



For the hybrid or  
virtual classroom.

# 4<sup>TH</sup> GRADE

---

VOLUME 4.2

## Epic Fantasy *The Castle in the Attic*

**Sarah Collinge**  
with Peter Dewitz



Read Side by Side  
2125 196th Street SW, #101  
Lynnwood, Washington 98036  
425-412-3724  
[www.readsidebyside.com](http://www.readsidebyside.com)

# Table of Contents

Introduction.....	3
What is a Reading Guide? .....	3
How to Use Reading Guides .....	4
Reading Guide 1, pp. 3 - 7.....	5
Reading Guide 2, pp. 8 - 16.....	6
Reading Guide 3, pp. 17 - 31 .....	7
Reading Guide 4, pp. 31 - 40.....	8
Reading Guide 5, pp. 41 - 48.....	9
Reading Guide 6, pp. 49 - 56.....	10
Reading Guide 7, pp. 57 - 70.....	11
Reading Guide 8, pp. 71 - 77 .....	12
Reading Guide 9, pp. 78 - 87 .....	13
Reading Guide 10, pp. 87 - 92.....	14
Reading Guide 11, pp. 93 - 101 .....	15
Reading Guide 12, pp. 102 - 116.....	16
Reading Guide 13, pp. 116 - 130.....	17
Reading Guide 14, pp. 131 - 148.....	18
Reading Guide 15, pp. 149 - 179.....	19
Answer Key .....	20
Recording Sheet .....	21

## 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 Castle in the Attic*

Pages 3 – 7

## **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. William is a gymnast.
- \_\_\_\_\_ 2. Mrs. Phillips is William’s grandmother.
- \_\_\_\_\_ 3. William is ten-years old.
- \_\_\_\_\_ 4. Mrs. Phillip’s husband died in World War II.
- \_\_\_\_\_ 5. At the end of the month, Mrs. Phillips plans to move back to England.

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

- \_\_\_\_\_ 6. Mrs. Phillips misses her husband.
- \_\_\_\_\_ 7. William doesn’t feel bad about taking Mrs. Phillip’s things.
- \_\_\_\_\_ 8. William is looking forward to what life will be like without Mrs. Phillips.
- \_\_\_\_\_ 9. William’s family thinks of Mrs. Phillips as part of their family.

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

- \_\_\_\_\_ 10. Home is where the heart is.
- \_\_\_\_\_ 11. Honesty is the best policy.

## Reading Guide 2

*The Castle in the Attic*

Pages 8 – 16

### **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. Mrs. Phillips entrusts William with her play castle made of stone and wood.
- \_\_\_\_\_ 2. Mrs. Phillips had the castle shipped from England.
- \_\_\_\_\_ 3. The castle is not as impressive as William imagined.
- \_\_\_\_\_ 4. William’s parents are very busy with their jobs.

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

- \_\_\_\_\_ 5. William is afraid he will be lonely when Mrs. Phillips leaves.
- \_\_\_\_\_ 6. William is determined to find a way to make Mrs. Phillips stay.
- \_\_\_\_\_ 7. Mrs. Phillips wants William to spend more time alone.

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

- \_\_\_\_\_ 8. It is fun to share family traditions.
- \_\_\_\_\_ 9. William will go with Mrs. Phillips to England.

# Reading Guide 3

*The Castle in the Attic*

Pages 17 - 31

## **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. William sleeps with his teddy bear.
- \_\_\_\_\_ 2. William’s mom is a pharmacist.
- \_\_\_\_\_ 3. The Silver Knight is the size of William’s index finger.

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

- \_\_\_\_\_ 4. The Silver Knight is grateful to William for breaking the spell.
- \_\_\_\_\_ 5. William is not usually honest with his parents.
- \_\_\_\_\_ 6. Mrs. Phillips makes William feel safe and happy.

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

- \_\_\_\_\_ 7. William will continue to deceive his parents.
- \_\_\_\_\_ 8. William will try something else to keep Mrs. Phillips from leaving.

## Reading Guide 4

*The Castle in the Attic*

Pages 31 - 40

### **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. William brings food to Sir Simon.
- \_\_\_\_\_ 2. Sir Simon’s father is Lord Aquila.
- \_\_\_\_\_ 3. Lord Aquila is sick with an well-known disease.
- \_\_\_\_\_ 4. Alastor is a wizard who is honest and trustworthy.
- \_\_\_\_\_ 5. Calendar is the name of Sir Simon’s caregiver.
- \_\_\_\_\_ 6. Sir Simon has part of Alastor’s necklace, the part that can make things small.

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

- \_\_\_\_\_ 7. Lord Aquila showed kindness to Alastor.
- \_\_\_\_\_ 8. Sir Simon is suspicious of Alastor.
- \_\_\_\_\_ 9. Lord Aquila is suspicious of Sir Simon.
- \_\_\_\_\_ 10. A traitor is loyal to a friend.

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

- \_\_\_\_\_ 11. William will help the Silver Knight.
- \_\_\_\_\_ 12. Mrs. Phillips doesn’t know that the legend of the Silver Knight is true.



# Reading Guide 5

*The Castle in the Attic*

Pages 41 - 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. William lies to his best friend.
- \_\_\_\_\_ 2. Robert is William’s gymnastics coach.
- \_\_\_\_\_ 3. William is loves gymnastics, but he is not very good at it.

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

- \_\_\_\_\_ 4. Jason feels hurt that William doesn’t want to spend time with him.
- \_\_\_\_\_ 5. Mrs. Phillips thinks the Silver Knight is just a toy.

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

- \_\_\_\_\_ 6. Lying and keeping secrets will damage a friendship.
- \_\_\_\_\_ 7. Best friends are easy to find.

# Reading Guide 6

*The Castle in the Attic*

Pages 49 - 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. William uses the token to shrink a mouse.
- \_\_\_\_\_ 2. Sir Simon plans to return to his kingdom to defeat Alastor.
- \_\_\_\_\_ 3. Sir Simon is a powerful swordsman.

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

- \_\_\_\_\_ 4. William’s dad is excited about the castle.
- \_\_\_\_\_ 5. William dad is always good about finishing projects.

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

- \_\_\_\_\_ 6. Magic is a powerful weapon.

# Reading Guide 7

*The Castle in the Attic*

Pages 57 - 70

## **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. Mrs. Phillips will be leaving in one week.
- \_\_\_\_\_ 2. William thinks Mrs. Phillips is his good-luck-charm.
- \_\_\_\_\_ 3. William plans to shrink Mrs. Phillips.
- \_\_\_\_\_ 4. William is completely honest with Sir Simon.

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

- \_\_\_\_\_ 5. Sir Simon is getting impatient to return to his kingdom.
- \_\_\_\_\_ 6. Sir Simon wants Mrs. Phillips to come to the castle, even if it is against her will.
- \_\_\_\_\_ 7. When Mrs. Phillips goes to England, she plans to return every Christmas.

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

- \_\_\_\_\_ 8. Mrs. Phillips will be happy about living in the castle.
- \_\_\_\_\_ 9. William will be okay without Mrs. Phillips.

# Reading Guide 8

*The Castle in the Attic*

Pages 71 – 77

## **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. Mrs. Phillips looks the same, only smaller.
- \_\_\_\_\_ 2. Sir Simon calls Mrs. Phillips, “Lady Elinor”.
- \_\_\_\_\_ 3. Mrs. Phillips chooses not to speak to William till he restores her to her normal size.

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

- \_\_\_\_\_ 4. Mrs. Phillips doesn’t trust Sir Simon.
- \_\_\_\_\_ 5. Mrs. Phillips is disappointed in William.
- \_\_\_\_\_ 6. Even though Mrs. Phillips is in the castle, it still feels like she is gone.
- \_\_\_\_\_ 7. William is being selfish.

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

- \_\_\_\_\_ 8. It is hard to go to sleep with a guilty conscience.
- \_\_\_\_\_ 9. Mrs. Phillips won’t ever forgive William.

# Reading Guide 9

*The Castle in the Attic*

Pages 78 - 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. William tries to make Mrs. Phillips comfortable in the castle.
- \_\_\_\_\_ 2. William has not seen Mrs. Phillips since the first day he put her in the castle.
- \_\_\_\_\_ 3. Every day Mrs. Phillips spends in the castle is a day lost in her own world.
- \_\_\_\_\_ 4. Mrs. Phillip’s health is improving.

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

- \_\_\_\_\_ 5. William is a coward.
- \_\_\_\_\_ 6. William is worried he will never see his parents again.

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

- \_\_\_\_\_ 7. William is the squire who will cross the drawbridge.
- \_\_\_\_\_ 8. William will be victorious.

# Reading Guide 10

*The Castle in the Attic*

Pages 87 - 92

## **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. If a person chooses to be made small, time is not taken away from him.
- \_\_\_\_\_ 2. William brings a jar of marmite as a peace offering for Sir Simon.
- \_\_\_\_\_ 3. William crosses the drawbridge into the castle.

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

- \_\_\_\_\_ 4. William gives his mom an extra-long hug because he doesn't know if he will see her again.
- \_\_\_\_\_ 5. William regrets shrinking Mrs. Phillips.

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

- \_\_\_\_\_ 6. You are braver than you think.
- \_\_\_\_\_ 7. The right thing to do when you have wronged someone is to pretend it never happened.

# Reading Guide 11

*The Castle in the Attic*

Pages 93 - 101

## **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. Sir Simon believes William is a coward.
- \_\_\_\_\_ 2. William admits to Mrs. Phillips that he was wrong.
- \_\_\_\_\_ 3. William promises to return Mrs. Phillips to her normal size.
- \_\_\_\_\_ 4. Sir Simon teaches William the Code of Chivalry.
- \_\_\_\_\_ 5. Mrs. Phillips teaches William needlepoint.

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

- \_\_\_\_\_ 6. William is excited to be inside the castle.
- \_\_\_\_\_ 7. William is nervous to face Mrs. Phillips.
- \_\_\_\_\_ 8. William feels confident that he will be able to get the other token.

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

- \_\_\_\_\_ 9. The quest will easy for William.
- \_\_\_\_\_ 10. The strength inside you emerges when you are put to the test.

# Reading Guide 12

*The Castle in the Attic*

Pages 102 - 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. Mrs. Phillips packs William’s bag with things for his journey.
- \_\_\_\_\_ 2. Bear will go with William as his good-luck-charm.
- \_\_\_\_\_ 3. Mrs. Phillips blesses Sir Simon’s sword.
- \_\_\_\_\_ 4. Sir Simon gives Mrs. Phillips the token to keep safe while he is gone.
- \_\_\_\_\_ 5. William enters the fantastical world.
- \_\_\_\_\_ 6. Sir Simon once had a horse named Midnight.
- \_\_\_\_\_ 7. William is alone.
- \_\_\_\_\_ 8. Sir Simon uses the recorder as a weapon against the distracting noises of the forest.

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

- \_\_\_\_\_ 9. Sir Simon allows his feelings to overcome him.
- \_\_\_\_\_ 10. William uses his weapons wisely.

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

- \_\_\_\_\_ 11. Everyone must find their own way.
- \_\_\_\_\_ 12. Rules are for breaking.



# Reading Guide 13

*The Castle in the Attic*

Pages 116 - 130

## **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 several paths through the forest.
- \_\_\_\_\_ 2. William meets a boy but doesn't tell him about the Silver Knight.
- \_\_\_\_\_ 3. There is a long, black cloud of smoke in the distance.
- \_\_\_\_\_ 4. Williams shows compassion to an old and hungry man.
- \_\_\_\_\_ 5. Alastor is searching for a fool to entertain him.

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

- \_\_\_\_\_ 6. Without Sir Simon by his side, William begins to feel discouraged.
- \_\_\_\_\_ 7. William is determined to follow the Code of Chivalry.
- \_\_\_\_\_ 8. William is unprepared for the tests.

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

- \_\_\_\_\_ 9. It feels good to do what is right.
- \_\_\_\_\_ 10. William won't be brave enough to defeat the dragon.

# Reading Guide 14

*The Castle in the Attic*

Pages 131 - 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. The land around the castle is beautiful.
- \_\_\_\_\_ 2. William uses his binoculars to get a look at the dragon.
- \_\_\_\_\_ 3. If William is looking in the eyes of the dragon, the fire cannot hurt him.

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

- \_\_\_\_\_ 4. William is not afraid of the dragon.
- \_\_\_\_\_ 5. The dragon is terrified of Alastor.
- \_\_\_\_\_ 6. William is a fool.

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

- \_\_\_\_\_ 7. Good overcomes evil.
- \_\_\_\_\_ 8. A calm mind brings inner strength.

# Reading Guide 15

*The Castle in the Attic*

Pages 149 - 179

## **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 soldier takes William’s dagger.
- \_\_\_\_\_ 2. The Silver Knight has been turned to lead once again.
- \_\_\_\_\_ 3. Alastor is wearing the token William needs.
- \_\_\_\_\_ 4. Calendar refuses to tell William how to defeat Alastor.
- \_\_\_\_\_ 5. William defeats the mirror.
- \_\_\_\_\_ 6. William turns Alastor to lead.
- \_\_\_\_\_ 7. The moment Alastor is defeated, the land around the castle sprang back to life.

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

- \_\_\_\_\_ 8. William believes Tolliver is the boy the legend tells about.
- \_\_\_\_\_ 9. William shows no mercy to Alastor.
- \_\_\_\_\_ 10. William’s weapons prove greater than Sir Simon’s.

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

- \_\_\_\_\_ 11. Revenge is honorable.
- \_\_\_\_\_ 12. The weapons you need to fight the battle are inside your own heart.
- \_\_\_\_\_ 13. A courageous person is the one who must first conquer fear within himself.

# Reading Guides ANSWER KEY

*The Castle in the Attic*

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

**Reader Guide 1:**

1, 3, 4, 5, 6, 9, 10, 11

**Reader Guide 2:**

1, 2, 4, 5, 6, 8

**Reader Guide 3:**

1, 3, 4, 6, 7, 8

**Reader Guide 4:**

1, 2, 5, 6, 7, 8, 9, 11, 12

**Reader Guide 5:**

1, 2, 4, 5, 6

**Reader Guide 6:**

2, 3, 4, 6

**Reader Guide 7:**

1, 2, 3, 5, 9

**Reader Guide 8:**

1, 2, 3, 5, 6, 7, 8

**Reader Guide 9:**

1, 2, 3, 6, 7, 8

**Reader Guide 10:**

1, 3, 4, 5, 6

**Reader Guide 11:**

2, 3, 4, 6, 7, 10

**Reader Guide 12:**

1, 3, 4, 5, 7, 9, 10, 11

**Reader Guide 13:**

3, 4, 5, 6, 7, 9

**Reader Guide 14:**

2, 3, 5, 7, 8

**Reader Guide 15:**

1, 2, 3, 5, 7, 10, 12, 13

## Recording Sheet: Reading Guides for *The Castle in the Attic*, 4.2

Student		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	<b>Key Ideas &amp; Details</b>	/5	/4	/3	/6	/3	/3	/4	/3	/4	/3	/5	/8	/5	/3	/7	/66
	<b>Craft &amp; Structure</b>	/4	/3	/3	/4	/2	/2	/3	/4	/2	/2	/3	/2	/3	/3	/3	/43
	<b>Integration Of Knowledge</b>	/2	/2	/2	/2	/2	/1	/2	/2	/2	/2	/2	/2	/2	/2	/3	/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)

