



For the hybrid or  
virtual classroom.

# 4<sup>TH</sup> GRADE

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VOLUME 4.3

## Reading Guides for *Streams to the River, River to the Sea*

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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

*Streams to the River, River to the Sea*  
Chapters 1-2, 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. The Minnetaree have come a long distance.
- \_\_\_\_\_ 2. The Minnetaree have never raided the Shoshone tribe before.
- \_\_\_\_\_ 3. The Minnetaree have guns.
- \_\_\_\_\_ 4. Sacagawea’s mother is killed by the Minnetaree.
- \_\_\_\_\_ 5. Sacagawea does not try to escape from her captor.
- \_\_\_\_\_ 6. The Minnetaree chief is Tall Rock.

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

- \_\_\_\_\_ 7. The narrator is Sacagawea.
- \_\_\_\_\_ 8. The word *weary* means feeling exhausted.
- \_\_\_\_\_ 9. Sacagawea and Running Deer’s lives are in danger.
- \_\_\_\_\_ 10. A *captor* is a person who rescues another.
- \_\_\_\_\_ 11. The author wants the reader to sense that something bad is going to happen.

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

- \_\_\_\_\_ 12. Sacagawea will be a slave of the Minnetaree.
- \_\_\_\_\_ 13. Sacagawea does not believe in fate.

## Reading Guide 2

*Streams to the River, River to the Sea*  
Chapters 3-4, Pages 9 - 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. The Minnetaree live along the eastern bank of the Mississippi River.
- \_\_\_\_\_ 2. The Minnetaree live in great houses made from timber and mud.
- \_\_\_\_\_ 3. The Minnetaree village is called Metaharta.
- \_\_\_\_\_ 4. Sacagawea is from the Shoshone tribe.
- \_\_\_\_\_ 5. Sacagawea’s name means bird girl.

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

- \_\_\_\_\_ 6. Sacagawea accepts what has happened to her.
- \_\_\_\_\_ 7. Sacagawea does not like the idea of marrying a future chief.
- \_\_\_\_\_ 8. The word *fortunate* means receiving something unexpected that is good.

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

- \_\_\_\_\_ 9. You can control your destiny, but not your fate.
- \_\_\_\_\_ 10. Great things will come from hard work.

## Reading Guide 3

*Streams to the River, River to the Sea*  
Chapters 5-7, Pages 20 - 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. Running Deer escapes the Minnetaree village.
- \_\_\_\_\_ 2. Tall Rock takes Sacagawea captive again.
- \_\_\_\_\_ 3. The chieftain of the Hidatsa tribe is Le Borgne.
- \_\_\_\_\_ 4. Sacagawea is twenty.
- \_\_\_\_\_ 5. Sacagawea escapes the Hidatsa village on horseback.
- \_\_\_\_\_ 6. Sacagawea is alone on a small island.
- \_\_\_\_\_ 7. Sacagawea makes friends with a bird.

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

- \_\_\_\_\_ 8. Le Borgne is a kind man.
- \_\_\_\_\_ 9. Sacagawea is terrified of Le Borgne.
- \_\_\_\_\_ 10. A talisman is an object believed to bring good fortune.
- \_\_\_\_\_ 11. Sacagawea is rescued by a white man.

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

- \_\_\_\_\_ 12. To survive you need food, water, and shelter.
- \_\_\_\_\_ 13. Native Americans believe spirits guide and protect them.
- \_\_\_\_\_ 14. When you show respect to other living things, they will respond with respect for you.

## Reading Guide 4

*Streams to the River, River to the Sea*  
Chapters 8-9, Pages 36 - 49

### 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. Charbonneau is a French trader.
- \_\_\_\_\_ 2. Black Moccasin decides Sacagawea will marry Red Hawk.
- \_\_\_\_\_ 3. Sacagawea speaks up for herself.
- \_\_\_\_\_ 4. Three men will play the Hand Game to win Sacagawea as a wife.

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

- \_\_\_\_\_ 5. The word *hostile* means unpleasant or harsh.
- \_\_\_\_\_ 6. Sacagawea wishes to marry Red Hawk.
- \_\_\_\_\_ 7. Sacagawea does not wish to marry Charbonneau.
- \_\_\_\_\_ 8. Sacagawea does not wish to marry Le Borgne.
- \_\_\_\_\_ 9. The Hand Game is a game of skill.
- \_\_\_\_\_ 10. Red Hawk does not feel confident he will win the Hand Game.

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

- \_\_\_\_\_ 11. Sacagawea is free to do as she wishes.



# Reading Guide 5

*Streams to the River, River to the Sea*  
Chapters 10 - 11, Pages 50 - 60

## **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. It is winter.
- \_\_\_\_\_ 2. Blue Sky wants Sacagawea to stay in Metaharta.
- \_\_\_\_\_ 3. Sacagawea can be killed for running away from Charbonneau.
- \_\_\_\_\_ 4. Cameahwait is Sacagawea’s father.
- \_\_\_\_\_ 5. Sacagawea is pregnant.

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

- \_\_\_\_\_ 6. Sacagawea wants everything to be perfect for the new baby.
- \_\_\_\_\_ 7. Charbonneau is determined that the baby will be a girl.
- \_\_\_\_\_ 8. Sacagawea believes her guardian spirit will take care of her.

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

- \_\_\_\_\_ 9. A kind word is like a spring day.
- \_\_\_\_\_ 10. No matter how bad things get, something good is waiting.

# Reading Guide 6

*Streams to the River, River to the Sea*  
Chapters 12 - 13, Pages 61 - 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. White men are traveling up the river toward Metaharta.
- \_\_\_\_\_ 2. Captain Clark is the leader of the white men.
- \_\_\_\_\_ 3. Captain Clark gives Sacagawea four white beads.
- \_\_\_\_\_ 4. Captain Clark owns a slave named Ben York.
- \_\_\_\_\_ 5. The white men hire Charbonneau as a guide to help communicate with the natives.

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

- \_\_\_\_\_ 6. The Minnetaree are pleased with the gifts the white men have brought.
- \_\_\_\_\_ 7. The white men want peace with the Minnetaree.
- \_\_\_\_\_ 8. Sacagawea will not be of much importance to the white men.
- \_\_\_\_\_ 9. Sacagawea believes Captain Clark saved her life.

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

- \_\_\_\_\_ 10. Names are insignificant.
- \_\_\_\_\_ 11. Look upon life as an adventure.

# Reading Guide 7

*Streams to the River, River to the Sea*  
Chapters 14 - 15, Pages 72 - 90

## **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. Sacagawea is not very excited to go on the journey.
- \_\_\_\_\_ 2. Sacagawea believes she will never see her family again.
- \_\_\_\_\_ 3. Captain Clark calls Sacagawea “Janey”.
- \_\_\_\_\_ 4. Sacagawea gather roots to feed the travelers.
- \_\_\_\_\_ 5. Captain Clark’s boat tips and much of their supplies are lost.

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

- \_\_\_\_\_ 6. To *brood* means to think about what makes you happy.
- \_\_\_\_\_ 7. Charbonneau is self-less.
- \_\_\_\_\_ 8. Charbonneau risks his life to save Captain Clark’s belongings.
- \_\_\_\_\_ 9. Charbonneau cannot be trusted.

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

- \_\_\_\_\_ 10. It is not right to go back on a promise.
- \_\_\_\_\_ 11. Sacagawea is valuable to the explorers.

# Reading Guide 8

*Streams to the River, River to the Sea*  
Chapters 16 - 17, Pages 91 - 107

## **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. Meeko becomes very sick.
- \_\_\_\_\_ 2. Charbonneau wants to take Sacagawea and Meeko back to Fort Mandan.
- \_\_\_\_\_ 3. Clark believes Sacagawea’s health will improve.
- \_\_\_\_\_ 4. The captains gather things on the journey to take back to Thomas Jefferson.

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

- \_\_\_\_\_ 5. Meeko cannot survive the journey without his mother.
- \_\_\_\_\_ 6. Sacagawea is determined to continue on the journey, at any cost.
- \_\_\_\_\_ 7. The Corps of Discovery travels through well-charted territory.

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

- \_\_\_\_\_ 8. Curiosity leads you down new paths.
- \_\_\_\_\_ 9. Sacagawea will see her family again.
- \_\_\_\_\_ 10. Usually the right path is the easy one.

## Reading Guide 9

*Streams to the River, River to the Sea*  
Chapters 18 - 19, Pages 108 - 123

### 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. Captain Lewis is gone two weeks looking for the Great Falls of the Missouri River.
- \_\_\_\_\_ 2. Hail, snow, sun, and wind all make the journey less difficult.
- \_\_\_\_\_ 3. Captain Lewis is bit by a rattlesnake.
- \_\_\_\_\_ 4. The explorers have made it out of the plains and are near the mountains.
- \_\_\_\_\_ 5. Sacagawea paints her face as a sign of peace.

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

- \_\_\_\_\_ 6. A *ravine* is a deep valley with steep sides.
- \_\_\_\_\_ 7. An *omen* is an event that is a sign of good or a warning of evil.
- \_\_\_\_\_ 8. Seeing the Great Falls makes Sacagawea regret making the journey.
- \_\_\_\_\_ 9. Sacagawea reaches the place she was kidnapped and shows no emotion.

### Integration of Knowledge (interpretive ideas)

- \_\_\_\_\_ 10. Going back to Fort Mandan is no longer an option.
- \_\_\_\_\_ 11. There’s no place like home.
- \_\_\_\_\_ 12. No river can return to its source, yet all rivers must have a beginning.

# Reading Guide 10

*Streams to the River, River to the Sea*  
Chapters 20 - 21, Pages 124 - 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. Sacagawea is surprised to see Running Deer alive.
- \_\_\_\_\_ 2. Cameahwait is now the Shoshone chieftain.
- \_\_\_\_\_ 3. Cameahwait does not want to give horses to Captain Clark.
- \_\_\_\_\_ 4. Man Who Smiles claims Sacagawea and Meeko belong to him.
- \_\_\_\_\_ 5. Running Deer encourages Sacagawea to go with Captain Clark to the Big Lake.

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

- \_\_\_\_\_ 6. Sacagawea cries tears of joy at seeing her cousin.
- \_\_\_\_\_ 7. To *forbid* means to refuse to allow something.
- \_\_\_\_\_ 8. Sacagawea believes the Great Spirit is the creator.
- \_\_\_\_\_ 9. Cameahwait gives Captain Clark his war name.

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

- \_\_\_\_\_ 10. A good chief gives, he does not take.
- \_\_\_\_\_ 11. Sacagawea will not go back on her word to Captain Clark.

# Reading Guide 11

*Streams to the River, River to the Sea*  
Chapters 22 - 23, Pages 141 - 154

## **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 journey now will be much easier.
- \_\_\_\_\_ 2. Water can be found everywhere.
- \_\_\_\_\_ 3. Rather than starve to death, they eat candles.
- \_\_\_\_\_ 4. The Nez Perce tribe is unfriendly.
- \_\_\_\_\_ 5. They will continue the journey on the river and travel in canoes.

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

- \_\_\_\_\_ 6. Sacagawea has strong feelings for Captain Clark.
- \_\_\_\_\_ 7. Ben York and Sacagawea are both treated unfairly due to the color of their skin.

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

- \_\_\_\_\_ 8. All who have died are equal.
- \_\_\_\_\_ 9. Give assistance and kindness wherever needed.

# Reading Guide 12

*Streams to the River, River to the Sea*  
Chapters 24 - 27, Pages 155 - 191

## 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 travelers reach the Columbia River; the river that flows into the great waters.
- \_\_\_\_\_ 2. Captain Clark trades Sacagawea’s belt made of blue beads for a canoe.
- \_\_\_\_\_ 3. Cape Disappointment is named for the lack of wood and water.
- \_\_\_\_\_ 4. It rains everyday and this is a great burden.
- \_\_\_\_\_ 5. The Corps of Discovery build Fort Clatsop.
- \_\_\_\_\_ 6. Sacagawea learns a new word—world.
- \_\_\_\_\_ 7. The travelers take the same route back to Fort Mandan.

## Craft and Structure (inferential ideas and details)

- \_\_\_\_\_ 8. Charbonneau knows the white people will take everything from the Natives.
- \_\_\_\_\_ 9. Sacagawea is proud to be a Shoshone.

## Integration of Knowledge (interpretive ideas)

- \_\_\_\_\_ 10. A journey is bound to have hardship, so it is best not to take it.
- \_\_\_\_\_ 11. The only impossible journey is the one you never begin.
- \_\_\_\_\_ 12. You will be known forever by the tracks you leave.
- \_\_\_\_\_ 13. The land is yours to do with it as you please.



# Reading Guides ANSWER KEY

*Streams to the River, River to the Sea*

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

**Reading Guide 1:**

1, 3, 4, 7, 8, 9, 11, 12

**Reading Guide 2:**

2, 3, 4, 5, 6, 8, 9, 10

**Reading Guide 3:**

1, 2, 3, 6, 9, 10, 11, 12, 13, 14

**Reading Guide 4:**

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

**Reading Guide 5:**

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

**Reading Guide 6:**

1, 2, 4, 5, 6, 7, 9, 11

**Reading Guide 7:**

3, 4, 5, 9, 10, 11

**Reading Guide 8:**

2, 3, 4, 5, 6, 8, 9

**Reading Guide 9:**

1, 4, 5, 6, 7, 9, 10, 11, 12

**Reading Guide 10:**

1, 2, 4, 6, 7, 8, 10, 11

**Reading Guide 11:**

2, 3, 5, 6, 7, 8, 9

**Reading Guide 12:**

1, 3, 4, 5, 6, 8, 9, 11, 12

## Recording Sheet: Reading Guides for *Streams to the River, River to the Sea*

Student:		1	2	3	4	5	6	7	8	9	10	11	12	Total
	<b>Key Ideas &amp; Details</b>	___/6	___/5	___/7	___/4	___/5	___/5	___/5	___/4	___/5	___/5	___/5	___/7	___/63
	<b>Craft &amp; Structure</b>	___/5	___/3	___/4	___/6	___/3	___/4	___/4	___/3	___/4	___/4	___/2	___/2	___/44
	<b>Integration Of Knowledge</b>	___/2	___/2	___/3	___/1	___/2	___/2	___/2	___/3	___/3	___/2	___/2	___/4	___/28

# *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)

