



For the hybrid or  
virtual classroom.

# 5<sup>TH</sup> GRADE

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## VOLUME 5.1

## Reading Guides for *Earthquake Terror*

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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

*Earthquake Terror*  
Chapter 1, Pages 1 - 11

## **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 Palmers are camping on Magpie Island.
- \_\_\_\_\_ 2. There is only one other family camping on the island.
- \_\_\_\_\_ 3. Jonathan’s sister Abby uses a wheelchair.
- \_\_\_\_\_ 4. Marty’s family is staying in a camper.
- \_\_\_\_\_ 5. Abby doesn’t swim because she is afraid of the water.

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

- \_\_\_\_\_ 6. Jonathan gets impatient with Abby.
- \_\_\_\_\_ 7. Jonathan likes to joke around.
- \_\_\_\_\_ 8. Jonathan is adventurous.
- \_\_\_\_\_ 9. Jonathan isn’t very responsible.

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

- \_\_\_\_\_ 10. Parents always worry about their children.

## Reading Guide 2

*Earthquake Terror*  
Chapter 2, 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. Jonathan and Abby play sink the ships.
- \_\_\_\_\_ 2. A bridge connects Magpie Island to the mainland.
- \_\_\_\_\_ 3. Jonathan has experienced many earthquakes in his life.

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

- \_\_\_\_\_ 4. Jonathan is probably feeling nervous because there is no telephone.
- \_\_\_\_\_ 5. Jonathan likes being in the woods alone.

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

- \_\_\_\_\_ 6. Jonathan will do everything he can to protect Abby.

# Reading Guide 3

*Earthquake Terror*  
Chapter 3, Pages 20 - 28

## **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. Jonathan is unable to keep his balance during the earthquake.
- \_\_\_\_\_ 2. Moose is injured by a falling tree.
- \_\_\_\_\_ 3. Abby has a small scrape on her knee.
- \_\_\_\_\_ 4. Abby’s walker is broken and now she will have to crawl.

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

- \_\_\_\_\_ 5. Jonathan feels comforted by the fact that Moose will protect him.
- \_\_\_\_\_ 6. Jonathan is confident his parents made it to the hospital before the earthquake hit.
- \_\_\_\_\_ 7. Jonathan feels sorry for Abby because she can’t walk.

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

- \_\_\_\_\_ 8. Earthquakes are unpredictable.

# Reading Guide 4

*Earthquake Terror*  
Chapter 4, Pages 29 - 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. Jonathan has trouble thinking fast in an emergency.
- \_\_\_\_\_ 2. The road is blocked by fallen trees.
- \_\_\_\_\_ 3. Jonathan’s parents are counting on him to take care of Abby.
- \_\_\_\_\_ 4. It doesn’t take very long for Jonathan and Abby to walk back to the camper.

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

- \_\_\_\_\_ 4. Jonathan is glad he offered to stay behind so that he can take care of Abby.
- \_\_\_\_\_ 5. Jonathan is capable of taking care of Abby.

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

- \_\_\_\_\_ 6. Jonathan’s parents will probably be waiting for them at the camper.
- \_\_\_\_\_ 7. Earthquakes are devastating.



# Reading Guide 5

## *Earthquake Terror*

Chapters 5 - 6, Pages 36 - 52

### **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. Abby plans to take a nap when they get to the camper.
- \_\_\_\_\_ 2. Jonathan can't remember the way to the camper.
- \_\_\_\_\_ 3. The camper is smashed by a giant redwood tree.

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

- \_\_\_\_\_ 4. Jonathan doesn't want to be on Magpie Island anymore.

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

- \_\_\_\_\_ 5. Jonathan will leave Abby on the island and go to Beaverville for help.

# Reading Guide 6

*Earthquake Terror*  
Chapter 7, Pages 53 - 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. Jonathan is certain his parents made it across the bridge before the earthquake hit.
- \_\_\_\_\_ 2. The only way to get to the island is by helicopter or boat.
- \_\_\_\_\_ 3. Jonathan decides to build a signal fire near the lake.
- \_\_\_\_\_ 4. Jonathan and Abby are reliant on rescuers to save them.

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

- \_\_\_\_\_ 5. Jonathan starts to lose hope that he and Abby will be rescued.
- \_\_\_\_\_ 6. Jonathan is glad he has Moose to comfort him.
- \_\_\_\_\_ 7. Jonathan is scared for he and Abby’s life.

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

- \_\_\_\_\_ 8. Jonathan and Abby are reliant on rescuers to save them.
- \_\_\_\_\_ 9. Jonathan will probably give up trying to be rescued.

# Reading Guide 7

## *Earthquake Terror*

Chapters 8 - 10, Pages 61 - 85

### **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 Palmers used to live in Seattle.
- \_\_\_\_\_ 2. Abby is a good swimmer.
- \_\_\_\_\_ 3. Trees float.

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

- \_\_\_\_\_ 4. Abby is afraid of heights.
- \_\_\_\_\_ 5. Jonathan is not very strong.
- \_\_\_\_\_ 6. Jonathan is not very resourceful.
- \_\_\_\_\_ 7. Jonathan is getting impatient with Abby.

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

- \_\_\_\_\_ 8. Floodwaters will soon cover the whole island.
- \_\_\_\_\_ 9. Nature is powerful.

# Reading Guide 8

## *Earthquake Terror*

Chapters 11 - 12, Pages 86 - 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. Jonathan’s parents made it across the bridge before the earthquake hit.
- \_\_\_\_\_ 2. Mrs. Palmer’s first thought is of the children.
- \_\_\_\_\_ 3. Mr. and Mrs. Palmer walk together to get help.
- \_\_\_\_\_ 4. Beaverville is on fire.

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

- \_\_\_\_\_ 5. Mr. Palmer is devastated when he learns that Magpie Island has flooded.
- \_\_\_\_\_ 6. Mr. Palmer is certain that Jonathan and Abby could not have survived.

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

- \_\_\_\_\_ 7. Mr. Palmer will probably give up trying to find Jonathan and Abby.
- \_\_\_\_\_ 8. It is better for Jonathan to go for help than to stay with Abby.

# Reading Guide 9

## *Earthquake Terror*

Chapters 13 - 16, Pages 102 - 132

### **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. Abby makes it to shore on her own.
- \_\_\_\_\_ 2. Moose saves Abby’s life.
- \_\_\_\_\_ 3. The first person the search and rescue team spots is Abby.

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

- \_\_\_\_\_ 4. Jonathan is determined to make it to shore.
- \_\_\_\_\_ 5. Abby thinks being in the hospital is worse than being in an earthquake.

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

- \_\_\_\_\_ 6. You are stronger than you realize.
- \_\_\_\_\_ 7. Earthquakes are terrifying.
- \_\_\_\_\_ 8. Nature is a powerful force.

# Reading Guides ANSWER KEY

## *Earthquake Terror*

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

**Reading Guide 1:**

1, 4, 5, 6, 7, 8, 10

**Reading Guide 2:**

1, 2, 4, 6

**Reading Guide 3:**

1, 3, 4, 5, 7, 8

**Reading Guide 4:**

2, 3, 5, 7

**Reading Guide 5:**

1, 3, 4

**Reading Guide 6:**

2, 3, 4, 5, 6, 7, 8

**Reading Guide 7:**

3, 4, 7, 8, 9

**Reading Guide 8:**

1, 2, 4, 5, 8

**Reading Guide 9:**

1, 4, 6, 7, 8

## Recording Sheet: Reading Guides for *Earthquake Terror*

| Student: |                                 | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     | Total  |
|----------|---------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
|          | <b>Key Ideas &amp; Details</b>  | ___/5 | ___/3 | ___/4 | ___/4 | ___/3 | ___/4 | ___/3 | ___/4 | ___/3 | ___/33 |
|          | <b>Craft &amp; Structure</b>    | ___/4 | ___/2 | ___/3 | ___/2 | ___/1 | ___/3 | ___/4 | ___/2 | ___/2 | ___/23 |
|          | <b>Integration Of Knowledge</b> | ___/1 | ___/1 | ___/1 | ___/2 | ___/1 | ___/2 | ___/2 | ___/2 | ___/3 | ___/15 |

# *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)

