keep secrets from your family.

_____ 8. It is a pet owner’s responsibility to keep the pet safe.

_____ 9. Marty will give up the idea of keeping Shiloh.

Reading Guide 9

Shiloh

Chapter 11, Pages 88 - 96

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. David Howard spends the day at Marty’s house.
- _____ 2. Marty and David clean up Shiloh’s pen.
- _____ 3. Doc Murphy takes Shiloh back to Judd’s.

Craft and Structure (inferential ideas and details)

- _____ 4. Marty feels responsible for what happened to Shiloh.
- _____ 5. Everything Marty does reminds him of Shiloh.

Integration of Knowledge (interpretive ideas)

- _____ 6. A secret is just too big for a little kid.
- _____ 7. Marty’s dad will never forgive him for keeping a secret.

Reading Guide 10

Shiloh

Chapter 12, Pages 97 - 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. Marty’s family still doesn’t have the money to keep Shiloh.
- _____ 2. Everyone in Marty’s family loves Shiloh, except his dad.
- _____ 3. Marty continues collecting cans.

Craft and Structure (inferential ideas and details)

- _____ 4. Marty’s parents don’t want to get too attached to Shiloh.
- _____ 5. Shiloh isn’t afraid of Judd Travers anymore.
- _____ 6. Judd Travers is a liar.

Integration of Knowledge (interpretive ideas)

- _____ 7. When you do something wrong, you should face-up to your wrongs.
- _____ 8. Animals have feelings.

Reading Guide 11

Shiloh

Chapter 13, Pages 106 - 112

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. Marty is finally able to sleep through the night again.
- _____ 2. Marty’s whole family loves Shiloh.
- _____ 3. Marty plans to tell Judd that he won’t give Shiloh back.
- _____ 4. Judd Travers kills a doe out of season.

Craft and Structure (inferential ideas and details)

- _____ 5. Marty hopes someday he’ll be able to shoot a deer.
- _____ 6. Marty will do almost anything to save Shiloh.

Integration of Knowledge (interpretive ideas)

- _____ 7. The right thing to do is to follow the law.

Reading Guide 12

Shiloh

Chapters 14 - 15, Pages 113 - 137

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. Judd didn't mean to shoot the deer.
- _____ 2. Judd is surprised to see Marty.
- _____ 3. Marty has been afraid of Judd his whole life.

Craft and Structure (inferential ideas and details)

- _____ 4. Marty is brave to stand-up to Judd.
- _____ 5. Marty doesn't feel good about keeping Judd's secret.
- _____ 6. Marty trusts Judd.
- _____ 7. Marty feels sorry for Judd.

Integration of Knowledge (interpretive ideas)

- _____ 8. The right thing to do is to follow the law.
- _____ 9. Not telling the whole truth is the same as lying.
- _____ 10. It's not always easy to know the difference between right and wrong.

Reading Guides ANSWER KEY

Shiloh

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

Reader Guide 1:

1, 3, 6, 8, 9, 10, 11

Reader Guide 2:

1, 2, 4, 5, 6, 7

Reader Guide 3:

1, 4, 5, 7

Reader Guide 4:

1, 4, 5, 6, 7

Reader Guide 5:

2, 3, 4, 5

Reader Guide 6:

1, 2, 5, 7, 8

Reader Guide 7:

1, 2, 5, 7, 8

Reader Guide 8:

1, 2, 3, 4, 5, 7, 8

Reader Guide 9:

1, 2, 4, 5, 6

Reader Guide 10:

1, 3, 4, 6, 7, 8

Reader Guide 11:

2, 3, 4, 6, 7

Reader Guide 12:

2, 3, 4, 5, 7, 8, 9, 10

Recording Sheet: Reading Guides for *Shiloh*

Student:		1	2	3	4	5	6	7	8	9	10	11	12	Total
	Key Ideas & Details	___/5	___/4	___/3	___/3	___/3	___/4	___/3	___/2	___/3	___/3	___/4	___/3	___/40
	Craft & Structure	___/4	___/3	___/3	___/2	___/2	___/3	___/2	___/4	___/2	___/3	___/2	___/4	___/34
	Integration Of Knowledge	___/2	___/1	___/1	___/2	___/1	___/1	___/3	___/3	___/2	___/2	___/1	___/3	___/22

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

