



**3<sup>RD</sup>**  
**GRADE**  

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**VOLUME 3.3**

**Biography**  
*Martin Luther King Jr.*

**Sarah Collinge**  
with Bethany Robinson



Seattle, Washington  
Portland, Oregon  
Denver, Colorado  
Vancouver, B.C.  
Scottsdale, Arizona  
Minneapolis, Minnesota

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Peanut Butter Publishing  
943 NE Boat Street  
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206-860-4900  
[www.peanutbutterpublishing.com](http://www.peanutbutterpublishing.com)

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## Welcome to the C. I. A. Unit of Study for the book *Martin Luther King Jr.* by Rob Lloyd Jones

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

*Martin Luther King Jr.* is a biography, beautifully illustrated with photographs from Martin's life. This biography tells the inspiring story of Martin Luther King Jr.'s leadership in the civil rights movement. He is important for our students to learn about because of his strong beliefs in peace and equality.

This unit of study connects well to the previous unit, *The War with Grandpa*. Students will continue to think about right and wrong ways to solve conflict. They will understand that disagreements can be resolved through peaceful actions.

*Martin Luther King Jr.* is a challenging text for third-graders because it demands a great deal of background knowledge about this time in history. Throughout the unit of study, students will have an opportunity to extend their understanding through outside texts. Students will view photographs of the civil rights movement, read primary documents, and read excerpts from Martin Luther King Jr.'s speeches and writings. Students will also compare Martin Luther King Jr.'s beliefs to the beliefs of Mohandas Gandhi.

In addition, I have included a section at the end of this unit in which I make suggestions for additional related projects and lessons that might be conducted during your content area literacy block while teaching this unit. If time allows, I highly recommend participating in some or all of these activities or using your own resources to further students' understanding.

Finally, this unit of study is also designed to teach students the features of biography and familiarize them with the text structure of nonfiction. They will learn the importance of recognizing the main character's accomplishments and significance in order to determine the author's message. In addition, students will consider how the message in *Martin Luther King Jr.* has significance and influence on our lives today.

Throughout this unit, it will be important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline. This offers students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

I know you will enjoy immersing yourself in the life of Martin Luther King Jr. Remember, the purpose of sharing this book with your class is to bring history alive for your students by letting them see history through the eyes of the people who experienced it. Use all the resources available to you to help students visualize and understand this time period. For them, the experience will be memorable!

Before getting started, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Printing vocabulary handbooks
- Locating multiple copies of the text
- Inputting lessons into your plan book
- Preparing for assessment

## Get Ready for Vocabulary Instruction

“Teacher read-aloud is one of the major opportunities for children to learn new word meanings” (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students. Vocabulary words taught in the read-aloud unit will be revisited during the paired book club unit.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. (This vocabulary handbook is also available to download at [readsidebyside.com](http://readsidebyside.com)). Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

## Vocabulary Mini-Lesson Routine

<p>1. Introduce the word and highlight morphemes.</p>	<p><i>Today our target word is...</i>          If applicable:  <i>What is the root? (underline the root) What does the root mean?</i>  <i>What is the prefix? (circle the prefix) What does the prefix mean?</i>  <i>What is the suffix? (box the suffix) What does the suffix mean?</i></p>
<p>2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.</p>	<p><i>Our target word comes right from our text on page _____. Let's read it together. Are there any clues in the sentence that help us infer what this word means?</i></p>
<p>3. Turn and talk:          What does the word _____ mean?</p>	<p><i>Based on the clues, what words or phrases describe this word?</i>  <i>Turn and talk.</i></p>
<p>4. Share-out and add to chart.</p>	<p><i>What did you come up with?</i>          *add accurate examples to the chart</p>
<p>5. Brainstorm other contexts for this word.</p>	<p><i>In what other contexts might we find this word?</i>          *add accurate examples to the chart</p>
<p>6. Turn and talk:          What are opposites of this word?</p>	<p><i>What words or phrases describe the opposite of this word? Turn and talk.</i></p>
<p>7. Share-out and add to chart.</p>	<p><i>What did you come up with?</i>          *add accurate examples to the chart</p>
<p>8. I will remember this word...</p>	<p><i>How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.</i></p>
<p>9. Link...</p>	<p><i>Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.</i></p>



## *Martin Luther King Jr.* Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> Multiple themes are addressed throughout the book, increasing the complexity of this text. Themes include human rights, freedom, peace, love vs. hate, and right vs. wrong. The central theme students will focus on throughout the book is that Martin Luther King Jr. is an important person to know about because he believed in peace. Students will evaluate how the freedom fighters used peaceful protest throughout the civil rights movement.</p> <p><b>Structure</b> This biography is told chronologically. What makes the structure complex is the genre itself, because a biography of Martin Luther King Jr. requires a great deal of background knowledge about U.S. history and the civil rights movement. Throughout the book, Rob Lloyd Jones uses photographs, captions, and quotes from primary documents to strengthen the reader’s understanding of the time period.</p> <p><b>Language Conventionalty and Clarity</b> The vocabulary in this biography is high level and domain specific. Figurative as well as historical language adds depth to the text.</p> <p><b>Knowledge Demands</b> Students will need to have a great deal of background knowledge about the time period.</p>	<p>The Lexile level for <i>Martin Luther King Jr.</i> is 900, based on word frequency and sentence length. This is in the high range of the complexity band for 4<sup>th</sup>–5<sup>th</sup> grade according to the Common Core State Standards.</p> <p><b>READER TASK CONSIDERATIONS</b></p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>

## *Martin Luther King Jr.* Scope and Sequence

**NOTE:** The lessons for this unit give page references for the Usborne Young Readers hardback edition of *Martin Luther King Jr.* published in 2006.

**Unit of Study:** *Martin Luther King Jr.*

**Genre:** Biography

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Genre Chart  Blurb	<b>Vocabulary:</b> <i>revolution</i>  Use the genre chart to help students understand what to expect from Biography.  Use the blurb to help students think about what the book will be about.	Search for key story elements in the blurb. <ul style="list-style-type: none"> <li>• Complete story elements handout together</li> <li>• Make a prediction</li> </ul>
2		<b>Vocabulary:</b> <i>fairly vs. unfairly</i>  Use sticky notes to mark each quadrant of the text.  Generate questions before reading.	
3	Chapter 1 pp. 4–7	<b>Vocabulary:</b> <i>segregation</i>	Identify the setting of the story and draw a conclusion.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
4	Chapter 2 pp. 9–12	<b>Vocabulary:</b> <i>loss of innocence</i>	Identify important events. <ul style="list-style-type: none"> <li>• Co-create an important events list</li> </ul>
5	Chapter 2 pp. 9–15	<b>Vocabulary:</b> <i>equal vs. unequal</i>	Identify the problems in the story. <ul style="list-style-type: none"> <li>• Co-create a problems list</li> </ul>
6	Selected pages from chapters 1 & 2	<b>Vocabulary:</b> <i>influenced</i>  Recognize the relationships between characters across generations. <ul style="list-style-type: none"> <li>• Co-create a family tree</li> </ul>	Recognize author’s craft. <ul style="list-style-type: none"> <li>• Identify moments of influence</li> <li>• Continue to co-create a family tree</li> </ul>
7		Retell Summary Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
8	Chapter 3 pp. 16–20	<b>Vocabulary:</b> <i>community</i>	Identify important events. <ul style="list-style-type: none"> <li>• Continue to co-create an important events list</li> </ul>
9	Chapter 3 pp. 16–21	<b>Vocabulary:</b> <i>racism</i>	Focus on the main character and infer character traits. <ul style="list-style-type: none"> <li>• Co-create a main character chart</li> </ul>
10	Outside Text: “Mohandas Gandhi”	<b>Vocabulary:</b> <i>civil rights</i>	Focus on the main character (Gandhi) and infer character traits. <ul style="list-style-type: none"> <li>• Co-create a main character chart</li> </ul>
11	Chapter 4 pp. 23–26	<b>Vocabulary:</b> <i>character</i>	Identify important events. <ul style="list-style-type: none"> <li>• Continue to co-create an important events list</li> </ul>
12	Chapter 5 pp. 27–31	<b>Vocabulary:</b> <i>boycott</i>	Focus on the main character and infer character traits. <ul style="list-style-type: none"> <li>• Continue to co-create a main character chart</li> <li>• Continue to co-create an important events list</li> </ul>
13		Brainstorm lines of thinking. <ul style="list-style-type: none"> <li>• Co-create an evidence collection box</li> </ul>	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
14	Outside Text: Letter from the Women's Political Council  Video: <i>Civil Rights Eyes on the Prize 7 – Rosa Parks</i>	<b>Vocabulary:</b> <i>protest</i>	Identify the problem and solution discussed in the letter and begin to form your own opinion.
15		Opinion Writing	
16	Chapter 5 pp. 32–36	<b>Vocabulary:</b> <i>love vs. hate</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> <li>• Continue to co-create an evidence collection box</li> <li>• Continue to co-create an important events list</li> </ul>
17	Outside Text: “Bomb Rocks Residence of Bus Boycott Leader”		Understand the difference between love and hate.
18	Chapter 6 pp. 37–42	<b>Vocabulary:</b> <i>inspired</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> <li>• Continue to co-create an evidence collection box</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
19	Chapter 7 pp. 43–49	<b>Vocabulary:</b> <i>unjust</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> <li>• Continue to co-create an evidence collection box</li> <li>• Continue to co-create an important events list</li> </ul>
20	Outside Text “Letter from Birmingham Jail”	<b>Vocabulary:</b> <i>disobey</i>	Consider the author’s purpose.
21	Chapter 7 pp. 50–55	<b>Vocabulary:</b> <i>encouraging</i>	Identify the turning point and determine the author’s message. <ul style="list-style-type: none"> <li>• Continue to co-create an evidence collection box</li> <li>• Continue to co-create an important events list</li> </ul>
22		Turning Point Writing	
23	Chapter 8 pp. 56–63		Read-In

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
24		Recall important events. <ul style="list-style-type: none"><li>• Continue to co-create an important events list</li></ul>	
25	Important Events List		Determine the most important events. <ul style="list-style-type: none"><li>• Revise the important events list</li></ul>
26		Synthesis Summary Writing	
27– 33		Formal Writing Project: Literary Essay	

## ***Martin Luther King Jr. Stems List***

### **Day 1 – Genre**

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

### **Day 1 – Blurb**

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

### **Day 2 – Generate Questions**

One detail from the image that I think is important is \_\_\_\_\_. This makes me wonder, “\_\_\_\_\_?”

### **Day 3 – Setting**

When the book said \_\_\_\_\_, I visualized \_\_\_\_\_. This helps me understand \_\_\_\_\_.

### **Day 4 – Important Events**

When the book said \_\_\_\_\_, I was thinking this was an important event because \_\_\_\_\_.

### **Day 5 – Problems**

When the book said \_\_\_\_\_, I thought the problem was \_\_\_\_\_.

### **Day 6 – Author’s Craft**

When the book said \_\_\_\_\_, I thought this was important. I think \_\_\_\_\_ because \_\_\_\_\_.

### **Day 8 – Important Events**

When the book said \_\_\_\_\_, I was thinking this was an important event because \_\_\_\_\_.

### **Day 9 – Infer Character Traits**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_.

### **Day 10 – Infer Character Traits—Outside Text**

When the article said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_.

### **Day 11 – Important Events**

When the book said \_\_\_\_\_, I was thinking this was an important event because \_\_\_\_\_.

### **Day 12 – Infer Character Traits**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_.

### **Day 13 – Line of Thinking**

I think the author is telling me \_\_\_\_\_ because \_\_\_\_\_.

### **Day 14 – Outside Text**

When the letter said \_\_\_\_\_, this helped me understand \_\_\_\_\_. I think \_\_\_\_\_.

### **Day 16 – Collect Evidence**

When \_\_\_\_\_, Martin Luther King Jr. proved he believed in peace because \_\_\_\_\_.

This makes me think \_\_\_\_\_.



**Day 17 – Outside Text**

When the article said \_\_\_\_\_, this helped me understand \_\_\_\_\_. I think \_\_\_\_\_.

**Day 18 – Collect Evidence**

When Martin Luther King Jr. \_\_\_\_\_, he proved he believed in peace because \_\_\_\_\_.

This makes me think \_\_\_\_\_.

**Day 19 – Collect Evidence**

When Martin Luther King Jr. \_\_\_\_\_, he proved he believed in peace because \_\_\_\_\_.

This makes me think \_\_\_\_\_.

**Day 20 – Outside Text**

I think the author’s purpose was to tell us \_\_\_\_\_. This helps me understand \_\_\_\_\_.

**Day 21 – Turning Point**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Day 23 – Read-In**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_.

**Day 24 – Recall Important Events**

An important event from the story was \_\_\_\_\_ because \_\_\_\_\_.

**Day 25 – Determine Important Events**

When Martin \_\_\_\_\_, this showed that he believed in peace because \_\_\_\_\_.

# C. I. A. Lesson Plans

*Martin Luther King Jr.*

**NOTE:** The lessons for this unit give page references for the Usborne Young Readers hardback edition of *Martin Luther King Jr.* published in 2006.

# C

## Collect Critical Information

Identify the main story elements:

- Character
- Setting
- Problem
- Main Events



In this quadrant, readers read slowly and often reread in order to monitor their comprehension.



After finishing this quadrant of the text, readers stop to check their understanding. They write a retell summary of the first quadrant of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–7, Chapters 1–2

## Mini-Lesson

**Vocabulary Routine:** *revolution* (L 4, 5)

This word comes from the word ‘revolve,’ which means *to turn around*. The base word ‘revolution’ means *a radical change in society* and is a noun.

## Mini-Lesson

**In this lesson...**you will be activating students’ background knowledge about the genre biography. For this lesson, I suggest either transferring the sample genre chart for biography onto chart paper or using the biography poster found at [readsidebyside.com/shop/](http://readsidebyside.com/shop/). Post this chart or poster in the meeting area prior to the lesson. This is the only chart in the unit that will not be co-created. You will use this genre chart to guide your instruction during this mini-lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide a handout of this chart for students to glue or tape into their notebooks.

### Learning Targets:

Read closely to monitor comprehension (RI 1)

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Use what you know about genre to help you understand the story better and compare texts (RI 5)

- Biography

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers consider the types of books they like to read when selecting a book.

## Teach:

*Today I am going to teach you...*

...that good readers learn about the different types, or genres, of literature. Knowing about the different types of literature helps readers make good book choices and also helps them understand the books that they read better. Good readers use what they know about the genre of any given book to think about character, setting, and plot.

Today we are going to review the genre biography, which is the genre of the book we will be reading. We will be using the chart I have posted in our meeting area to help us think about this genre.

Notice how I use the information on this chart to help me make predictions about the book *Martin Luther King Jr.*

Today we will be using this stem for turn and talk:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

## Model:

When reading biography, you can expect the story to occur in a real place. Our story takes place where Martin Luther King Jr. lived and worked. When reading biography, we can expect the story to begin in the past.

**When the chart said** that a biography begins in the past, **I made a prediction. I think** this book will tell us about Martin Luther King Jr.'s life from his birth to his death.

## Model:

When reading a biography story, we learn about one central person, but we also learn about his or her family members.

**When the chart said** that characters in biography stories are family members, **I made a prediction. I think** we will learn about Martin Luther King Jr.'s wife and children.

## Guided Practice:

When reading a biography story, you can expect to learn about people of influence and groups of people. Who do you think you might also learn about as you read about the life of Martin Luther King Jr.?

Turn and talk to your partners using this stem:

When the chart said *that when reading a biography you can expect to learn about people who inspired or influenced the main character*, I made a prediction. I think \_\_\_\_\_.

## Guided Practice:

When reading a biography story, you can expect to learn about the main character's life accomplishments. What do you think you will learn about Martin Luther King Jr.?

Turn and talk to your partners using this stem:

When the chart said *you can expect to learn about the main character's life accomplishments*, I made a prediction. I think \_\_\_\_\_.

## Stretch It:

When reading a biography story, we can expect the main character of the book to significantly influence others. Throughout the story, the main character will prove that he/she is important.

Discuss: How is Martin Luther King Jr. an important person, even today?

## Link:

*Today and every day when you read...*

...I want you to think about the genre of the book and use what you know about the genre to make predictions.

## Genre Chart: Biography

	<b>Biography / Autobiography</b>
<b>Setting</b>	A real place that exists or existed in the past. The story begins in the past.
<b>Characters</b>	A biography tells about the life of a person the author believes to be important. An autobiography tells the story of the author's life. The people are real and may include family members, people of influence, and groups of people.
<b>Plot</b>	The story tells about the person's life and accomplishments. The story is told chronologically, typically from birth to present or death.
<b>Most important elements</b>	Character Setting
<b>Readers will think about:</b>	What is the significance of this person's life? How has this person overcome challenges? How have circumstances shaped this person's life?

## **Instructional Read-Aloud**

**In this lesson...** you will be modeling for students how you use clues in the blurb to help you get the main elements of the story—character, setting, problem, and main events—in your head. After identifying these story elements, students will use them to make a prediction.

To prepare for this lesson, make a copy of the blurb for each student to glue or tape into his/her reader's notebook.

### **Learning Targets:**

Read closely to monitor comprehension (RI 1)

- Make predictions

Show understanding of story elements (RI 3)

- Main characters
- Setting
- Problem

Infer genre (RI 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### **Connect:**

*We have been learning...*

...that good readers preview the book before they read to help them form ideas about the text and to set a purpose for reading.

## Teach:

*Today I am going to teach you...*

...that good readers look carefully at the cover of a book and read the blurb prior to starting the first chapter so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We are going to create the first entry in your notebooks today. I have copied a handout for you. We will be completing the handout together before gluing or taping your copies of the handout into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

Today we will be using this stem for turn and talk:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Listen and follow along while I read the blurb.



**Read the entire blurb aloud.**

## Model:

As I read the blurb, I noticed the names of important characters. To help me remember these important characters as I read, I am going to circle their names and any important information I have learned about each of the characters.

**When the blurb said** that Martin Luther King Jr. never expected to be a leader, **I was thinking** that Martin Luther King Jr. is going to be the most important person in this book—the person that the story is about. **This helps me understand** that he was an important leader.

(Model circling the name “Martin Luther King Jr.” and the word “leader.”)

## Guided Practice:

We know that biographies also tell us about groups of people. What groups of people do we know will be represented in this book?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model circling the words “black people.”)



## Guided Practice:

The setting of a story is where the story takes place. We are going to put a box around information about the setting. Where does this story take place?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model putting a box around the word “America.”)

## Model:

The blurb doesn't give us any specific information about the time period when this story happens. However, we do know that this story takes place in the past, during the time of the civil rights movement. We will need to read the story to gather more detailed information about this time period.

We *did* learn some information about the problem in the story. We are going to underline information about the problem.

**When the blurb said** that all Martin Luther King Jr. wanted was for black people to be treated fairly in America, **I was thinking** that the problem in the story is that black people weren't being treated fairly. **This helps me understand** that Martin Luther King Jr. was a leader in trying to solve this problem in America.

(Model underlining the sentence, “All he wanted was for black people like him to be treated fairly in America.”)

## Stretch It:

Good readers not only gather key information about the character, setting, and problem before starting a book, they also make predictions to help set a purpose for reading. Good readers use story elements and what they know about the genre to help them make predictions.

Discuss: What are you predicting will happen in this story?

## Link:

*Today and every day when you read...*

...I want you to think about the story elements before you start reading the first chapter, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

## **Notebook Entry #1: Finding Story Elements in the Blurb**

*Before starting a book, good readers get the story in their heads by reading the blurb and identifying story elements.*

**Blurb (from the 2006 Usborne publication):**

Martin Luther King Jr. never expected to be a leader. All he wanted was for black people like him to be treated fairly in America. But what began as a simple protest soon became a revolution...

The following is a sample showing what a marked-up blurb *might* look like:

### **Notebook Entry #1: Finding Story Elements in the Blurb**

*Before starting a book, good readers get the story in their heads by reading the blurb and identifying story elements.*

**Blurb** (from the 2006 Usborne publication):

Martin Luther King Jr. never expected to be a leader. All he wanted was  
for black people like him to be treated fairly in America. But what  
began as a simple protest soon became a revolution...

## DAY 2, MARK EACH QUADRANT OF THE TEXT

### Mini-Lesson

**Vocabulary Routine:** *fairly* vs. *unfairly* (L 4, 5)

The base word 'fair' means *in accordance with the rules*. The suffix 'ly' means *characteristic of*. The prefix 'un' means *not*.

### Mini-Lesson

**In this lesson...** you will model how readers break a long text into manageable pieces by dividing the text into quadrants. Marking each quadrant will help students set goals as they read. Each student will need three small sticky notes, preferably in different colors.

#### Learning Target:

Analyze the structure of texts (RI 5)

- how larger portions of the text relate to each other and the whole

#### Connect:

*We have been learning...*

...that good readers get ready to read a book by looking at the blurb in order to pull out the most important story elements: character, setting, and plot.

#### Teach:

*Today I am going to teach you...*

...that good readers, before reading, divide a book into four relatively equal quadrants. Good readers use various specific strategies to help them understand the text, depending on which quadrant they are reading in. They also use these divisions to help set their reading goals.

You should each have three small sticky notes.

## **Model:**

First, open up your book to the last page. There are 63 pages in our book, *Martin Luther King Jr.* If we take that number and divide it by 4, we get 15. We are going to divide our book into four quadrants that are each roughly 15 pages long. When marking quadrants, always make sure you end a quadrant at the end of a chapter.

Please place your first sticky note on page 15, at the end of chapter 2. In the first quadrant of the book we will be collecting story elements. We will stop at the end of this quadrant to write a retell summary as a way of monitoring our comprehension while reading.

Place your second sticky note on page 31. When we reach this page, we should have a big idea of what this book is going to be about. Therefore, in this second quadrant we will focus on understanding the genre and looking for patterns in our thinking.

Place your third sticky note on page 55. When we reach this page, we will have found the turning point of the book. The turning point is where the author's message is revealed. Therefore, in the third quadrant we will be collecting evidence to support our thinking about the story's theme.

In the last quadrant of the book, we will be rejecting or confirming predictions and evaluating how the author ties everything up at the end. In addition, we will be considering whether the author's message is one we agree with and can apply to our own lives.

## **Link:**

*Today and every day when you read...*

...I want you to think about dividing the text into four quadrants in order to help focus your thinking and set goals for reading.

## DAY 2, GENERATE QUESTIONS

### Mini-Lesson

**In this lesson...**you be modeling how readers generate questions prior to reading a text. Students will respond to photographs showing people and events from the civil rights movement. Students will learn to use questions to set a purpose for reading.

I recommend that in preparation for this lesson you go to the search engine Google Images and type the words “Civil Rights Movement” and “Jim Crow Laws.” Select 12–18 images to print that best represent these historical topics. Look for pictures that will spark students’ curiosity about the topics and time period. Also select pictures of related people and events that students may already be familiar with. Glue each of these pictures to a larger piece of heavyweight paper, and laminate. Post these pictures on the wall at students’ eye level around your classroom, or place them on students’ desks. (This will be a temporary display, so you can place images on top of already existing displays.) During the lesson, students will move around the room with their turn and talk partners. Partners will observe each image and write a question next to the image with a Vis-à-Vis pen.

An alternative to the above activity is to have turn and talk partners use sticky notes to write questions about images that appear in their copies of *Martin Luther King Jr.* Transfer some of the questions students have generated to chart paper at the conclusion of the lesson.

### Learning Targets:

Draw on information from images prior to reading (RI 7)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers read the blurb prior to reading the text in order to help them recognize important story elements and set a purpose for reading.

## Teach:

*Today I am going to teach you...*

...that good readers establish a purpose for reading by generating questions in response to images related to the text.

### **(If you have chosen to display posters around the room:)**

Today I have posted several images around our classroom. All of these images represent the topic of the civil rights movement. Today, you will be observing these images with a partner. Once you have spent time observing, write down a question you have in response to each picture. At the conclusion of this lesson, we will use these questions to help us establish a purpose for reading *Martin Luther King Jr.*

Watch me as I model how I generate a question about this first image.

Notice how I think about the people and the setting.

Today we will be using this stem for turn and talk:

One detail from the image that I think is important is \_\_\_\_\_. This makes me wonder, “\_\_\_\_\_?”

### **(If you have chosen to use images from the book:)**

In the book *Martin Luther King Jr.*, the author uses a variety of images to help tell the story of Martin Luther King Jr.’s life. Today, you will be observing these images with a partner. You and your partner will flip through the pages of the book and select several images to observe. Once you have spent time observing each image, you will write down a question that you have in response to the image on a sticky note and place it on the page where the image is displayed. At the conclusion of this lesson, we will transfer some of your questions to our co-created chart. We will use the questions to help us establish a purpose for reading *Martin Luther King Jr.*

Watch me as I model how I generate a question about this first image.

Notice how I think about the people and the setting.

Today we will be using this stem for turn and talk:

One detail from the image that I think is important is \_\_\_\_\_. This makes me wonder, “\_\_\_\_\_?”

## Model:

(Select an image. Model taking time to observe the image closely. Use the turn and talk stem to share a question you have in response to the image.)

## Guided Practice:

Now it is your turn to try it.

(Go over expectations for how to conduct the activity, how to behave, and how to demonstrate learning.)

When observing the images, please use the turn and talk stem:

One detail from the image that I think is important is \_\_\_\_\_. This makes me wonder, “\_\_\_\_\_?”

## Share-out:

(Have partners share with the class their big questions. Post these questions on chart paper if necessary.)

## Model:

Good readers, before they begin to read, think about their purpose for reading the text. Thinking about your purpose for reading is especially important when reading nonfiction. Based on the questions we generated as a class, I think our purpose for reading *Martin Luther King Jr.* is to learn about:

- Why Martin Luther King Jr. is an important historical figure
- What life was like during the time of the civil rights movement
- Famous events and people of the civil rights movement
- How these people and events influence our life today

(You will need to adjust this list based on the questions your students generate.)

## Link:

*Today and every day when you read...*

...I want you to ask questions before you read a book in order to help establish a purpose for reading.



## Mini-Lesson

**Vocabulary Routine:** *segregation* (L 4, 5)

The base word ‘segregate’ means *to separate from the group*. The suffix ‘ation’ means *act or process*.

## Instructional Read-Aloud

**In this chapter...** Martin Luther King Jr. is born on January 15, 1929, in Atlanta, Georgia, and many people come to Ebenezer Baptist Church to congratulate his parents. Reverend King and his wife, Alberta, are excited to be bringing their first son into the world but also feel sad that the segregation of the South is going to be so unfair to him. They pray for change so their son can have a better life.

**In this lesson...** you will be modeling how good readers visualize the setting of the story and use a map to help visualize the setting. Students will be referencing the map titled “The American South,” found at the front of the book. You may want to have this map photocopied so that each student can glue a copy of it into his or her reader’s notebook for reference. You may also want to have an enlarged version of the map hung in your meeting area.

### Learning Targets:

Read closely to monitor comprehension (RI 1)

- Infer setting clues
- Visualize

Show understanding of story elements (RI 3)

- Setting

Use what you know about genre to help you understand the story better (RI 5)

Integrate content presented in diverse media formats (RI 7)

- Map

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers generate questions prior to reading in order to establish a purpose for reading.

## Teach:

*Today I am going to teach you...*

...that good readers use details in the story to help them visualize the setting of the story. Today we will be using details in the story, including photographs and the map at the front of the book, to help us visualize the setting of our story.

Watch me as I model how I think about clues in the story that help me visualize the setting.

Notice how I use the map to help me visualize the setting better.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I visualized \_\_\_\_\_. This helps me understand \_\_\_\_\_.



**Read the chapter title on page 4.**

This chapter title tells me that our story will begin with a feeling of pride or importance.



**Begin reading chapter 1 of *Martin Luther King Jr.*, starting on page 5.**

## Model:



**Stop after:** “Inside, a crowd of smiling faces gathered to congratulate Reverend King and his wife Alberta on the birth of their first son.” (p. 5)

This first part of the book tells us where and when the story of Martin Luther King Jr.’s life begins. He was born in Atlanta, Georgia, in January of 1929.

To help us visualize where Atlanta, Georgia, is, let’s find it on the map on page 4.

(Model locating Atlanta, Georgia, on the map.)

We learned that Martin Luther King Jr.’s birth was announced by the ringing of the bells at Ebenezer Baptist Church. Look at the picture of the church on page 4. Listen as I read the caption.

**When the book said** that Martin Luther King Jr.’s father was the minister at the church, **I visualized** the entire congregation gathering around his newborn baby. **This helps me understand** how happy everyone was that Martin was born.

Now it is your turn to visualize the setting in our story. Listen for details in the story that will help you picture the setting.

## Guided Practice:



**Stop after:** “They were banned from certain restaurants, made to stand up on buses and even had to step into the gutter when white people passed them on the street.” (p. 6)

When the book said that black people were forced to do things separately from white people, what were you visualizing?

Turn and talk to your partners using this stem:

When the book said *that black people were forced to do things separately from white people*, I visualized \_\_\_\_\_. This helps me understand \_\_\_\_\_.

As I read this next part, continue to pay attention to details in the story, and use those details to help you visualize the setting.

## Guided Practice:



**Stop after:** “They prayed he would live to see change.” (p. 7)

On this page we see a picture of a black man drinking from a water faucet labeled “colored.” The caption says, “Black people across the South had to drink water from different faucets than whites. These had signs on them reading ‘colored.’” (p. 7)

How do these details help you visualize the setting?

Turn and talk to your partners using this stem:

When the book said *black people had to drink from different faucets than whites*, I visualized \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## Link:

*Today and every day when you read...*

...I want you to use clues in the story to help you visualize the setting.