



For the hybrid or  
virtual classroom.

# 6<sup>TH</sup> GRADE

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## VOLUME 6.3

**Historical Fiction**  
*Esperanza Rising*

**Sarah Collinge**  
with Peter Dewitz



Read Side by Side  
2125 196th Street SW, #101  
Lynnwood, Washington 98036  
425-412-3724  
[www.readsidebyside.com](http://www.readsidebyside.com)

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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

*Esperanza Rising*  
Chapters 1-2, Pages 1 – 12

## **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. Esperanza is has many siblings.
- \_\_\_\_\_ 2. Esperanza will turn 13 at the end of the harvest.
- \_\_\_\_\_ 3. Marisol Rodriguez is Esperanza’s servant.
- \_\_\_\_\_ 4. Esperanza’s family has many servants.
- \_\_\_\_\_ 5. Esperanza can’t imagine living anywhere other than El Rancho de las Rosas.
- \_\_\_\_\_ 6. The Mexican Revolution was just 10 years ago.

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

- \_\_\_\_\_ 7. Esperanza and her father often quarrel.
- \_\_\_\_\_ 8. The word *honor* means to fail to show respect.
- \_\_\_\_\_ 9. Esperanza is superstitious.
- \_\_\_\_\_ 10. The word *sympathetic* means to feel concern for someone in a bad situation.
- \_\_\_\_\_ 11. The author wants the reader to sense that something bad is going to happen.

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

- \_\_\_\_\_ 12. We are living in a living world; the earth is alive.
- \_\_\_\_\_ 13. Fear is the main source of superstition.

## Reading Guide 2

*Esperanza Rising*  
Chapters 2 - 3, Pages 12 - 33

### 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. Esperanza’s uncles hold important positions in the community.
- \_\_\_\_\_ 2. Esperanza’s family belongs to the upper class.
- \_\_\_\_\_ 3. Esperanza’s father is killed by bandits.
- \_\_\_\_\_ 4. The house and the land is left to Ramona.
- \_\_\_\_\_ 5. Tio Luis wants to marry Esperanza’s mother.

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

- \_\_\_\_\_ 6. The word *capricious* means given to sudden changes of mood or behavior.
- \_\_\_\_\_ 7. The phrase *beacon of hope* means something that holds promise.
- \_\_\_\_\_ 8. Esperanza’s father was well-liked by everyone.
- \_\_\_\_\_ 9. Esperanza’s family is not religious.
- \_\_\_\_\_ 10. To *offend someone* means to cause someone to feel upset or resentful.

### Integration of Knowledge (interpretive ideas)

- \_\_\_\_\_ 11. Ramona will marry Tio Louis.
- \_\_\_\_\_ 12. Some people are like vultures; they surround you when you stand strong and devour you when you fall down.

# Reading Guide 3

*Esperanza Rising*  
Chapters 3 - 4, Pages 34 - 50

## **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. Tio Luis intends to take over the ranch.
- \_\_\_\_\_ 2. Miguel’s family plans to move to the United States.
- \_\_\_\_\_ 3. Esperanza’s house is on fire!
- \_\_\_\_\_ 4. Esperanza saves Abuelita from the flames.

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

- \_\_\_\_\_ 5. The word *corrupt* means a willingness to act dishonestly in return for personal gain.
- \_\_\_\_\_ 6. To *feel numb* means unable to feel anything.
- \_\_\_\_\_ 7. The servants are likely responsible for the fire.
- \_\_\_\_\_ 8. Ramona is strong; she will do anything to protect Esperanza.
- \_\_\_\_\_ 9. Esperanza is not accustomed to an easy life.

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

- \_\_\_\_\_ 10. Miguel will have the chance for a better life in the United States.
- \_\_\_\_\_ 11. A new life awaits.

# Reading Guide 4

*Esperanza Rising*  
Chapters 4 - 5, Pages 50 - 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. Abuelita is left behind.
- \_\_\_\_\_ 2. Abuelita gives Ramona the blanket to crochet.
- \_\_\_\_\_ 3. Ramona tells Tio Luis she will marry him.
- \_\_\_\_\_ 4. It takes two days for them to travel by wagon to Zacatecas.

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

- \_\_\_\_\_ 5. The word *indebted* means owing gratitude for a service or favor.
- \_\_\_\_\_ 6. Ramona cares for her possessions more than her family’s safety.
- \_\_\_\_\_ 7. Esperanza is happy to be on the train with peasants.
- \_\_\_\_\_ 8. To *scorn* means to hold the belief that someone is worthless.
- \_\_\_\_\_ 9. Esperanza knows that she is being selfish.

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

- \_\_\_\_\_ 10. Adversity and loss make a wise person.
- \_\_\_\_\_ 11. Desperate times call for desperate measures.



# Reading Guide 5

*Esperanza Rising*  
Chapters 5 - 6, Pages 72 - 93

## **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. Miguel is fascinated with trains.
- \_\_\_\_\_ 2. They have been on the train for four days and nights.
- \_\_\_\_\_ 3. Esperanza and her mother are still treated like the upper class.
- \_\_\_\_\_ 4. At immigration, their papers are accepted.
- \_\_\_\_\_ 5. Esperanza arrives in Los Angeles, California.

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

- \_\_\_\_\_ 6. *Irritable* means easily annoyed.
- \_\_\_\_\_ 7. Miguel was like a son to Esperanza’s father.
- \_\_\_\_\_ 8. Esperanza is grateful not to be separated from her mother.
- \_\_\_\_\_ 9. Esperanza feels like she is far away from her father.

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

- \_\_\_\_\_ 10. The poorest man will never become rich.
- \_\_\_\_\_ 11. Wealth consists not in having great possessions but in having few wants.

# Reading Guide 6

*Esperanza Rising*  
Chapters 6 - 7, Pages 93 - 120

## **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. Esperanza is traveling through the San Joaquin Valley by truck.
- \_\_\_\_\_ 2. Marta’s father died fighting in the Mexican Revolution.
- \_\_\_\_\_ 3. The workers are separated into camps according to their ethnicity.
- \_\_\_\_\_ 4. Esperanza’s mother will work the potato harvest.
- \_\_\_\_\_ 5. Miguel gets a job as a picker.

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

- \_\_\_\_\_ 6. A *peasant* is a poor farmer of low social status.
- \_\_\_\_\_ 7. Isabel is not impressed by Esperanza’s past social status.
- \_\_\_\_\_ 8. Marta makes Esperanza feel welcome and comfortable.
- \_\_\_\_\_ 9. Esperanza hopes to learn English.
- \_\_\_\_\_ 10. The word *temporary* means to permanent.
- \_\_\_\_\_ 11. Miguel is impatient with Esperanza.

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

- \_\_\_\_\_ 12. Happiness is not a choice.
- \_\_\_\_\_ 13. Be grateful for what you have.
- \_\_\_\_\_ 14. Esperanza is learning to work hard and be grateful.

# Reading Guide 7

*Esperanza Rising*  
Chapter 8, Pages 121 - 138

## **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. Miguel and Alfonso brought the roots of Papa’s roses from Mexico.
- \_\_\_\_\_ 2. The camp hosts a fiesta, and people come from other camps.
- \_\_\_\_\_ 3. Some of the workers plan to strike for better wages and housing.
- \_\_\_\_\_ 4. The camp Esperanza lives in is worse than most.
- \_\_\_\_\_ 5. Isabel gets a kitten.

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

- \_\_\_\_\_ 6. To *bruise your pride* means to feel embarrassed of your own conceit.
- \_\_\_\_\_ 7. A *gossip* refers to someone who talks about other people’s private lives.
- \_\_\_\_\_ 8. There will not be enough people to work if the harvesters go on strike.
- \_\_\_\_\_ 9. Esperanza still has hope.

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

- \_\_\_\_\_ 10. Those that have passed away are never really gone.
- \_\_\_\_\_ 11. You are never too old to change.
- \_\_\_\_\_ 12. You can be strong, no matter what happens.

# Reading Guide 8

*Esperanza Rising*

Chapters 9 - 10, Pages 139 - 172

## **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. Isabel attends school.
- \_\_\_\_\_ 2. Esperanza is now responsible to take care of the babies by herself.
- \_\_\_\_\_ 3. The babies get sick from eating raw plums.
- \_\_\_\_\_ 4. During harvest, Mama works a few days a week.
- \_\_\_\_\_ 5. The workers get caught in a dust storm.
- \_\_\_\_\_ 6. Mama gets sick and may not survive.
- \_\_\_\_\_ 7. Esperanza gives up crocheting Abuelita’s blanket.

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

- \_\_\_\_\_ 8. To be *preoccupied* means to be distracted.
- \_\_\_\_\_ 9. The words, “the sky was darkening with amber clouds,” are meant to make the reader feel like something good is going to happen.
- \_\_\_\_\_ 10. When the author writes, “Esperanza could not stop thinking about the others,” these words are meant to build suspense.
- \_\_\_\_\_ 11. Esperanza feels helpless.

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

- \_\_\_\_\_ 12. Sometimes sadness and worry can overcome you.
- \_\_\_\_\_ 13. Esperanza will help give up trying to help her mother.

# Reading Guide 9

*Esperanza Rising*

Chapters 10 - 11, Pages 173 - 198

## **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. Esperanza gives her mother a small, smooth stone for Christmas.
- \_\_\_\_\_ 2. Esperanza’s mother has pneumonia.
- \_\_\_\_\_ 3. Esperanza buys a pinata for Isabel.
- \_\_\_\_\_ 4. Esperanza shows kindness to the children at the striker’s camp.

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

- \_\_\_\_\_ 5. Esperanza does not enjoy telling stories of her previous life.
- \_\_\_\_\_ 6. To *yearn* for something means to have an intense feeling of longing.
- \_\_\_\_\_ 7. To be *tormented* means to experience severe mental suffering.
- \_\_\_\_\_ 8. To be *impulsive* means to act quickly without thinking.

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

- \_\_\_\_\_ 9. Happiness comes from having nice things.
- \_\_\_\_\_ 10. All people have the same hopes and dreams.
- \_\_\_\_\_ 11. No act of kindness, no matter how small, is ever wasted.

# Reading Guide 10

*Esperanza Rising*

Chapters 12 - 14, Pages 199 - 253

## **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 strikers threaten those who continue to work.
- \_\_\_\_\_ 2. Immigration comes and takes the strikers away.
- \_\_\_\_\_ 3. Isabel is not doing very well in school.
- \_\_\_\_\_ 4. They are making a new camp for the people from Oklahoma.
- \_\_\_\_\_ 5. Esperanza recognizes that the Mexicans are being treated differently than the white people.

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

- \_\_\_\_\_ 6. The word *menacing* suggests a presence of danger.
- \_\_\_\_\_ 7. To be *deported* means to be invited into a country.
- \_\_\_\_\_ 8. Esperanza takes a risk to help Marta.

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

- \_\_\_\_\_ 9. People should not be allowed to speak up for themselves.
- \_\_\_\_\_ 10. No one should have to be separated from family.

# Reading Guides ANSWER KEY

*Esperanza Rising*

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

**Reading Guide 1:**

2, 4, 5, 6, 9, 10, 11, 12, 13

**Reading Guide 2:**

1, 2, 3, 5, 6, 7, 8, 10, 12

**Reading Guide 3:**

1, 2, 3, 5, 6, 8, 10, 11

**Reading Guide 4:**

1, 3, 4, 5, 8, 9, 10, 11

**Reading Guide 5:**

1, 2, 4, 5, 6, 7, 8, 9, 11

**Reading Guide 6:**

1, 2, 3, 6, 9, 10, 13, 14

**Reading Guide 7:**

1, 2, 3, 5, 6, 7, 9, 10, 11, 12

**Reading Guide 8:**

1, 2, 3, 5, 6, 8, 10, 12

**Reading Guide 9:**

1, 2, 4, 6, 7, 8, 10, 11

**Reading Guide 10:**

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

## Recording Sheet: Reading Guides for *Esperanza Rising*

Student:		1	2	3	4	5	6	7	8	9	10	Total
	<b>Key Ideas &amp; Details</b>	16	15	14	14	15	15	15	17	14	15	150
	<b>Craft &amp; Structure</b>	15	15	15	15	14	16	14	14	14	13	145
	<b>Integration Of Knowledge</b>	12	12	12	12	12	13	13	12	13	12	123



# *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)

