



For the hybrid or
virtual classroom.

6TH GRADE

VOLUME 6.1

Reading Guides for *The Westing Game*

Sarah Collinge
with Peter Dewitz



Read Side by Side
2125 196th Street SW, #101
Lynnwood, Washington 98036
425-412-3724
www.readsidebyside.com

Table of Contents

Introduction.....	3
What is a Reading Guide?	3
How to Use Reading Guides	4
Reading Guide 1, pp. 1 - 9.....	5
Reading Guide 2, pp. 9 - 18.....	6
Reading Guide 3, pp. 18 - 20.....	7
Reading Guide 4, pp. 21 - 35.....	8
Reading Guide 5, pp. 35 - 52.....	9
Reading Guide 6, pp. 52 - 64.....	10
Reading Guide 7, pp. 64 - 72.....	11
Reading Guide 8, pp. 72 - 87.....	12
Reading Guide 9, pp. 87 - 94.....	13
Reading Guide 10, pp. 94 - 118.....	14
Reading Guide 11, pp. 118 - 139.....	15
Reading Guide 12, pp. 140 - 154.....	16
Reading Guide 13, pp. 154 - 182.....	17
Answer Key	18
Recording Sheet	19

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

The Westing Game

Pages 1 - 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. Sunset Towers is an apartment building that is 10 stories tall.
- _____ 2. Each apartment has one-way glass windows in every room.
- _____ 3. Turtle is the name of the Wexler’s son.
- _____ 4. The tenants of Sunset Towers have been specially selected.

Craft and Structure (inferential ideas and details)

- _____ 5. Barney Northrup is a suspicious character.
- _____ 6. The new tenants of Sunset Towers feel like they have ‘moved-up in the world’.
- _____ 7. Turtle is not very brave.

Integration of Knowledge (interpretive ideas)

- _____ 8. If it seems too good to be true, it probably is.

Reading Guide 2

The Westing Game

Pages 9 - 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. Turtle plans to dress as a witch for Halloween.
- _____ 2. Crow is the cleaning woman for Sunset Towers.
- _____ 3. Mr. Hoo’s restaurant is always busy.
- _____ 4. Judge JJ Ford owes Samuel Westing money.
- _____ 5. Otis Amber is the doorman for Sunset Towers.

Craft and Structure (inferential ideas and details)

- _____ 6. Mrs. Wexler shows favoritism toward Turtle.
- _____ 7. Sydelle Pulaski is lonely.

Integration of Knowledge (interpretive ideas)

- _____ 8. There seem to be a lot of secrets in Sunset Towers.

Reading Guide 3

The Westing Game

Pages 18 - 20

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. Samuel Westing was an immigrant, and an orphan.
- _____ 2. He owned a paper products corporation and founded the city of Westingtown.
- _____ 3. He lost over two million dollars gambling.
- _____ 4. Samuel Westing disappeared 13 years ago after a near fatal car accident.
- _____ 5. His daughter, Violet, has been searching for him ever since.

Craft and Structure (inferential ideas and details)

- _____ 6. Turtle is worried she will be linked to Sam Westing’s death.
- _____ 7. Turtle is very sad that Samuel Westing is dead.
- _____ 8. Samuel Westing’s death is suspicious.
- _____ 9. Samuel Westing was lucky in life.

Integration of Knowledge (interpretive ideas)

- _____ 10. A great patriot loves his country.

Reading Guide 4

The Westing Game

Pages 21 - 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. Otis Amber is the delivery man.
- _____ 2. The people of Sunset Towers are invited to hear the reading of Samuel Westing’s will.
- _____ 3. Samuel Westing’s will was found lying next to his dead body.
- _____ 4. The lawyer, Edgar Jennings Plum, was a good friend of Samuel Westing’s.

Craft and Structure (inferential ideas and details)

- _____ 5. Mr. Hoo is glad Samuel Westing is dead.
- _____ 6. Mrs. Wexler believes she is the rightful heir.

Integration of Knowledge (interpretive ideas)

- _____ 7. People are often motivated by money and status.

Reading Guide 5

The Westing Game

Pages 35 - 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 ideas)

- _____ 1. Sunset Tower is without electricity.
- _____ 2. Everyone wants to see Angela’s short-hand notes.
- _____ 3. Chris sees someone in the Westing house.

Craft and Structure (inferential ideas and details)

- _____ 4. Turtle doesn’t trust the other players.
- _____ 5. Judge JJ Ford thinks Samuel Westing was a kind and generous man.

Integration of Knowledge (interpretive ideas)

- _____ 6. You should not speak unkindly of those less fortunate than you.
- _____ 7. Greed will keep the heirs playing the game.

Reading Guide 6

The Westing Game

Pages 52 - 64

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. Turtle tells her mother the clues.

_____ 2. Mr. Hoo tried to sue Sam Westing for stealing his idea for the disposable diaper.

_____ 3. Turtles tells Flora that her real name is Alice.

Craft and Structure (inferential ideas and details)

_____ 5. Angela Wexler feels humiliated.

_____ 6. Grace Wexler is accepting of others.

_____ 7. Chris Theodorakis is accepting of others.

Integration of Knowledge (interpretive ideas)

_____ 8. Appearances are rarely deceptive.

Reading Guide 7

The Westing Game

Pages 64 - 72

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 only person who has met Sam Westing is Grace Wexler.
- _____ 2. Angela took Turtle’s newspaper without asking.
- _____ 3. Turtle plans to hire a private detective.

Craft and Structure (inferential ideas and details)

- _____ 4. Sydelle Pulaski doesn’t like Grace Wexler.
- _____ 5. Turtle feels sorry for her sister, Angela.

Integration of Knowledge (interpretive ideas)

- _____ 6. People are afraid to reveal their true selves.

Reading Guide 8

The Westing Game

Pages 72 - 87

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 Wexler’s have a lot of money.
- _____ 2. Angela wants to be a doctor.
- _____ 3. Dr. Denton Deere is a very busy man.
- _____ 4. Sydelle Pulaski has a crippling disease.

Craft and Structure (inferential ideas and details)

- _____ 5. Angela is not afraid to tell the truth.

Integration of Knowledge (interpretive ideas)

- _____ 6. Two heads are better than one.
- _____ 7. Appearances can be deceptive.

Reading Guide 9

The Westing Game

Pages 87 - 94

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. Sam Westing’s daughter was named Violet.
- _____ 2. Angela Wexler looks similar to Violet Westing.
- _____ 3. Violet Westing died in a car accident right before she was to be married.

Craft and Structure (inferential ideas and details)

- _____ 4. Mr. Hoo is disappointed that the coffee shop has reopened.

Integration of Knowledge (interpretive ideas)

- _____ 5. Birds of a feather flock together.

Reading Guide 10

The Westing Game

Pages 94 - 118

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. Angela is in the hospital and shares a room with Sydelle.
- _____ 2. Chris is teaching Madame Hoo English.
- _____ 3. Flora’s daughter, Rosalie, died of pneumonia at the age of 19.
- _____ 4. Crow lives in the apartment next to Doug Hoo.
- _____ 5. Grace Wexler is related to Crow.

Craft and Structure (inferential ideas and details)

- _____ 6. Grace will be pleased to learn she is related to the cleaning lady.

Integration of Knowledge (interpretive ideas)

- _____ 7. Everyone is a suspect.
- _____ 8. Still waters run deep.
- _____ 9. Being pretty is important.

Reading Guide 11

The Westing Game

Pages 118 - 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. George Theodorakis and Violet Westing were childhood sweethearts.

_____ 2. Judge JJ Ford’s mother was a servant in the Westing House.

_____ 3. Sam Westing paid for Judge Ford’s education.

_____ 4. Doug Hoo is the thief.

_____ 5. Crow is Sam Westing’s ex-wife.

Craft and Structure (inferential ideas and details)

_____ 6. Turtle is covering for Angela.

_____ 7. Turtle is relieved to finally tell her secret to Judge Ford.

_____ 8. Angela is angry when her parents barely notice her.

Integration of Knowledge (interpretive ideas)

_____ 9. Home is where the heart is.

_____ 10. Nothing is what it seems.

Reading Guide 12

The Westing Game

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. The heirs receive their second check for \$10,000.
- _____ 2. Turtle and Flora lost money in the stock market.
- _____ 3. Crow and Otis Amber both volunteer at the *Good Salvation Soup Kitchen*.
- _____ 4. Theo publicly accuses Otis Amber of murdering Sam Westing.

Craft and Structure (inferential ideas and details)

- _____ 5. Crow feels tense because she believes her life is in danger.
- _____ 6. Chris thinks the best of people.
- _____ 7. Theo feels empathy and respect for Otis Amber.
- _____ 8. Turtle feels tired of having to look out for Angela.
- _____ 9. Sam Westing has a sense of humor.

Integration of Knowledge (interpretive ideas)

- _____ 10. Sam Westing’s last wish was to do good deeds.
- _____ 11. The heirs only care about money.

Reading Guide 13

The Westing Game

Chapters 25 - 30, Pages 154 - 182

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. Crow is arrested.
- _____ 2. Turtle never kicked Sandy.
- _____ 3. Sandy and Doug were playing chess.
- _____ 4. Turtle plays the role of lawyer.
- _____ 5. Turtle can call Sam Westing her Uncle Sam.
- _____ 6. Sunset Towers burns to the ground.

Craft and Structure (inferential ideas and details)

- _____ 7. Turtle considers Sandy McSouthers one of her best friends.
- _____ 8. Sam Westing was a sad and lonely man.

Integration of Knowledge (interpretive ideas)

- _____ 9. Sam Westing wanted his enemies to forgive him, so he invited them to play the Westing game.
- _____ 10. In a way, all of the heirs have won something.
- _____ 11. The Westing Game is a tragic story.

Reading Guides ANSWER KEY

The Westing Game

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

Reading Guide 1:

2, 4, 5, 6, 8

Reading Guide 2:

1, 2, 4, 7, 8

Reading Guide 3:

1, 2, 4, 6, 8, 10

Reading Guide 4:

1, 2, 3, 5, 6, 7

Reading Guide 5:

1, 3, 4, 6, 7

Reading Guide 6:

2, 3, 5, 7

Reading Guide 7:

2, 4, 5, 6

Reading Guide 8:

2, 3, 6, 7

Reading Guide 9:

1, 2, 4, 5

Reading Guide 10:

1, 3, 4, 5, 7, 8

Reading Guide 11:

1, 2, 3, 5, 6, 7, 9, 10

Reading Guide 12:

1, 3, 5, 6, 7, 9, 8

Reading Guide 13:

1, 2, 4, 5, 7, 8, 9, 10

Recording Sheet: Reading Guides for *The Westing Game*

Student:		1	2	3	4	5	6	7	8	9	10	11	12	13	Total
	Key Ideas & Details	_/4	_/5	_/5	_/4	_/3	_/3	_/3	_/4	_/3	_/5	_/5	_/4	_/6	_/54
	Craft & Structure	_/3	_/2	_/4	_/2	_/2	_/3	_/2	_/1	_/1	_/1	_/3	_/5	_/2	_/22
	Integration Of Knowledge	_/1	_/1	_/1	_/1	_/2	_/1	_/1	_/2	_/1	_/3	_/2	_/2	_/3	_/21

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

