C.I.A.
Collect · Interpret · Apply
Unit of Study

For the hybrid or virtual classroom.

5TH GRADE
VOLUME 5.5

Science Fiction
The City of Ember

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with Peter Dewitz

Read Side by Side

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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 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 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 can 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 City of Ember
Pages 1 - 18

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 box with the instructions will be entrusted to the Mayor of Ember.

_____ 2. The Mayor of Ember will know what is in the box.

_____ 3. The seventh mayor is less honorable than those before him.

_____ 4. The only light in Ember comes from floodlamps throughout the city.

_____ 5. At 16-years-old the children of Ember are assigned a job.

_____ 6. The storerooms below the city hold supplies of everything the people will need.

_____ 7. The most important job in Ember is the job of messenger.

Craft and Structure (inferential ideas and details)

_____ 8. The builders were probably wearied by their concern for the future of Ember.

_____ 9. The instructions must not be very important to the future of Ember.

_____ 10. The word *prosper* means to grow strong and healthy.

_____ 11. Shortages in Ember will make people fearful and desperate.

Integration of Knowledge (interpretive ideas)

_____ 12. We get an education so that we can then contribute to our community.

_____ 13. A good leader is one that can be trusted.

Reading Guide 2

The City of Ember
Pages 18 - 39

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. Lina and Doon have always been good friends.

_____ 2. Lina's parents both died of the coughing sickness.

_____ 3. People in Ember rarely throw things away, instead they reuse them.

_____ 4. The city is surrounded by darkness and nothingness.

_____ 5. There are no telephones in Ember.

_____ 6. No one in Ember really knows what year it is, day it is, hour it is.

_____ 7. Lina's great-great grandfather was the 1st mayor of Ember.

Craft and Structure (inferential ideas and details)

_____ 8. Lina is fearful.

_____ 9. A *luxury* is a something that adds to comfort but is not necessary.

_____ 10. Lina thinks curiosity is a bad thing.

Integration of Knowledge (interpretive ideas)

_____ 11. Lina and Doon will continue to not get along.

_____ 12. The power to question is the basis of all human progress.

Reading Guide 3

The City of Ember
Pages 40 - 53

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. A river runs under the city of Ember.

_____ 2. The river powers the generator which makes Ember's electricity.

_____ 3. The city is prospering.

_____ 4. One of Doon's favorite things to do is study how things work.

Craft and Structure (inferential ideas and details)

_____ 5. An *expert* is someone who has comprehensive knowledge in a particular area.

_____ 6. Doon's father is determined to save the city.

_____ 7. The words *growling, grinding,* and *screaming* are used to make the generator seem alive.

_____ 8. Doon is in a bad mood because he feels foolish for thinking he could understand how the generator works.

Integration of Knowledge (interpretive ideas)

_____ 9. A clever person is one who notices what no one else does.

_____ 10. The people of Ember are like the worm in the box; they are trapped.

_____ 11. The mayor will find a way to save Ember.

Reading Guide 4

The City of Ember
Pages 54 - 69

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. Granny is looking for something that is lost; something important.

_____ 2. Granny is getting forgetful lately.

_____ 3. Evaleen Murdo is Lina's mother.

_____ 4. Lina's father used to work in the greenhouses.

_____ 5. Twelve greenhouses produce all of Ember's fresh food.

Craft and Structure (inferential ideas and details)

_____ 6. The phrase *to take root in the mind* means to inhabit one's thoughts.

_____ 7. The word *scarce* means there is enough to meet the demand.

_____ 8. The greenhouses probably feel like home to Lina because she once spent a lot of time there with her dad.

_____ 9. Lina hopes another city exists somewhere beyond the unknown regions.

Integration of Knowledge (interpretive ideas)

_____ 10. The bean Clary gives Lina is a symbol of difficult times.

_____ 11. People hold to the hope and belief that there is a better life, a better world, beyond the horizon.

Reading Guide 5

The City of Ember
Pages 70 - 83

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. Thursday is Lina's day-off.

_____ 2. There are no working washing machines in Ember.

_____ 3. The shelves in Looper's shop are mostly full.

_____ 4. The colors in Ember are bright and happy.

_____ 5. In Ember, the lights often go out unexpectedly.

Craft and Structure (inferential ideas and details)

_____ 6. The word *startling* means to move very slowly.

_____ 7. When Sadge tells the people that in the unknown regions the rats are the size of houses, he is being truthful.

_____ 8. Lina regrets buying the colored pencils.

_____ 9. To *dread* something means to anticipate with great fear.

Integration of Knowledge (interpretive ideas)

_____ 10. Fear keeps you worried about the future.

_____ 11. Time waits for no one.

Reading Guide 6

The City of Ember
Pages 84 - 108

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 last power failure lasted 7 minutes.

_____ 2. The mayor holds a town meeting in Harken Square.

_____ 3. Doon thinks the mayor is wise.

_____ 4. Poppy is found chewing a piece of paper left by the builders.

_____ 5. Captain Fleery is very interested in the instructions Lina found.

_____ 6. There is a shortage of goods in Ember.

Craft and Structure (inferential ideas and details)

_____ 7. To *panic* means to feel sudden uncontrollable fear or anxiety.

_____ 8. The people of Ember are agreeable with the mayor's decisions.

_____ 9. Lina hopes the instructions will be the key to saving Ember.

_____ 10. Lizzie is a good listener.

Integration of Knowledge (interpretive ideas)

_____ 11. When you let anger get the best of you, it brings out the worst in you.

_____ 12. As long as you keep searching, the answers will come.

_____ 13. The mayor will respond to Lina's letter.

Reading Guide 7

The City of Ember
Pages 108 - 139

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. When Doon isn't working, he explores the Pipeworks.

_____ 2. Doon nothing interesting in the Pipeworks.

_____ 3. Doon hopes to make movable light.

_____ 4. The library in Ember is full of books about the past.

_____ 5. Lina shows Doon the instructions.

_____ 6. Lina is sure the instructions tell the way out of Ember.

_____ 7. The people of Ember have never seen blue sky.

Craft and Structure (inferential ideas and details)

_____ 8. Doon wishes he could save the city and remains very hopeful.

_____ 9. The words, "cold flesh, cold blood, cold bones," are meant to make the reader feel like the Pipeworks is a damp and dismal place.

_____ 10. The word *restless* means calm and easy-going.

_____ 11. Lina and Doon are more different than they are alike.

Integration of Knowledge (interpretive ideas)

_____ 12. Doon won't think Lina's instructions are very interesting or useful.

_____ 13. The city Lina imagines probably doesn't exist.

_____ 14. Curiosity leads to wisdom.

Reading Guide 8

The City of Ember
Pages 140 - 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. Poppy and Lina will move in with Mrs. Murdo.

_____ 2. The singing is held once a year.

_____ 3. Lina feels ungrateful for Mrs. Murdo's kindness.

_____ 4. Lizzie gives Lina and Doon cans of creamed corn and a can of peaches.

_____ 5. Looper is stealing from the storerooms.

Craft and Structure (inferential ideas and details)

_____ 6. The phrase *common sense* means to think and behave in a reasonable way and make good decisions.

_____ 7. Lina is someone who wants to do what is best for everyone.

_____ 8. Something big is about to happen.

Integration of Knowledge (interpretive ideas)

_____ 9. The difference between right and wrong is always obvious.

_____ 10. The belief in 'finders keepers' is morally and ethically wrong because what you find does not belong to you.

_____ 11. Apathy leads to foolishness.

Reading Guide 9

The City of Ember
Pages 155 - 177

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 blackouts are happening less and less.

_____ 2. The mayor has a secret treasure room in the Pipeworks.

_____ 3. Doon is Lina's best friend.

_____ 4. Lina and Doon tell Clary that the mayor is stealing.

Craft and Structure (inferential ideas and details)

_____ 5. Doon sincerely cares about Lina.

_____ 6. To *protest* means to express an objection to what someone has said or done.

_____ 7. To be *impulsive* means to act quickly without thinking.

_____ 8. A *foolish* person is someone shows good judgement.

_____ 9. Lina considers Clary to be a wise mentor.

_____ 10. Doon yearns for his father's approval.

Integration of Knowledge (interpretive ideas)

_____ 11. Nothing is hopeless; we must hope for everything.

_____ 12. One's determination has very little to do with one's success.

Reading Guide 10

The City of Ember
Pages 178 - 225

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 workers are let off early on song rehearsal day.

_____ 2. Doon finds the stone with the E carved in it.

_____ 3. Lina and Doon are too frightened to go through the door at the river's edge.

_____ 4. The river is the way out of Ember.

_____ 5. Lina and Doon plan to tell the mayor about what they found.

Craft and Structure (inferential ideas and details)

_____ 6. The phrase *moment of glory* means fame and admiration gained from doing something impressive.

_____ 7. A *rumor* is a story that is circulating that has been proven to be true.

_____ 8. To be *frantic* means to be wild with fear and anxiety.

_____ 9. Lina will be caught by the guards.

Integration of Knowledge (interpretive ideas)

_____ 10. One's life is more important than one's possessions.

_____ 11. Ember is the only light in a dark world.

Reading Guide 11

The City of Ember
Pages 126 - 270

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. Doon sees Lina being captured by the guards.

_____ 2. When the power goes out, Lina escapes the mayor's office.

_____ 3. Lina doesn't want to leave Ember without her sister.

_____ 4. Doon is angry with Lina when she brings Poppy.

_____ 5. There is a path at the end of the river.

Craft and Structure (inferential ideas and details)

_____ 6. The phrase *civic unrest* means fighting between groups of people living in the same place.

_____ 7. In Ember, all is being done for the benefit of the people.

_____ 8. Lina hates Ember.

_____ 9. The author compares the stars to flecks of salt to help the reader understand that Lina and Doon know nothing about stars.

Integration of Knowledge (interpretive ideas)

_____ 10. Being deeply loved gives you strength; loving deeply gives you courage.

_____ 11. Life, like a river, will cut a new path whenever it meets an obstacle.

_____ 12. No matter how difficult life becomes, there is always hope.

_____ 13. For light to shine so brightly, the darkness must be present.

Reading Guides ANSWER KEY

The City of Ember

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

Reading Guide 1:
1, 3, 4, 6, 8, 10, 11, 12, 13

Reading Guide 2:
2, 3, 4, 5, 6, 9, 12

Reading Guide 3:
1, 2, 4, 5, 7, 8, 9, 10

Reading Guide 4:
1, 2, 4, 6, 8, 9, 11

Reading Guide 5:
1, 2, 5, 8, 9, 10, 11

Reading Guide 6:
1, 2, 4, 6, 7, 9, 11, 12

Reading Guide 7:
1, 3, 5, 6, 7, 8, 9, 14

Reading Guide 8:
1, 2, 5, 6, 7, 8, 10, 11

Reading Guide 9:
2, 3, 5, 6, 7, 9, 10,11

Reading Guide 10:
1, 2, 4, 6, 8, 9, 10

Reading Guide 11:
2, 3, 5, 6, 9, 10, 11, 12, 13

Recording Sheet: Reading Guides for *The City of Ember*

Student:		1	2	3	4	5	6	7	8	9	10	11	Total
	Key Ideas & Details	/7	/7	/4	/5	/5	/6	/7	/5	/4	/5	/5	/60
	Craft & Structure	/4	/3	/4	/4	/4	/4	/4	/3	/6	/4	/4	/44
	Integration Of Knowledge	/2	/2	/3	/2	/2	/3	/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