



For the hybrid or
virtual classroom.

3RD
GRADE

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Biography
Martin Luther King Jr.

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Table of Contents

Introduction.....	3
What is a Reading Guide?	3
How to Use Reading Guides	4
Reading Guide 1, pp. 4 - 7.....	5
Reading Guide 2, pp. 9 - 15.....	6
Reading Guide 3, pp. 16 - 21	7
Reading Guide 4, pp. 23 - 31	8
Reading Guide 5, pp. 32 - 36.....	9
Reading Guide 6, pp. 37 - 42.....	10
Reading Guide 7, pp. 43 - 49.....	11
Reading Guide 8, pp. 50 - 55.....	12
Reading Guide 9, pp. 56 - 63.....	13
Answer Key	14
Recording Sheet	15

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 had 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

Martin Luther King Jr.

Chapter 1, Pages 4 - 7

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. Martin spends most of his life in the South.
- _____ 2. Pennsylvania is considered to be in the South.
- _____ 3. Martin’s father is a minister.
- _____ 4. Segregation is a series of laws that kept black people apart from white people.
- _____ 5. Black people were allowed to drink from the same water fountain as white people.
- _____ 6. Black children are allowed to attend the same school as white children.

Craft and Structure (inferential ideas and details)

- _____ 7. Black people feel like they are second-class citizens.
- _____ 8. The black community believes they are being treated fairly.
- _____ 9. Martin’s parents pray that their son will live to see all citizens treated equally.

Integration of Knowledge (interpretive ideas)

- _____ 10. All people should be treated equally.
- _____ 11. Parents want the best for their children.

Reading Guide 2

Martin Luther King Jr.
Chapter 2, Pages 9 - 15

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. Martin enjoys taking piano lessons.
- _____ 2. Black people in the United States were once enslaved but now are now free.
- _____ 3. Some white parents do not let their children play with black children.
- _____ 4. White people are always served last at shops and restaurants in the South.

Craft and Structure (inferential ideas and details)

- _____ 5. Martin does not like living in the South.
- _____ 6. White people feel suspicious of black people.
- _____ 7. Martin has a fire inside him, which means he is determined.

Integration of Knowledge (interpretive ideas)

- _____ 8. You are as good as anyone else.
- _____ 9. Segregation is fair.

Reading Guide 3

Martin Luther King Jr.
Chapter 3, Pages 16 – 21

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. Martin goes to a school for black students.
- _____ 2. Martin decides to be a lawyer and fight for civil rights.
- _____ 3. Martin goes to college in the North and attends school with white students.
- _____ 4. Mahatma Gandhi was a famous Indian civil rights leader who believed in doing whatever it takes to win peace and equality.

Craft and Structure (inferential ideas and details)

- _____ 5. Martin’s parents are proud of Martin’s determination.
- _____ 6. Martin is a powerful speaker.
- _____ 7. Martin does not hate violence.

Integration of Knowledge (interpretive ideas)

- _____ 8. The black community is in need of a civil rights leader.
- _____ 9. It is better to use peaceful protesting than to use war or violence to create change.

Reading Guide 4

Martin Luther King Jr.
Chapters 4 – 5, Pages 23 - 31

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. Martin graduates from college at the top of his class.
- _____ 2. Martin asks Coretta to marry him.
- _____ 3. Martin and Coretta’s first child is a boy.
- _____ 4. Martin speaks to hundreds of black people in Montgomery encouraging them to boycott riding the buses.

Craft and Structure (inferential ideas and details)

- _____ 5. Coretta is worried about being unfairly treated in the South.
- _____ 6. Coretta strongly disagrees with Martin’s decision to return to the South.

Integration of Knowledge (interpretive ideas)

- _____ 7. The black community will lose hope.
- _____ 8. Hard work is the key to success.

Reading Guide 5

Martin Luther King Jr.
Chapters 5 – 6, Pages 32 - 36

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. People walk through the cold, the rain, the heat, and the sun.
- _____ 2. Martin’s church is bombed.
- _____ 3. Martin calls for peace.
- _____ 4. Martin is a true leader.

Craft and Structure (inferential ideas and details)

- _____ 5. Some people in the black community want to fight for freedom using violence.
- _____ 6. Martin is shocked by the telegram stating that the Supreme Court ruled that segregation on buses is illegal.
- _____ 7. Martin is angry with the black community for not giving up.

Integration of Knowledge (interpretive ideas)

- _____ 8. Love is better than hate.
- _____ 9. When your enemy hurts you, seek revenge.
- _____ 10. Freedom is for everyone.

Reading Guide 6

Martin Luther King Jr.
Chapter 6, Pages 37 - 42

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. Martin appears on the cover of Life magazine.
- _____ 2. He writes a book about the bus boycott.
- _____ 3. Martin and his family move to Atlanta where he went to college.
- _____ 4. Martin and Coretta have a total of four children.
- _____ 5. Martin is arrested.

Craft and Structure (inferential ideas and details)

- _____ 6. Martin is courageous.
- _____ 7. Martin inspires many people to protest unjust laws.
- _____ 8. Martin is happy to go to jail in the name of freedom.
- _____ 9. Martin wants a better life for his children.

Integration of Knowledge (interpretive ideas)

- _____ 10. Some people deserve to be treated like a second-class-citizens.
- _____ 11. All children deserve to have the same opportunities.
- _____ 12. One person can make a big difference in the world.

Reading Guide 7

Martin Luther King Jr.
Chapter 7, Pages 43 - 49

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. Martin is a minister at his father’s church.
- _____ 2. Birmingham, Alabama is one of the least segregated cities in the South.
- _____ 3. Martin wants fair treatment for black people.
- _____ 4. Martin wants fair pay for black people.

Craft and Structure (inferential ideas and details)

- _____ 5. Martin believes God will give him strength.
- _____ 6. Martin is not afraid of the policemen in Birmingham.
- _____ 7. Martin’s words are inspiring.

Integration of Knowledge (interpretive ideas)

- _____ 8. Oppressed people will remain oppressed forever.
- _____ 9. Violence is better than peace.
- _____ 10. Never give up fighting for what is right.

Reading Guide 8

Martin Luther King Jr.
Chapter 7, Pages 50 - 55

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. Over 1,000 children march into Birmingham.
- _____ 2. Because children are marching, the police do not use violence against the protesters.
- _____ 3. The next march will be at the U. S. capital in Washington D. C.

Craft and Structure (inferential ideas and details)

- _____ 4. Martin’s tears after the march on Birmingham are tears of pain and suffering.
- _____ 5. Martin has united the black and white community in the fight for civil rights.
- _____ 6. Brotherhood means a community of people linked by common interest or belief.

Integration of Knowledge (interpretive ideas)

- _____ 7. People should not be judged by the color of their skin.
- _____ 8. Martin is a great leader.

Reading Guide 9

Martin Luther King Jr.
Chapter 8, Pages 56 - 63

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. In 1964, Martin was awarded the Nobel Peace Prize.
- _____ 2. Martin finally gave up his quest for peace.
- _____ 3. Instead of fighting peacefully, the black community began to riot.
- _____ 4. Huge crowds gather for Martin’s funeral.

Craft and Structure (inferential ideas and details)

- _____ 5. Martin feels disappointed that true peace has still not come to the black community.
- _____ 6. Some people become impatient with Martin’s peaceful protests.
- _____ 7. Martin’s life shows courage and determination.
- _____ 8. Martin loses hope that equality will come to the black community.

Integration of Knowledge (interpretive ideas)

- _____ 9. The future is in your hands.
- _____ 10. Martin’s life no longer has influence today.
- _____ 11. Everyone has the right to be treated fairly.

Reading Guides ANSWER KEY

Martin Luther King Jr.

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

Reading Guide 1:

1, 3, 4, 7, 9, 10, 11

Reading Guide 2:

2, 3, 6, 7, 8

Reading Guide 3:

1, 3, 5, 6, 8, 9

Reading Guide 4:

1, 2, 4, 5, 8

Reading Guide 5:

1, 3, 4, 5, 6, 8, 10

Reading Guide 6:

2, 4, 5, 6, 7, 8, 9, 11, 12

Reading Guide 7:

1, 3, 4, 5, 6, 7, 10

Reading Guide 8:

1, 3, 5, 6, 7, 8

Reading Guide 9:

1, 3, 4, 5, 6, 7, 9, 11

Recording Sheet: Reading Guides for *Martin Luther King Jr.*

Student:		1	2	3	4	5	6	7	8	9	Total
	Key Ideas & Details	/6	/4	/4	/4	/4	/5	/4	/3	/4	/38
	Craft & Structure	/3	/3	/3	/2	/3	/4	/3	/3	/4	/28
	Integration Of Knowledge	/2	/2	/2	/2	/3	/3	/3	/2	/3	/22

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

