



For the hybrid or
virtual classroom.

5TH GRADE

VOLUME 5.4

Biography *Kids at Work*

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
Day 6: Reading Guide 1, pp. 1 - 19	5
Day 10: Reading Guide 2, pp. 21 - 29	6
Day 13: Reading Guide 3, pp. 31 - 45	7
Day 14: Reading Guide 4, pp. 47 - 57	8
Day 18: Reading Guide 5, pp. 59 - 72	9
Day 21: Reading Guide 6, pp. 73 - 97	10
Answer Key	11
Recording Sheet	12

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

Kids at Work

Chapters 1 – 2, Pages 1 - 19

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 the early 1900’s more than 2 million children were part of the US work force.
- _____ 2. Lewis Hine risked his life to capture on camera the truth about child labor.
- _____ 3. Children were used as workers because they could be paid lower wages than adults.
- _____ 4. Lewis Hine earned a master’s degree in photography.
- _____ 5. Hine first took photographs of immigrants at Ellis Island.
- _____ 6. In 1908 Lewis Hine took a fulltime job as an investigative photographer for the National Child Labor Committee.

Craft and Structure (inferential ideas and details)

- _____ 7. A breadwinner is someone who works to provide the money that the family needs to live on.
- _____ 8. Lewis Hine was a courageous man.
- _____ 9. Lewis Hine believed that child labor could be justified by a healthy economy.

Integration of Knowledge (interpretive ideas)

- _____ 10. Child labor promises a future of illiteracy, poverty, and misery.
- _____ 11. Children have the right to be children and not breadwinners.
- _____ 12. Education will not provide children the chance for a better future.
- _____ 13. A picture tells a powerful story.

Reading Guide 2

Kids at Work

Chapter 3, Pages 21 - 29

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. Hine used an expensive and modern camera.
- _____ 2. Most poor families needed their children’s wages to survive.
- _____ 3. The children’s jobs often were entertaining and mostly easy to do.
- _____ 4. Laws favored the manufacturers, not the children.
- _____ 5. Child workers were often kept out of sight, hidden from public view.
- _____ 6. Hine always retouched his photos.

Craft and Structure (inferential ideas and details)

- _____ 7. Hine was not concerned about children who worked odd jobs after school or did chores at home.
- _____ 8. A slum is an overcrowded area of a city where the poorest people live.
- _____ 9. Hine was good at pretending to be someone else.

Integration of Knowledge (interpretive ideas)

- _____ 10. A happy, healthy, normal childhood is the rightful heritage of all children.
- _____ 11. Child labor positively impacted both children and adult workers.

Reading Guide 3

Kids at Work

Chapter 4, Pages 31 – 45

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. Lewis Hine traveled across country by car or train.
- _____ 2. Children often worked 11 hours a day, six days a week.
- _____ 3. The accident rate for people working in the mills was twice as high for adults as it was for children.
- _____ 4. Mill workers frequently developed respiratory diseases.

Craft and Structure (inferential ideas and details)

- _____ 5. Parents believed their children should help support the family.
- _____ 6. Parents often didn't really need the money their children could earn.

Integration of Knowledge (interpretive ideas)

- _____ 7. Children should not be subjected to unsafe working conditions.
- _____ 8. Children are perishable.

Reading Guide 4

Kids at Work

Chapter 5, Pages 47 - 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 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. Pennsylvania was the biggest coal producing state.
- _____ 2. A boy had to be 18 to legally work in the coal mine.
- _____ 3. A statement signed by a child’s parents was often all that was needed to prove a child’s age.
- _____ 4. The temperature in glass factories ranged from 100 – 130 degrees.
- _____ 5. Workers were usually paid by the hour, rather than by their productivity.

Craft and Structure (inferential ideas and details)

- _____ 6. Lewis Hine’s photos are haunting.
- _____ 7. Child labor laws were almost useless.
- _____ 8. A victim is someone who is harmed, injured, or killed as a result of a crime or accident.
- _____ 9. For the most part, children worked in safe conditions.

Integration of Knowledge (interpretive ideas)

- _____ 10. The life of a child worker is a lonely one.
- _____ 11. Children should be protected from unsafe conditions.

Reading Guide 5

Kids at Work

Chapters 6 – 7, Pages 59 - 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. Reformers objected to children working unregulated jobs.
- _____ 2. In New York City, thousands of working children were homeless or living in shelters.
- _____ 3. The child labor laws of the time also applied to farm work.
- _____ 4. Most of the children who worked on farms were able to attend school.

Craft and Structure (inferential ideas and details)

- _____ 5. To be outraged is to feel a fierce anger toward someone or something.
- _____ 6. To take something for granted means to accept something without questioning it.
- _____ 7. The living conditions for temporary workers were miserable.
- _____ 8. Child laborers felt hopeful.
- _____ 9. Lewis Hine did not feel confident his photos would make a difference.

Integration of Knowledge (interpretive ideas)

- _____ 10. Working children faced a bleak future due to a lack of education.
- _____ 11. Not every child should be given the same opportunities.
- _____ 12. Child labor laws are unnecessary.

Reading Guide 6

Kids at Work

Chapter 7 and more, Pages 73 - 97

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. Hine worked for the National Child Labor Committee for 10 years.
- _____ 2. In 1918, Lewis Hine began a new assignment with the Red Cross.
- _____ 3. In 1920 he began photographing working people and craftsmen.
- _____ 4. In 1930 he was hired to photograph the construction of the Eiffel Tower.
- _____ 5. Lewis Hine died a rich man.
- _____ 6. Hine is recognized today as a master American photographer.
- _____ 7. Federal regulation of child labor did not succeed until 1938.

Craft and Structure (inferential ideas and details)

- _____ 8. Hine did not believe in the value of human labor.
- _____ 9. The human spirit refers to one’s emotions, intelligence, fears, passions, and creativity.
- _____ 10. An ally is someone who refuses to cooperate or unite with another.
- _____ 11. Lewis Hine was a compassionate man.

Integration of Knowledge (interpretive ideas)

- _____ 12. Cities do not build themselves, and machines cannot make machines.
- _____ 13. Lewis Hine’s photographs no longer teach us about the past.
- _____ 14. Every child is beautiful.
- _____ 15. Children should be protected in the enjoyment of the rights of childhood.

Reading Guides ANSWER KEY

Kids at Work

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

Reading Guide 1:

1, 2, 3, 5, 6, 7, 8, 11, 12, 14

Reading Guide 2:

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

Reading Guide 3:

1, 2, 4, 5, 7, 8

Reading Guide 4:

1, 3, 4, 6, 7, 8, 10, 11

Reading Guide 5:

1, 2, 5, 6, 7, 10

Reading Guide 6:

1, 2, 3, 6, 7, 9, 11, 12, 14, 15

Recording Sheet: Reading Guides for *Kids at Work*

Student:		1	2	3	4	5	6	Total
	Key Ideas & Details	/6	/6	/4	/5	/4	/7	/32
	Craft & Structure	/3	/3	/2	/4	/5	/4	/21
	Integration Of Knowledge	/4	/2	/2	/2	/3	/4	/17

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

