



For the hybrid or
virtual classroom.

4TH
GRADE

VOLUME 4.5

Historical Fiction
Aurore of the Yukon

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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

Aurore of the Yukon
Chapters 1 – 2, Pages 1 - 13

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. Aurore lives in Montreal, Canada.
- _____ 2. Aurore’s father died a long time ago.
- _____ 3. Tante Josephine is Aurore’s aunt.
- _____ 4. Before he died, Aurore’s father worked at the Railway.
- _____ 5. Maman’s youngest brother has a ranch in the Yukon.
- _____ 6. Aurore’s brother, Yves, is six-years-old.
- _____ 7. Mrs. Macgregor gives Maman a lady’s pocket knife.

Craft and Structure (inferential ideas and details)

- _____ 8. To sulk means to be silent or bad-tempered because of disappointment.
- _____ 9. A debt is money that is owed.
- _____ 10. Maman doesn’t understand how Aurore feels about moving to the Yukon.
- _____ 11. In her diary, Aline is not as excited as her dad about retracing Aurore’s footsteps from Skagway to Dawson City.

Integration of Knowledge (interpretive ideas)

- _____ 12. The Klondike Gold Rush gave people hope.
- _____ 13. Aurore will never return to Montreal.
- _____ 14. The Yukon will be a wild and lawless place.

Reading Guide 2

Aurore of the Yukon
Chapters 3 - 4, Pages 14 - 30

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. Aurore travels from Vancouver to Skagway by train.
- _____ 2. Most of the buildings in Skagway are just tents.
- _____ 3. The shortest way to get to the gold fields in the Yukon is by hiking the Chilkoot Pass.
- _____ 4. To cross into the Yukon, the police require each person to have a year of supplies (200 pounds).
- _____ 5. Aurore’s family will be able to take a train to the Yukon.

Craft and Structure (inferential ideas and details)

- _____ 6. A con man is someone who cheats or tricks others by first gaining their trust.
- _____ 7. Mr. Cicero can be trusted.
- _____ 8. A tizzy is a state of being nervous.

Integration of Knowledge (interpretive ideas)

- _____ 9. Don’t believe everything you hear.
- _____ 10. Don’t trust your instincts.

Reading Guide 3

Aurore of the Yukon
Chapter 5, Pages 31 – 42

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. Soapy Smith refuses to give Maman her money back.
- _____ 2. Skagway doesn't have any police.
- _____ 3. Yves finds himself trapped in Soapy's office.
- _____ 4. Soapy Smith and Frank Reid both die in a shoot-out.

Craft and Structure (inferential ideas and details)

- _____ 5. Skagway is a lawless town.
- _____ 6. To *shrink into the shadows* means to attempt to become or appear smaller.
- _____ 7. Aurore is not a risk-taker.
- _____ 8. Maman is out-of-place in the rough town of Skagway.

Integration of Knowledge (interpretive ideas)

- _____ 9. A strong girl stands up for herself. A stronger girl stands up for everyone else.
- _____ 10. “I have learned over the years that when one's mind is made up, this diminishes fear; knowing what must be done does away with fear.” – Rosa Parks

Reading Guide 4

Aurore of the Yukon
Chapter 6, Pages 43 - 57

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 you eat fresh fruit and vegetables, you will get sick with scurvy.
- _____ 2. The Chilkoot Pass is 33 miles from Dyea to Lake Bennett in Canada.
- _____ 3. Two packers will help Maman carry their belongings over the Chilkoot Pass.
- _____ 4. Not very many women and children hiked the Chilkoot Pass.

Craft and Structure (inferential ideas and details)

- _____ 5. Bragging is when you talk proudly about your achievements or possessions.
- _____ 6. If someone is skeptical it means they are easily convinced.
- _____ 7. Aurore is more sensible than her mother.
- _____ 8. Aurore wishes her life could go back to how it used to be.

Integration of Knowledge (interpretive ideas)

- _____ 9. Actions speak louder than words.
- _____ 10. The only thing that can stop you, is you.
- _____ 11. Aurore will never make it to the Yukon.

Reading Guide 5

Aurore of the Yukon
Chapters 7 – 8, Pages 58 - 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. One of the packers, Red, leaves and takes the food with him.
- _____ 2. Maman remains determined to get to Uncle Thibault’s ranch.
- _____ 3. The North-West Mounted Police let Aurore’s family cross into Canada, even though they don’t have the proper gear.
- _____ 4. The only food left is beans.

Craft and Structure (inferential ideas and details)

- _____ 5. Maman is braver and bolder than before.
- _____ 6. A ghost town is a deserted or abandoned town.

Integration of Knowledge (interpretive ideas)

- _____ 7. The pioneering spirit is a willingness to endure hardship in order to explore new places.

Reading Guide 6

Aurore of the Yukon
Chapters 9 – 10, Pages 75 - 88

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. Kip and his dad will take Aurore and her family by boat to Uncle Thibault’s cabin.
- _____ 2. Kip is not very good at chess.
- _____ 3. It is the beginning of summer when Aurore arrives at her Uncle’s ranch.
- _____ 4. Maman, Aurore, and Yves get to work cleaning up the guest house.

Craft and Structure (inferential ideas and details)

- _____ 5. The ranch is exactly what Maman expected.
- _____ 6. Maman feels grateful that her family is finally safe.
- _____ 7. A matter-of-fact tone means to say something without emotion.
- _____ 8. Uncle Thibault is optimistic and Maman is practical.

Integration of Knowledge (interpretive ideas)

- _____ 9. If you want to be happy, do not dwell on the past, do not worry about the future, focus on living fully in the present.
- _____ 10. You have to look out for yourself, don’t expect someone to do it for you.

Reading Guide 7

Aurore of the Yukon

Chapters 11 – 13, Pages 88 - 113

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. Maman decides they will take a sternwheeler back to Dawson.
- _____ 2. Dawson is ten times bigger than Skagway.
- _____ 3. The streets of Dawson are paved.
- _____ 4. Maman sells her mother’s necklace to buy boat tickets.
- _____ 5. Aurore’s family takes a boat from Dawson to Whitehorse where Kip lives.
- _____ 6. Mr. Cicero is honest now.

Craft and Structure (inferential ideas and details)

- _____ 7. Maman forgives Uncle Thibault for not being completely honest.
- _____ 8. Kip and Aurore are quick-thinking.
- _____ 9. Aurore is determined to keep Mr. Cicero from conning others.
- _____ 10. Aurore refuses to put her life in danger.
- _____ 11. Mr. Cicero is a smooth talker.

Integration of Knowledge (interpretive ideas)

- _____ 12. Let go of the past, but keep the lessons it taught you.
- _____ 13. Not every cloud has a silver lining.
- _____ 14. Aurore won’t be happy living in the Yukon.

Reading Guides ANSWER KEY

Aurore of the Yukon

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

Reading Guide 1:

1, 3, 4, 5, 6, 8, 9, 11, 12, 13, 14

Reading Guide 2:

2, 3, 4, 6, 8, 9

Reading Guide 3:

1, 2, 4, 5, 6, 8, 9, 10

Reading Guide 4:

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

Reading Guide 5:

1, 2, 3, 5, 6, 7

Reading Guide 6:

1, 4, 5, 7, 8, 9, 10

Reading Guide 7:

1, 2, 4, 5, 7, 8, 9, 11, 12

Recording Sheet: Reading Guides for *Aurore of the Yukon*

Student:		1	2	3	4	5	6	7	Total
	Key Ideas & Details	/7	/5	/4	/4	/4	/4	/5	/33
	Craft & Structure	/4	/3	/4	/4	/2	/4	/5	/26
	Integration Of Knowledge	/3	/2	/2	/3	/1	/2	/3	/16

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

