



VOLUME 3

MIDDLE SCHOOL TEACHER'S GUIDE

Reading Guides for

All Thirteen

Mrs. Frisby and the Rats of NIMH

One Wrong Step

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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

All Thirteen

Quadrant 1, pp. 1–59

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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 Wild Boars are a team both on and off the field.
- _____ 2. The whole team goes on the adventure to Tham Luang.
- _____ 3. After caving, the boys plan to go to Night’s birthday party.
- _____ 4. Outside the cave a sign warns visitors of possible flooding.
- _____ 5. All over southern Asia, rainfall has become more extreme.
- _____ 6. The “twilight zone” is the part of the cave where light still reaches.
- _____ 7. The cave is made up of narrow passages and larger chambers.
- _____ 8. The boys hike half a mile before deciding to turn back.
- _____ 9. The junction called Sam Yaek is full of water and the opening of the left-hand passage is completely flooded.
- _____ 10. In some cave systems, entire raging rivers of water gush through the rock.
- _____ 11. Pumps are installed to lower the water level, and the water stops rising.

Craft and Structure (inferential ideas and details)

- _____ 12. Coach Ek is not a strong leader.
- _____ 13. The phrase “the waters of life” means water that nourishes the land and its crops.
- _____ 14. The word *deterred* means to continue forward.
- _____ 15. The boys’ families hold vigil outside the cave because they are sure the boys have died.

_____ 16. The phrase *losing your mind* means an inability to think clearly because of stress, exhaustion, or an overwhelming situation.

_____ 17. The rescue team is desperate for any sign that the boys are alive.

Integration of Knowledge (interpretive ideas)

_____ 18. When we possess the treasure of hope, it gives rise to other treasures too.

_____ 19. Have a mind that is unshaken like a rock, but a spirit that is adaptable and flowing like water.

_____ 20. We are put on this earth for ourselves.

Reading Guide 2

All Thirteen

Quadrant 2, pp. 60–113

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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 Thai Navy SEALs and US Air Force are fully prepared for cave diving.
- _____ 2. The rescue team still does not know if the boys are alive.
- _____ 3. In 2010, thirty-three miners died in a collapsed mine in Chile.
- _____ 4. Indigenous peoples guide volunteers on a search for other entrances to the cave.
- _____ 5. Offerings are presented to the spirit of the Sleeping Lady.
- _____ 6. The honorable monk Kruba Boonchum tells the families the boys are fine and will come out in a few days.
- _____ 7. A *nain* is a novice monk.
- _____ 8. The parents have lost hope.
- _____ 9. After drilling and pumping, the water inside the cave is starting to recede.

Craft and Structure (inferential ideas and details)

- _____ 10. The phrase “my way or the highway” means a person’s rules or methods are non-negotiable.
- _____ 11. A *legend* is a traditional story that may not be true.
- _____ 12. The word *inhospitable* describes an environment that is harsh or difficult to live in.
- _____ 13. To *offend someone* means to cause them to feel a sense of pride.
- _____ 14. Thinking about the future does not provide the boys any comfort.
- _____ 15. Thai people are known for being innovative.
- _____ 16. Major Hodges doesn’t let his emotions get in the way of solving the problem.

Integration of Knowledge (interpretive ideas)

_____ 17. Impossible is only in your mind.

_____ 18. It is better to work alone than as a team.

_____ 19. The human spirit can endure a sick body, but who can bear a crushed spirit?

_____ 20. The man who moves a mountain begins by carrying away small stones.

Reading Guide 3

All Thirteen

Quadrant 3, pp. 114–173

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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. Water from streams enter the cave through sinkholes.
- _____ 2. After ten-days, the divers find the Wild Boars.
- _____ 3. Rick and John were just about to turn back because they have reached the end of their guideline when they find the Wild Boars.
- _____ 4. Coach Ek speaks English and translates.
- _____ 5. The boys give the divers a handshake to show how grateful they are.
- _____ 6. A video of the boys is shown on news channels across the world.
- _____ 7. Waiting till the cave dries up to bring the boys out seems like the safest option.
- _____ 8. Six Thai Navy SEALs and a Thai army doctor dive to chamber nine to deliver supplies and give medical aid.
- _____ 9. Dr. Pak and three Thai Navy SEALs stay with the boys.
- _____ 10. The biggest obstacle to a successful cave dive is the ability to swim.
- _____ 11. The dive rescue is approved even though they expect anywhere from three to five children to die.

Craft and Structure (inferential ideas and details)

- _____ 12. The phrase to *make-due with what you've got* means to manage using only what you have.
- _____ 13. A *ritual* is a series of solemn actions performed according to a prescribed order.
- _____ 14. The story of the boys trapped in the cave inspires the world and brings people together.
- _____ 15. Thailand has a deeply ingrained giving culture rooted in Buddhist principles.

_____ 16. The phrase *a leap of faith* describes the act of compulsively jumping into something without thinking.

Integration of Knowledge (interpretive ideas)

_____ 17. It is better to dwell on the past or dream about the future, than to concentrate on the present.

_____ 18. A warm smile is the universal language of kindness.

_____ 19. Let us love not in word and speech, but in action and truth.

_____ 20. To your elders, be respectful; To your juniors, be kind. With all humanity, be harmonious.

Reading Guide 4

All Thirteen

Quadrant 3, pp. 174–219

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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 cave-dive rescue with children has been successful before.
- _____ 2. The boys will need to wear a special mask that will completely cover their face and form a tight seal.
- _____ 3. The boys will be sedated so that they sleep through the rescue; while it is risky, it is the safest way to get them out.
- _____ 4. Divers will take the boys to from chamber 9 all the way to the exit.
- _____ 5. If it rains more than 15 millimeters, the cave will start flooding again.
- _____ 6. Coach Ek suggests that the oldest boys should exit the cave first.
- _____ 7. The first sump is the length of three soccer fields.
- _____ 8. If they don't get the boys out of the cave quickly, they could die of hypothermia.
- _____ 9. The divers must give the boys shots of the sedative to make sure they don't wake up.
- _____ 10. It takes more than five hours for Jason Mallinson to leave chamber 3 and return with the first boy.
- _____ 11. The boys were in the cave a total of fifteen days.
- _____ 12. None of the boys remember anything about the rescue.

Craft and Structure (inferential ideas and details)

- _____ 13. Chapter 27 is probably titled “Today is D-Day” to signify the start of the important rescue operation.
- _____ 14. The word *synchronized* implies that two or more people are working against one another, making it difficult to complete the goal.

- _____ 15. Someone who is *stone faced* shows no emotion.
- _____ 16. The phrase *out of the woods* means to be out of danger; the worst has passed.
- _____ 17. The phrase *defy the odds* means to accomplish something highly improbable.

Integration of Knowledge (interpretive ideas)

- _____ 18. A boat doesn't go forward if each one is rowing their own way.
- _____ 19. One person gives freely yet gains even more.
- _____ 20. When hope's dream seems to drag on and on, the delay can be depressing. But when at last your dream comes true, life's sweetness will satisfy your soul.

Reading Guides ANSWER KEY

All Thirteen

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

Reading Guide 1:

1, 3, 4, 5, 6, 7, 9, 10, 11, 13, 16, 17, 18, 19

Reading Guide 2:

2, 4, 5, 6, 7, 9, 10, 11, 12, 15, 16, 17, 19, 20

Reading Guide 3:

1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 14, 15, 18, 19, 20

Reading Guide 4:

2, 3, 5, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 20

Recording Sheet: Reading Guides for *All Thirteen*

Student:		1	2	3	4	Total
	Key Ideas and Details	/11	/9	/11	/12	/43
	Craft and Structure	/6	/7	/5	/5	/23
	Integration of Knowledge	/3	/4	/4	/3	/14
	Total:	/20	/20	/20	/20	/80

Reading Guide 1

Mrs. Frisby and the Rats of NIMH
Quadrant 1, pp. 1–57

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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. Mrs. Frisby’s husband died several years ago.
- _____ 2. Timothy is the youngest of Mrs. Frisby’s children.
- _____ 3. Timothy was bitten by something poisonous when he was just a baby.
- _____ 4. Timothy has pneumonia and it will take at least three weeks for him to recover.
- _____ 5. Dragon is the name of the farmer’s cat but his name doesn’t suit him.
- _____ 6. The crow named Jeremy is attracted to shiny things.
- _____ 7. When winter is over, the mice must move back to the meadow or pasture.
- _____ 8. As soon as the frost is out of the ground, the plow comes and tears up the garden.
- _____ 9. The plow comes the same day every year.
- _____ 10. The owl recognizes Mrs. Frisby’s name.
- _____ 11. The rats are not like the rest of the animals; the owl believes they can move Mrs. Frisby’s house.

Craft and Structure (inferential ideas and details)

- _____ 12. Mr. Ages is a *hermit*—someone who lives alone and on the outskirts of society.
- _____ 13. Mrs. Frisby doesn’t feel afraid; she is brave.
- _____ 14. Mrs. Frisby relies on the wisdom of her husband for her survival.
- _____ 15. Jeremy is unsympathetic toward Mrs. Frisby.
- _____ 16. The author uses light to represent hope, and when the light grows dim it means that Mrs. Frisby feels hopeless.

Integration of Knowledge (interpretive ideas)

_____ 17. Those with small brains are foolish.

_____ 18. Life is not a daring adventure; it's a safe routine lacking surprise or danger.

_____ 19. You are braver than you believe, stronger than you seem, and smarter than you think.

_____ 20. A good deed is never lost; he who sows courtesy reaps friendship.

Reading Guide 2

Mrs. Frisby and the Rats of NIMH
Quadrant 2, pp. 58–116

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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. Timothy gets dizzy when he tries to walk.
- _____ 2. The rats live in tunnels beneath the plow shed.
- _____ 3. Mr. Ages had a bad fall and broke his ankle.
- _____ 4. Mr. Ages is impressed with all Mrs. Frisby but tells her it is time to give up.
- _____ 5. The rats have had electricity in their tunnels for several years.
- _____ 6. Justin is the leader of the rats and wears an eye patch.
- _____ 7. Jonathan Frisby taught his wife and children how to read.
- _____ 8. A team of twenty rats will move Mrs. Frisby’s house at night.
- _____ 9. Mrs. Frisby already knew that her husband died while helping the rats.
- _____ 10. Nicodemus and Jenner are captured and taken to a laboratory.
- _____ 11. The rats are taught to recognize shapes.
- _____ 12. The mice in group A are given injections of DNA and as a result their life-spans are decreased.

Craft and Structure (inferential ideas and details)

- _____ 13. Mrs. Frisby avoids taking risks.
- _____ 14. In a story within a story structure, the inner story will mirror the theme of the outer story.
- _____ 15. To be *at someone’s mercy* means being free to make your own decisions.

_____ 16. For the captured rats, light represents the hope of escape.

_____ 17. To *underestimate* someone means to place too low a value on them.

Integration of Knowledge (interpretive ideas)

_____ 18. Even a comfortable cage is still a prison.

_____ 19. Better to be a prisoner than to die fighting for freedom.

_____ 20. Being underestimated is not an insult, it's an advantage.

Reading Guide 3

Mrs. Frisby and the Rats of NIMH
Quadrant 3, pp. 117–175

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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 rats in group A and the mice in group G learn to read.
- _____ 2. Nicodemus finds the way out of the laboratory.
- _____ 3. Justin frees the mice from their cages.
- _____ 4. Justin forgets to forewarn the rats about the fan at the end of the air duct.
- _____ 5. Nicodemus saves Mr. Ages’ life.
- _____ 6. Justin goes back to search for the six mice who are missing.
- _____ 7. The mice are the first to escape.
- _____ 8. Mr. Ages and Jonathan open the screen to set the rats free.
- _____ 9. Nimh is the name of the mansion where the rats live for a while.
- _____ 10. The journey from the lab to Mr. Frizgibbon’s farm took almost two years.
- _____ 11. Whatever the rats eat or need must be stolen.

Craft and Structure (inferential ideas and details)

- _____ 12. The word *comradeship* means intimate friendship or companionship.
- _____ 13. The phrase *have a hunch* means a feeling or guess based on intuition.
- _____ 14. Jonathan bravely speaks up for himself and the other mice.
- _____ 15. The rats could have easily escaped without the mice.
- _____ 16. The phrase *rat race* means a race where, no matter how fast you run, you don’t get anywhere.

Integration of Knowledge (interpretive ideas)

_____ 17. Strong people stand up for themselves, but stronger people stand up for others.

_____ 18. Luck and destiny are the same; they are both a temporary stroke of fortune.

_____ 19. If you want a taste of freedom, keep going.

_____ 20. The easier one's life is, the better.

Reading Guide 4

Mrs. Frisby and the Rats of NIMH
Quadrant 4, pp. 176–231

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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. Mrs. Frisby’s children have inherited the ability to learn from their father.
- _____ 2. Jenner and six other rats leave the rat colony because they disapprove of the plan to move to Thorn Valley.
- _____ 3. Justin is too big to fit through the whole in the farmhouse floor.
- _____ 4. Mrs. Frisby is unsuccessful placing the powder in Dragon’s dish.
- _____ 5. Billy, Mr. Fitzgibbons’ son, catches Mrs. Frisby on her way back to the hole.
- _____ 6. Mr. Frisby watches the Frizgibbons eat dinner from up high in a bird cage.
- _____ 7. A group of rats were electrocuted at a local hardware store.
- _____ 8. Mr. Fitzgibbons calls for an exterminator to come and kill the rats.
- _____ 9. Justin believes Mrs. Frisby has brought the rats bad luck.
- _____ 10. The rats believe the doctor who has taken an interest in the rats is from Nimh.
- _____ 11. The rats have already moved food and seeds to Thorn Valley.
- _____ 12. Mr. Ages revives Brutus with an antidote for the poison.

Craft and Structure (inferential ideas and details)

- _____ 13. The phrase *it is no use* means an action will be useful.
- _____ 14. Mrs. Frisby thinks the rats are brave.
- _____ 15. The word *shrewd* means sharp or piercing.

- _____ 16. Mrs. Frisby sleeps well and soundly because she finally feels safe and worry-free.
- _____ 17. The rats are grateful that Mr. and Mrs. Frisby have both saved them from disaster.

Integration of Knowledge (interpretive ideas)

- _____ 18. Bravery is the absence of fear.
- _____ 19. The truest act of courage is to sacrifice oneself for others.
- _____ 20. Good friends are like stars. You don't always see them, but you know they're always there.

Reading Guides ANSWER KEY

Mrs. Frisby and the Rats of NIMH

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

Reading Guide 1:

3, 4, 6, 7, 8, 10, 11, 12, 14, 16, 19, 20

Reading Guide 2:

1, 3, 5, 7, 8, 10, 11, 14, 16, 17, 18, 20

Reading Guide 3:

1, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 16, 17, 19

Reading Guide 4:

1, 2, 3, 5, 6, 7, 10, 11, 12, 14, 15, 16, 17, 19, 20

Recording Sheet: Reading Guides for *Mrs. Frisby and the Rats of NIMH*

Student:		1	2	3	4	Total
	Key Ideas and Details	/11	/12	/11	/12	/46
	Craft and Structure	/5	/5	/5	/5	/20
	Integration of Knowledge	/4	/3	/4	/3	/14
	Total:	/20	/20	/20	/20	/80

Reading Guide 1

One Wrong Step
Quadrant 1, pp. 1–84

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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. Atlas and his family are originally from London, England.
- _____ 2. In August of 1939, no one had yet reached the summit of Mt. Everest.
- _____ 3. The monks try to stop the team from climbing.
- _____ 4. Mr. Blake is paying for most of the expedition costs.
- _____ 5. The story is a true; the characters and events are true.
- _____ 6. George Mallory was a famous climber who disappeared on Mt. Everest.
- _____ 7. Atlas is frustrated with himself for making mistakes.
- _____ 8. It is only a matter of time before Great Britain will go to war with Germany.
- _____ 9. Mr. Levinsky threatens to tell the others what Mr. Blake is writing in his notebook.
- _____ 10. Atlas acts on his instincts and prevents the animals from stampeding.
- _____ 11. The team believes the Nazi soldiers are also attempting to reach the summit of Mt. Everest.

Craft and Structure (inferential ideas and details)

- _____ 12. The phrase *standing on top of the world* describes a state of extreme happiness after a significant achievement.
- _____ 13. Atlas’ grandfather also was a mountain climber.
- _____ 14. The word *acclimate* means to acquire a great treasure.
- _____ 15. One of Atlas’ weaknesses is that he takes his frustrations out on other people.

_____ 16. The phrase *peace of mind* means a mental state of calmness and freedom from worry and anxiety.

Integration of Knowledge (interpretive ideas)

_____ 17. Your ultimate destination in life is determined by where you focus your attention.

_____ 18. Sometimes you must make a decision that breaks your heart but gives you peace.

_____ 19. Hate causes an immense burden to the one who feels it.

_____ 20. Mistakes do not help you learn.

Reading Guide 2

One Wrong Step
Quadrant 2, pp. 85–164

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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. North Col is the initial ascent point for Mt. Everest expeditions.
- _____ 2. The United States has now declared war against Germany.
- _____ 3. Chodak is an important member of the team because he knows the climbing route.
- _____ 4. Chodak, Maddie, and Atlas will climb the col and camp on top for the night.
- _____ 5. Chodak reassures Maddie and makes her feel safe.
- _____ 6. Chodak coaches Maddie across a crevasse.
- _____ 7. Maddie’s mom had a premonition that something bad would happen to her if she went to Mt. Everest.
- _____ 8. Chodak falls and injures his foot.
- _____ 9. At the top of the col is Camp Four which has four tall square tents and supplies.
- _____ 10. Atlas’ father left a letter for Atlas to read in case of his death and in the letter, he urges Atlas to attempt a rescue mission if there is a chance the team is still alive.
- _____ 11. Someone from the team uses Morse Code to send an SOS.
- _____ 12. Before the avalanche, the climbing team had been warned of a coming storm, but no one knows if they decided to continue the climb or descend the mountain.

Craft and Structure (inferential ideas and details)

- _____ 13. Maddie stays optimistic; believes the team will answer them.
- _____ 14. Atlas will not leave the mountain until he knows if the team is alive.
- _____ 15. The word *brutal* means harsh or severe.

_____ 16. The phrase *climbing on little more than faith* means acting while trusting the unseen or unknown.

Integration of Knowledge (interpretive ideas)

_____ 17. The past is an open door; the present is a closed one.

_____ 18. Impossible is only in your mind.

_____ 19. Faith can act as the motivation to keep going even when the situation looks impossible.

_____ 20. Hope keeps you motivated to reach a goal, but is useless without a discipline, effort, and a concrete action plan.

Reading Guide 3

One Wrong Step
Quadrant 3, pp. 166–244

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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. Brittain is evacuating children from the cities because of the fear of German bombing.
- _____ 2. When Chodak slips, he pulls them all down the mountain 200 feet.
- _____ 3. Chodak doesn't think Atlas should risk Maddie's life to save the team.
- _____ 4. Chodak returns to Advanced Base Camp.
- _____ 5. Maddie says she is not afraid of what she cannot see.
- _____ 6. Maddie and Atlas use the shovel to “see” their way through the blizzard.
- _____ 7. They hear a voice on the packset say “Turn Back”.
- _____ 8. Help is coming; Chodak called the Sherpas at the monastery.
- _____ 9. Atlas and Maddie are in the danger zone where there isn't enough oxygen for the body to survive for very long.

Craft and Structure (inferential ideas and details)

- _____ 10. Maddie has a pessimistic attitude.
- _____ 11. The word *neutral* means favoring or joining one side in a quarrel.
- _____ 12. The phrase *walking to my doom* means knowingly moving toward a situation that will most certainly result in disaster.
- _____ 13. Atlas believes in miracles.
- _____ 14. After his mom died, Atlas lost the motivation to find hope again.
- _____ 15. Atlas changes from being emotionally detached from others, to desiring connection and friendship.

Integration of Knowledge (interpretive ideas)

- _____ 16. Survival is not a matter of instinct.
- _____ 17. You choose your own destiny.
- _____ 18. Shared hardship leads to shared friendship.
- _____ 19. Storms in life are avoidable.
- _____ 20. The hardest mountain to climb is the one within.

Reading Guide 4

One Wrong Step
Quadrant 4, pp. 245–319

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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. Maddie creates a pully system to rescue Atlas after he falls off a cliff.
- _____ 2. The team is buried under the snow with no supplies.
- _____ 3. Mr. Blake confesses that he was too afraid to try to reach the summit.
- _____ 4. Mr. Blake says he tried to rescue the team.
- _____ 5. Mr. Blake abandons Maddie and Atlas.
- _____ 6. Maddie believes Mr. Blake is helping the Germans.
- _____ 7. Maddie hears her dad’s voice on the packset.
- _____ 8. Chodak is sending for help.
- _____ 9. Atlas knows he must make peace with Mr. Blake, his father, and himself.
- _____ 10. Atlas is rescued off the mountain on a backboard.
- _____ 11. Everyone from the team survives.
- _____ 12. Maddie and Atlas lose touch with each other after the rescue.

Craft and Structure (inferential ideas and details)

- _____ 13. The phrase *finest hour* means a person’s moment of greatest success or courage.
- _____ 14. Atlas is hard on people; he has unreasonably high expectations of people.
- _____ 15. Maddie shows empathy to Atlas for what he has been through in his life.
- _____ 16. Mr. Blake is the only one who doesn’t change from the experience.

Integration of Knowledge (interpretive ideas)

- _____ 17. Nobody can bring you peace but yourself.
- _____ 18. In helping others, we help ourselves.
- _____ 19. Dwell in the past and dream of the future; the past and the future are more important than the present.
- _____ 20. The only time you should look back is to see how far you've come.

Reading Guides ANSWER KEY

One Wrong Step

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

Reading Guide 1:

1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19

Reading Guide 2:

1, 3, 4, 5, 8, 9, 11, 12, 14, 15, 16, 18, 19, 20

Reading Guide 3:

1, 3, 5, 6, 8, 9, 12, 13, 14, 15, 17, 18, 20

Reading Guide 4:

1, 3, 4, 5, 8, 9, 10, 12, 13, 14, 15, 17, 18, 20

Recording Sheet: Reading Guides for *One Wrong Step*

Student:		1	2	3	4	Total
	Key Ideas and Details	/11	/12	/9	/12	/44
	Craft and Structure	/5	/4	/6	/4	/19
	Integration of Knowledge	/4	/4	/5	/4	/17
	Total:	/20	/20	/20	/20	/80

Reading Guide 1

Harriet Tubman
Quadrant 1, pp. 1–84

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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. Atlas and his family are originally from London, England.
- _____ 2. In August of 1939, no one had yet reached the summit of Mt. Everest.
- _____ 3. The monks try to stop the team from climbing.
- _____ 4. Mr. Blake is paying for most of the expedition costs.
- _____ 5. The story is a true; the characters and events are true.
- _____ 6. George Mallory was a famous climber who disappeared on Mt. Everest.
- _____ 7. Atlas is frustrated with himself for making mistakes.
- _____ 8. It is only a matter of time before Great Britain will go to war with Germany.
- _____ 9. Mr. Levinsky threatens to tell the others what Mr. Blake is writing in his notebook.
- _____ 10. Atlas acts on his instincts and prevents the animals from stampeding.
- _____ 11. The team believes the Nazi soldiers are also attempting to reach the summit of Mt. Everest.

Craft and Structure (inferential ideas and details)

- _____ 12. The phrase *standing on top of the world* describes a state of extreme happiness after a significant achievement.
- _____ 13. Atlas’ grandfather also was a mountain climber.
- _____ 14. The word *acclimate* means to acquire a great treasure.
- _____ 15. One of Atlas’ weaknesses is that he takes his frustrations out on other people.
- _____ 16. The phrase *peace of mind* means a mental state of calmness and freedom from worry and anxiety.

Integration of Knowledge (interpretive ideas)

- _____ 17. Your ultimate destination in life is determined by where you focus your attention.
- _____ 18. Sometimes you must make a decision that breaks your heart but gives you peace.
- _____ 19. Hate causes an immense burden to the one who feels it.
- _____ 20. Mistakes do not help you learn.

Reading Guide 2

Harriet Tubman

Quadrant 2, pp. 85–164

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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. North Col is the initial ascent point for Mt. Everest expeditions.
- _____ 2. The United States has now declared war against Germany.
- _____ 3. Chodak is an important member of the team because he knows the climbing route.
- _____ 4. Chodak, Maddie, and Atlas will climb the col and camp on top for the night.
- _____ 5. Chodak reassures Maddie and makes her feel safe.
- _____ 6. Chodak coaches Maddie across a crevasse.
- _____ 7. Maddie’s mom had a premonition that something bad would happen to her if she went to Mt. Everest.
- _____ 8. Chodak falls and injures his foot.
- _____ 9. At the top of the col is Camp Four which has four tall square tents and supplies.
- _____ 10. Atlas’ father left a letter for Atlas to read in case of his death and in the letter, he urges Atlas to attempt a rescue mission if there is a chance the team is still alive.
- _____ 11. Someone from the team uses Morse Code to send an SOS.
- _____ 12. Before the avalanche, the climbing team had been warned of a coming storm, but no one knows if they decided to continue the climb or descend the mountain.

Craft and Structure (inferential ideas and details)

- _____ 13. Maddie stays optimistic; believes the team will answer them.
- _____ 14. Atlas will not leave the mountain until he knows if the team is alive.
- _____ 15. The word *brutal* means harsh or severe.

_____ 16. The phrase *climbing on little more than faith* means acting while trusting the unseen or unknown.

Integration of Knowledge (interpretive ideas)

_____ 17. The past is an open door; the present is a closed one.

_____ 18. Impossible is only in your mind.

_____ 19. Faith can act as the motivation to keep going even when the situation looks impossible.

_____ 20. Hope keeps you motivated to reach a goal, but is useless without a discipline, effort, and a concrete action plan.

Reading Guide 3

Harriet Tubman

Quadrant 3, pp. 166–244

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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. Brittain is evacuating children from the cities because of the fear of German bombing.
- _____ 2. When Chodak slips, he pulls them all down the mountain 200 feet.
- _____ 3. Chodak doesn't think Atlas should risk Maddie's life to save the team.
- _____ 4. Chodak returns to Advanced Base Camp.
- _____ 5. Maddie says she is not afraid of what she cannot see.
- _____ 6. Maddie and Atlas use the shovel to “see” their way through the blizzard.
- _____ 7. They hear a voice on the packset say “Turn Back”.
- _____ 8. Help is coming; Chodak called the Sherpas at the monastery.
- _____ 9. Atlas and Maddie are in the danger zone where there isn't enough oxygen for the body to survive for very long.

Craft and Structure (inferential ideas and details)

- _____ 10. Maddie has a pessimistic attitude.
- _____ 11. The word *neutral* means favoring or joining one side in a quarrel.
- _____ 12. The phrase *walking to my doom* means knowingly moving toward a situation that will most certainly result in disaster.
- _____ 13. Atlas believes in miracles.
- _____ 14. After his mom died, Atlas lost the motivation to find hope again.
- _____ 15. Atlas changes from being emotionally detached from others, to desiring connection and friendship.

Integration of Knowledge (interpretive ideas)

- _____ 16. Survival is not a matter of instinct.
- _____ 17. You choose your own destiny.
- _____ 18. Shared hardship leads to shared friendship.
- _____ 19. Storms in life are avoidable.
- _____ 20. The hardest mountain to climb is the one within.

Reading Guide 4

Harriet Tubman

Quadrant 4, pp. 245–319

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 the ideas and details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on the 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. Maddie creates a pully system to rescue Atlas after he falls off a cliff.
- _____ 2. The team is buried under the snow with no supplies.
- _____ 3. Mr. Blake confesses that he was too afraid to try to reach the summit.
- _____ 4. Mr. Blake says he tried to rescue the team.
- _____ 5. Mr. Blake abandons Maddie and Atlas.
- _____ 6. Maddie believes Mr. Blake is helping the Germans.
- _____ 7. Maddie hears her dad’s voice on the packset.
- _____ 8. Chodak is sending for help.
- _____ 9. Atlas knows he must make peace with Mr. Blake, his father, and himself.
- _____ 10. Atlas is rescued off the mountain on a backboard.
- _____ 11. Everyone from the team survives.
- _____ 12. Maddie and Atlas lose touch with each other after the rescue.

Craft and Structure (inferential ideas and details)

- _____ 13. The phrase *finest hour* means a person’s moment of greatest success or courage.
- _____ 14. Atlas is hard on people; he has unreasonably high expectations of people.
- _____ 15. Maddie shows empathy to Atlas for what he has been through in his life.
- _____ 16. Mr. Blake is the only one who doesn’t change from the experience.

Integration of Knowledge (interpretive ideas)

- _____ 17. Nobody can bring you peace but yourself.
- _____ 18. In helping others, we help ourselves.
- _____ 19. Dwell in the past and dream of the future; the past and the future are more important than the present.
- _____ 20. The only time you should look back is to see how far you've come.

Reading Guides ANSWER KEY

Harriet Tubman

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

Reading Guide 1:

1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19

Reading Guide 2:

1, 3, 4, 5, 8, 9, 11, 12, 14, 15, 16, 18, 19, 20

Reading Guide 3:

1, 3, 5, 6, 8, 9, 12, 13, 14, 15, 17, 18, 20

Reading Guide 4:

1, 3, 4, 5, 8, 9, 10, 12, 13, 14, 15, 17, 18, 20

Recording Sheet: Reading Guides for *Harriet Tubman*

Student:		1	2	3	4	Total
	Key Ideas and Details	/11	/12	/9	/12	/44
	Craft and Structure	/5	/4	/6	/4	/19
	Integration of Knowledge	/4	/4	/5	/4	/17
	Total:	/20	/20	/20	/20	/80