



For the hybrid or  
virtual classroom.

# 4<sup>TH</sup> GRADE

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VOLUME 4.4

## Narrative Non-Fiction *Children of the Gold Rush*

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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

*Children of the Gold Rush*

Pages 7 - 9

## **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. Gold was first discovered in the Yukon in 1996.
- \_\_\_\_\_ 2. There was no easy way to get to the Yukon gold fields.
- \_\_\_\_\_ 3. In the Yukon, during the summertime, the sun never sets.
- \_\_\_\_\_ 4. Most gold miners got rich.
- \_\_\_\_\_ 5. Separation and divorce were common among gold rush families.
- \_\_\_\_\_ 6. We know about what the children experienced because many wrote diaries about their adventures.

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

- \_\_\_\_\_ 7. A *boomtown* is a railroad town.
- \_\_\_\_\_ 8. A *sawmill* is a factory in which logs are made into lumber.
- \_\_\_\_\_ 9. Gold rushers relied on the native people to teach them how to survive in the North.
- \_\_\_\_\_ 10. Gold rush children were hardworking.
- \_\_\_\_\_ 11. An *entrepreneur* is someone who organizes and operates a business.

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

- \_\_\_\_\_ 12. One of the best lessons of life is to learn to work hard.
- \_\_\_\_\_ 13. Have great dreams and dare to live them.

## Reading Guide 2

*Children of the Gold Rush*

Pages 12 - 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. Bonanza Creek is one of the richest creeks in the Klondike.
- \_\_\_\_\_ 2. Crystal Snow and her brother sing to the miners for money.
- \_\_\_\_\_ 3. At 10-years old, Crystal climbs the treacherous Chilkoot Pass.
- \_\_\_\_\_ 4. Crystal’s family takes an organ with them up the Chilkoot Pass.
- \_\_\_\_\_ 5. Crystal’s family is lucky to make a fortune in gold.
- \_\_\_\_\_ 6. A year after Crystal’s father discovers gold, his family lives in a mansion.
- \_\_\_\_\_ 7. Crystal becomes a professional singer after high school.

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

- \_\_\_\_\_ 8. Fame was more important to Crystal’s father than riches.
- \_\_\_\_\_ 9. Crystal’s spent most of her life living in Juneau.

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

- \_\_\_\_\_ 10. Gold rush children rarely made sacrifices to support their family.
- \_\_\_\_\_ 11. An education is an accomplishment to be proud of.

## Reading Guide 3

*Children of the Gold Rush*

Pages 22 - 27

### **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. Axinia and her sister help the family by fishing, snaring rabbits, and sewing clothing.
- \_\_\_\_\_ 2. In the winter, the girls stay inside.
- \_\_\_\_\_ 3. The family hikes many miles to get supplies.
- \_\_\_\_\_ 4. Axinia’s parents divorce.

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

- \_\_\_\_\_ 5. A *trading post* is a store established for trading goods.
- \_\_\_\_\_ 6. Natives were often treated unfairly by the incoming miners.
- \_\_\_\_\_ 7. To become *bitter* means to become full of gratitude.
- \_\_\_\_\_ 8. As an adult, Helen has good memories of her childhood in the Yukon.

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

- \_\_\_\_\_ 10. Education is very important.
- \_\_\_\_\_ 11. Bitterness is a result of clinging to negative experiences.

## Reading Guide 4

*Children of the Gold Rush*

Pages 30 - 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. Ethel Anderson travels to the Yukon from Seattle, WA.
- \_\_\_\_\_ 2. She has been separated from her father for a year.
- \_\_\_\_\_ 3. Her father’s horse is named Stallion.
- \_\_\_\_\_ 4. Ethel’s father is not a miner; he is a fisherman.
- \_\_\_\_\_ 5. Ethel’s family grows vegetables on the roof of their cabin.
- \_\_\_\_\_ 6. Ethel attends school in a tent.

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

- \_\_\_\_\_ 7. The word *grueling* means extremely tiring and demanding.
- \_\_\_\_\_ 8. Ethel is positive the Klondike is as grand as everyone says.
- \_\_\_\_\_ 9. Ethel has a soft heart for animals.
- \_\_\_\_\_ 10. Ethel is happy to be with her father.
- \_\_\_\_\_ 11. Ethel cherishes the memories of living in the Klondike.

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

- \_\_\_\_\_ 12. Dreams can come true if you survive the hard times.
- \_\_\_\_\_ 13. If you truly love nature, you will find beauty everywhere.



## Reading Guide 5

*Children of the Gold Rush*

Pages 40 - 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. Robert Farnsworth is 10 years old when he travels to Alaska.
- \_\_\_\_\_ 2. Robert’s father is a commander with the US Army.
- \_\_\_\_\_ 3. Robert grows up living in a military fort.
- \_\_\_\_\_ 4. Robert’s father helps with the construction of the railroad.

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

- \_\_\_\_\_ 5. Robert’s young life was never lonely.
- \_\_\_\_\_ 6. Robert learned to enjoy the outdoor wildlife.
- \_\_\_\_\_ 7. Robert believes in preserving history.
- \_\_\_\_\_ 8. To *admire* something means to regard with respect.
- \_\_\_\_\_ 9. The phrase *to help maintain order* means to help others act in a reasonable way toward one another by imposing laws.

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

- \_\_\_\_\_ 10. To have a bright future one must forget the past.
- \_\_\_\_\_ 11. History is much more than facts and dates; it’s people.

## Reading Guide 6

*Children of the Gold Rush*

Pages 48 - 54

### **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. Riverboats can become trapped in the ice on the Yukon River.
- \_\_\_\_\_ 2. Anto and Nettie live and work at the trading post their father built.
- \_\_\_\_\_ 3. Their father used to be a circus acrobat.
- \_\_\_\_\_ 4. Their father is now one of the best-known American traders.
- \_\_\_\_\_ 5. Their mother is the town midwife; a woman who officiates wedding ceremonies.
- \_\_\_\_\_ 6. Animal skins are used to make warm clothing for winter temperatures.
- \_\_\_\_\_ 7. Fish are caught and smoked in the winter and saved for the summer.

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

- \_\_\_\_\_ 8. The girls loved winter, even when it was bitter cold.
- \_\_\_\_\_ 9. The town relies on the trading post for supplies.
- \_\_\_\_\_ 10. Anto and Nettie’s mother preserves the culture of her Athabaskan tribe.
- \_\_\_\_\_ 11. To *snare* means to catch in a trap.
- \_\_\_\_\_ 12. To *adapt* means to have trouble adjusting to new conditions.

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

- \_\_\_\_\_ 13. The key to success is often the ability to adapt.
- \_\_\_\_\_ 14. You are meant to thrive, not just survive.

# Reading Guide 7

*Children of the Gold Rush*

Pages 56 - 63

## **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. Klondy’s mother is from the United States.
- \_\_\_\_\_ 2. On Ophir Creek, Klondy has no children to play with.
- \_\_\_\_\_ 3. Klondy gets to spend a lot of time with her papa.
- \_\_\_\_\_ 4. In winter, it can get as cold as 50 below zero.
- \_\_\_\_\_ 5. Papa buys Klondy a tiny doll house.
- \_\_\_\_\_ 6. Klondy learns to play the violin.

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

- \_\_\_\_\_ 7. The miners miss their families who are far away.
- \_\_\_\_\_ 8. Klondy’s mother is proud of her traditions.
- \_\_\_\_\_ 9. Klondy and her brother Ophir get their names from their father’s love of the Yukon.
- \_\_\_\_\_ 10. Klondy’s father is determined to make his living in the Yukon.
- \_\_\_\_\_ 11. A *boarder* is a person who receives regular meals while staying somewhere.
- \_\_\_\_\_ 12. To *depend on* someone means to need them for support.

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

- \_\_\_\_\_ 13. If you have a dream, be brave enough to go and get it.
- \_\_\_\_\_ 14. Difficult roads often lead to beautiful destinations.

## Reading Guide 8

*Children of the Gold Rush*

Pages 68 - 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. Cleora’s stepbrother is named Adolf.
- \_\_\_\_\_ 2. Cleora helps her mother pick and sell blueberries.
- \_\_\_\_\_ 3. Cleora’s favorite event of the day is watching the sunset.
- \_\_\_\_\_ 4. When she is nine, she runs her own dog team.
- \_\_\_\_\_ 5. Cleora marries a performer.

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

- \_\_\_\_\_ 6. Cleora Casady’s childhood is difficult.
- \_\_\_\_\_ 7. To feel *ashamed* means to feel embarrassed.
- \_\_\_\_\_ 8. Cleora doesn’t like her stepbrother.
- \_\_\_\_\_ 9. Cleora feels lonely.
- \_\_\_\_\_ 10. Cleora dreams of making a happy life for her husband and children.

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

- \_\_\_\_\_ 11. Very little is needed to make a happy life; it is all within yourself.

## Reading Guide 9

*Children of the Gold Rush*

Pages 80 - 89

### **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. Donald’s mother builds a hotel in the town of Iditarod.
- \_\_\_\_\_ 2. Donald’s mother is nicknamed “Doc” because she nurses the sick.
- \_\_\_\_\_ 3. In Iditarod, there are twice as many dogs as people.
- \_\_\_\_\_ 4. Donald attends school in a big schoolhouse.
- \_\_\_\_\_ 5. Donald’s father died of fever.

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

- \_\_\_\_\_ 7. Donald does not easily adjust to his new life.
- \_\_\_\_\_ 8. A *victrola* is an antique record player.
- \_\_\_\_\_ 9. Donald is hard-working.

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

- \_\_\_\_\_ 10. Instead of dreaming about success, work for it.
- \_\_\_\_\_ 11. No matter how long the winter, spring is sure to follow.

# Reading Guides ANSWER KEY

*Children of the Gold Rush*

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

**Reading Guide 1:**

2, 3, 5, 6, 8, 9, 10, 11, 12, 13

**Reading Guide 2:**

1, 2, 3, 4, 5, 7, 11

**Reading Guide 3:**

1, 3, 4, 5, 6, 8, 10, 11

**Reading Guide 4:**

1, 2, 5, 6, 7, 9, 10, 11, 12, 13

**Reading Guide 5:**

1, 2, 3, 6, 7, 8, 9, 11

**Reading Guide 6:**

1, 2, 3, 4, 6, 8, 9, 10, 11, 13, 14

**Reading Guide 7:**

2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14

**Reading Guide 8:**

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

**Reading Guide 9:**

1, 2, 3, 8, 9, 10, 11

## Recording Sheet: Reading Guides for *Children of the Gold Rush*

Student:		1	2	3	4	5	6	7	8	9	Total
	<b>Key Ideas &amp; Details</b>	/6	/6	/4	/6	/4	/7	/6	/5	/5	/49
	<b>Craft &amp; Structure</b>	/5	/2	/4	/5	/5	/5	/6	/5	/3	/85
	<b>Integration Of Knowledge</b>	/2	/2	/2	/2	/2	/2	/2	/1	/2	/17

# *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)

