C.I.A.
Collect · Interpret · Apply
Unit of Study

3RD GRADE
VOLUME 3.3

Biography
Martin Luther King Jr.

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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

Distribution of Common Core State Standards, *Martin Luther King Jr.*, 3.3

Days															Reading Standards for Information (RI)												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33
Key Ideas and Details																											
#1 Read closely / Monitor comprehension / Support thinking	X		X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X		X	X			
#2 Main idea / Details / Summarize							X						X	X		X	X	X	X	X		X	X		X	X	
#3 Sequence / Cause and effect	X		X	X	X	X	X	X	X	X	X	X		X			X			X	X			X	X		
Craft and Structure																											
#4 Author's craft						X																					
#5 Text structure / Compare/Contrast / Problem/Solution / Cause/Effect	X	X	X	X		X		X	X	X	X	X	X								X	X					
#6 Point of view / Author's perspective																						X	X				
Integration of Knowledge																											
#7 Connect to other representations of the topic (visual, oral)		X	X			X				X				X			X			X							
#8 Explain author's use of reasons/evidence																											
#9 Integrate on 1 topic										X				X			X			X							
By the end of the year, read and comprehend informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed.																											

Distribution of Common Core State Standards, *Martin Luther King Jr.*, 3.3

Writing Standards (W)

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33
Text Types and Purposes																											
#1 Opinion piece															X							X					X
#2 Expository piece							X																			X	X
#3 Narrative piece																											
Production and Distribution																											
#4 Write clearly / Organize / Task, purpose, audience							X								X							X				X	X
#5 Strengthen writing / Writing process																											X
#6 Produce and publish / Use technology																											X
Research																											
#7 Investigate different aspects of one topic	X																										
#8 Recall information / Gather information / Take notes/categorize				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
#9 Draw evidence													X	X	X	X	X	X	X	X	X	X				X	X
Range of Writing																											
#10 Extended time																											X
#10 Short time							X								X							X				X	

Distribution of Common Core State Standards, *Martin Luther King Jr.*, 3.3

Language Standards (L)

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33
Conventions																											
#1 Grammar and usage																											
#2 Capitalization, punctuation, and spelling																											
Knowledge of Language																											
#3 Convey ideas precisely Formal English	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Vocabulary																											
#4 Monitor meaning of unknown words: Context Morphemes Reference materials	X	X	X	X	X	X		X	X	X	X	X		X		X		X	X	X	X						
#5 Figurative language Word relationships Idioms, adages, proverbs Synonyms Antonyms	X	X	X	X	X	X		X	X	X	X	X		X		X		X	X	X	X						
#6 Acquire and use grade-level vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Distribution of Common Core State Standards, *Martin Luther King Jr.*, 3.3

Speaking and Listening Standards (SL)

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33
Comprehension and Collaboration																											
#1 Express ideas clearly / Build on others' ideas / Respond to questions / Summarize discussions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
#2 Paraphrase after listening	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
#3 Identify reasons and evidence given by speaker																											
Presentation																											
#4 Speak clearly / Speak with a good pace	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
#5 Present with media																											
#6 Use formal English when appropriate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Martin Luther King Jr. Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning 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. **Structure** 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. **Language Conventionality and Clarity** The vocabulary in this biography is high level and domain specific. Figurative as well as historical language adds depth to the text. **Knowledge Demands** Students will need to have a great deal of background knowledge about the time period.	The Lexile level for *Martin Luther King Jr.* is 900, based on word frequency and sentence length. This is in the high range of the complexity band for 4th–5th grade according to the Common Core State Standards.
	READER TASK CONSIDERATIONS
	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.

Mini-Lesson

Vocabulary Routine: *influenced* **(L 4, 5)**
The word 'influence' means *to move a person to some action.* **The suffix 'ed' makes this word past tense.**

Mini-Lesson

In this lesson…you will be modeling how good readers use a family tree to help them understand the relationships between characters across generations.

To prepare for this lesson, make a photocopy of the "Martin Luther King Jr. Family Tree" for each student. Students may glue or tape this family tree into their reader's notebooks. You will want to enlarge this family tree by copying it onto chart paper. Display this chart in your meeting area for reference throughout the unit of study.

Learning Targets:

Read closely to monitor comprehension (RI 1)

Analyze story elements (RI 3)
- Character

Integrate content presented in diverse formats (RI 7)
- Family tree

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 pay close attention to the main story elements at the beginning of the story in order to understand the story better.

Teach:

Today I am going to teach you…

…that good readers pay attention to the main character's important family members when reading a biography. Today we will be looking at a family tree that shows the relationships between people in Martin Luther King Jr.'s family.

Please open up to the family tree in your reader's notebooks. This family tree will be a tool that we will use throughout the story to help us keep track of important characters and the relationships between them.

Notice how as I read the family tree I consider what I know about each character and how the characters are related to one another.

📖 **Begin reading the first line of Martin Luther King Jr.'s family tree.**

Model:

This first line on the family tree shows Martin Luther King Jr.'s parents. I know that Martin Luther King Sr. was the reverend at the Ebenezer Baptist Church in Georgia.

Guided Practice:

📖 **Stop after reading the second line on the family tree.**

The second line on the family tree shows Martin Luther King Jr. and his siblings. Notice that Martin Luther King Jr. had an older sister named Christine and a younger brother named Alfred.

Turn and talk: What do you know about Martin's brother Alfred?

Model:

📖 **Stop after reading the third line on the family tree.**

The third line on the family tree shows Martin Luther King Jr. and his wife, Coretta Scott King. We haven't read about Coretta Scott King yet in our biography.

The fourth line on the family tree shows Martin and Coretta's four children.

Guided Practice:

Turn and talk: How is the family tree helping you understand the relationships between Martin's family members?

Link:

Today and every day when you read…
…I want you to pay attention to the main character's important family members and think about the relationships between them.

Martin Luther King Jr. Family Tree

Martin Luther King Sr. ———— **Alberta Williams King**

Alfred Daniel Williams King

Christine King

Martin Luther King Jr. ———— **Coretta Scott King**

Yolanda Denise King   **Martin Luther King III**   **Dexter Scott King**   **Bernice Albertine King**
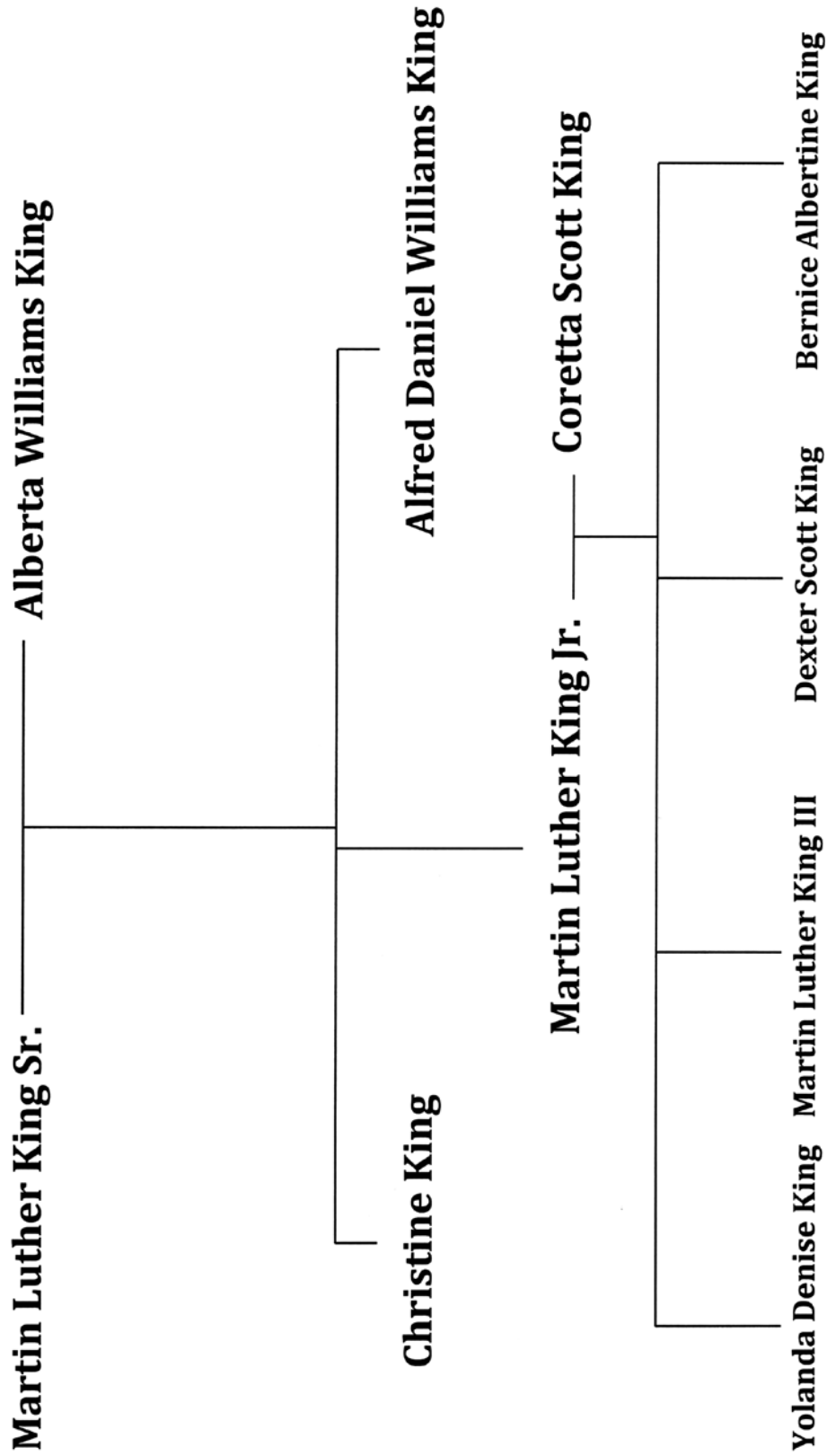
Mini-Lesson

Vocabulary Routine: *racism* **(L 4, 5)**
The word 'racism' means *a hatred or intolerance of other races.*
The base word 'race' means *a group of persons related by common descent.* **The suffix 'ism'**
means *a practice* **or** *belief.*

Instructional Read-Aloud

This chapter…begins in 1944, when Martin goes to Morehouse College in Atlanta, Georgia. He
considers becoming a lawyer to fight for equality in the South but eventually decides that he wants
to become a minister instead. In 1947 he decides that he will study at Crozer Seminary, which is a
school for ministers in Chester, Pennsylvania. Additionally, Chester is farther North than Atlanta, so
Martin will be living farther away from the Deep South, where segregation is still very extreme. The
chapter concludes by introducing a famous civil rights leader, Mahatma Gandhi.

In this lesson…you will be modeling how good readers infer character traits. In quadrant 2, readers
focus on the main character and infer character traits based on the character's actions and words.

Learning Targets:

Read closely to monitor comprehension (RI 1)
- Infer character traits

Analyze story elements (RI 3)
- Character

Use what you know about genre to help you understand the story better (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 keep track of important events when reading a biography.

Teach:

Today I am going to teach you…
…that good readers focus on the main character when they read a biography. They think about the main character's actions, words, and feelings in order to infer character traits.

Watch me as I model how I look for clues about the main character.

Notice how I consider how the actions and words of the main character reveal his character traits.

Today we will be using this stem for turn and talk:
When the book said _____, I was thinking _____ because _____.

Open up your reader's notebooks to a clean page. Title the page **Martin Luther King Jr**. Below the title, make a T-chart. Label the left column "actions, words, feelings" and the right column "traits."

📖 **Begin reading chapter 3 of *Martin Luther King Jr.,* starting on page 16.**

Model:

📖 **Stop after:** " 'I'm going to become a minister!' he announced proudly." (p. 17)

When the book said that Martin decided to help the black community by becoming a minister, **I was thinking** that Martin Luther King Jr. was compassionate, **because** he showed concern for others.

(Model adding this thinking to the T-chart.)

Now it is your turn to pay attention to Martin Luther King Jr.'s actions, words, and feelings. Think about how his actions, words, and feelings are helping you infer character traits.

Guided Practice:

Stop after: "It offered Martin his first chance to experience the world beyond the deep South." (p. 18)

When the book said that Martin's words had passion, what were you thinking?

Turn and talk to your partners using this stem:
When the book said *that Martin's words had passion*, I was thinking _____ because _____.

(Model adding this thinking to the T-chart.)

As I read this next part, continue to pay attention to Martin's actions, words, and feelings. Think about how his actions, words, and feelings are helping you infer character traits.

Guided Practice:

Stop after: "…attending lectures every day in the same immaculate brown suit and shoes." (p. 20)

When the book said that Martin studied harder than ever, what were you thinking?

Turn and talk to your partners using this stem:
When the book said *that Martin studied harder than ever*, I was thinking _____ because _____.

(Model adding new information to the T-chart.)

Model:

Stop after: "He hoped that one day black Americans would have one as great." (p. 21)

When the book said that Martin hated the idea of violence, **I was thinking** that Martin Luther King Jr. believed that violence is wrong. **I was thinking** that Martin believed in using peaceful ways to solve conflict **because** he admired the beliefs of Mahatma Gandhi, who used peaceful protest to create change in India.

(Model adding this thinking to the T-chart.)

Link:

Today and every day when you read…
…I want you to think about the main character's actions, words, and feelings and use those clues to infer character traits.

The following chart is a sample showing what your co-created chart *might* look like:

Martin Luther King Jr.

Actions, words, feelings	Traits
Martin decided to help the black community by becoming a minister.	Compassionate
"...the power and passion of his words gripped the entire congregation." p.18	Inspiring
Martin studied hard.	Hardworking
Martin hated the idea of violence.	Believed in peace

Mini-Lesson

Vocabulary Routine: *love* **vs.** *hate* **(L 4, 5)**
The word 'love' means *unselfish concern for the good of another.*
The word 'hate' means *to dislike intensely to the point of wishing harm on someone or something.*

Instructional Read-Aloud

In this chapter…Martin's house is bombed, but luckily, his wife and daughter are uninjured. The black community is outraged, but Martin insists that the protests remain peaceful and encourages people to love their enemies. In December of 1956, Martin receives a letter from the U.S. Supreme Court informing him that segregation is now illegal on buses, and the boycott finally ends.

In this lesson…you will be modeling how readers look for evidence to support a line of thinking. You will also model adding evidence to the evidence collection box.

Learning Targets:

Read closely to monitor comprehension (RI 1)

Determine central ideas or themes of the text (RI 2)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

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

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

Connect:

We have been learning…
…that when good readers get to the end of the second quadrant, they stop to think about what the author is telling them. We think the author is telling us that Martin Luther King Jr. is an important person to know about because he believed in peace. We already have several pieces of evidence to support our thinking that Martin Luther King Jr. believed in peace.

Teach:

Today I am going to teach you…
…that good readers continue to collect evidence to support a line of thinking while reading. This evidence collection will be important in helping us determine the author's message at the end of the third quadrant of the book. Readers can also use the evidence to make a prediction about how the book will end.

Watch me as I model how I think about what events in the text support our line of thinking that Martin Luther King Jr. believed in peace.

Today we will be using this stem for turn and talk:
When _____, Martin Luther King Jr. proved he believed in peace because _____. This makes me think _____.

📖 **Begin reading chapter 5 of *Martin Luther King Jr.*, starting on page 32 where it says, "Martin took his new position seriously."**

Model:

📖 **Stop after:** "And, in that moment, they realized they had a true leader at last." (p. 34)

When Martin Luther King Jr. told the black people to love their enemies—even after his house had been bombed—**Martin Luther King Jr. proved he believed in peace, because** he chose to love his enemy instead of choosing to hate his enemy. **This makes me think** Martin Luther King Jr. is someone whom people deeply respect.

(Model adding this piece of evidence to the evidence collection box.)

Now it is your turn to look for evidence to prove that Martin Luther King Jr. believed in peace.

Guided Practice:

Stop after: "But Martin and the black community refused to break—and the buses stayed empty." (p. 34)

When Martin Luther King Jr. continued the boycott instead of using weapons, how did he prove he believed in peace?

Turn and talk to your partners using this stem:
When *Martin Luther King Jr. continued the boycott instead of using weapons*, Martin Luther King Jr. proved he believed in peace because _____. This makes me think _____.

(Model adding this evidence to the evidence collection box.)

As I read this next part, continue to look for evidence to prove that Martin Luther King Jr. believed in peace.

Guided Practice:

Stop after: "It was the best ride of his life." (p. 36)

When the Supreme Court decided that segregation on buses was illegal, how did Martin Luther King Jr. prove he believed in peace?

Turn and talk to your partners using this stem:
When *the Supreme Court decided that segregation on buses was illegal*, Martin Luther King Jr. proved he believed in peace because _____. This makes me think _____.

(Model adding this evidence to the evidence collection box.)

Model:

Important events were introduced in this chapter that need to be added to our important events list. Please open up to that list in your reader's notebooks.

On December 21, 1956, the Supreme Court decided that segregation on buses was illegal.

(Model adding this important event to the important events list.)

The bus boycott ended after 381 days.

(Model adding this important event to the important events list.)

Link:

Today and every day when you read…
…I want you to be looking for evidence that supports your line of thinking.

The following chart is a sample showing what your co-created chart *might* look like:

Evidence Collection Box

Line of Thinking:

Martin Luther King Jr. is an important person to know about because he believed in peace.

- Martin became a minister so that he could support the black community.

- Martin hated violence.

- Martin led the Montgomery Bus Boycott.

- After his home was bombed, Martin told the black community, "I want you to love our enemies." p. 34

- Martin continued the boycott instead of using weapons.

- Over a year later the black community won. Segregation on buses was illegal.

Martin Luther King Jr. Unit of Study

Mini-Lesson

In this lesson…students will synthesize the entire text. Summarizing is more rigorous here than at the end of quadrant 1, as students are being asked to synthesize a much larger portion of text. Your students will use the synthesis summary frame to complete their written summaries. Students should be expected to produce third-grade-quality work.

Learning Targets:

Determine theme and summarize text (RI 2)
  • Synthesis summary

Write an expository piece (W 2)
  • Synthesis summary

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Apply and use key vocabulary (L 6)

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 select the most important events from the book before writing a synthesis summary. Yesterday, we selected events from our book that support the author's message.

Teach:

Today I am going to teach you…

…that good readers write a summary after finishing a book, in order to synthesize what they have read. When you synthesize information, you combine all of your thinking to help you understand the book better.

Today we will be using the synthesis summary frame to write a summary of the whole book. When writing a synthesis summary, it is important to be careful to include only the most important events.

Open up your reader's notebooks and title a clean page **Synthesis Summary**. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like third-grade writing.

Review the Synthesis Summary Frame.

Model:

Watch me as I model how I write the first part of the introduction sentence on my paper. Notice how I use two fingers to indent this paragraph.

"The book *Martin Luther King Jr.* by Rob Lloyd Jones tells about Martin's life and why he was important. Martin Luther King Jr. is an important person to know about because he believed in peace."

Notice how my introduction sentence tells the title of the book, the author, and what the book is about. The author's message is introduced in this introduction sentence.

(Allow time for students to copy this introduction sentence on their own paper.)

Model:

Now watch me as I model how I use the important events list to help me write the body paragraph.

The first event we circled on our important events list was, "Martin noticed the differences between the way the black people lived and the way white people lived."

Discuss: When did this event happen?

This event happened when Martin was a young boy. Let's write, "When Martin was a young boy he noticed the differences between the way black people lived and the way white people lived."

(Model writing this first sentence of the body paragraph. Allow time for students to copy this sentence on their own paper.)

Good writers add detail to their writing.

Discuss: How does this event prove that Martin believed in peace?

Let's add, "Martin believed that all people should be treated equally," to our body paragraph.

Guided Practice:

Now it is your turn to continue writing the synthesis summary of *Martin Luther King Jr.* Please add the other important events that we circled to your body paragraph. Remember to tell when the event happened and why the event is important.

Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to students' concluding thoughts from their writing by using the stem:
I agree with you because _____, OR
I disagree with you because _____.)

Synthesis Summary Frame

Introduction Sentence	*The book _____ by _____ tells* _____. This sentence should broadly tell what the whole book is about. This is a one-sentence sum-up.
Body	Tell all of the **most** important events from the book. Include **limited** detail. Make sure the turning point is included in your summary. Use transition words such as: *First, next, then, finally, First, next, after that, in the end, In the beginning, then, after that, finally,*
Conclusion	Your conclusion will reveal the author's message. Use concluding words such as: *In conclusion, All in all, As you can see, It is true, I am thinking, I predict,*

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

Synthesis Summary (Sample):

The book *Martin Luther King Jr.* by Rob Lloyd Jones tells about Martin's life and why he was important. Martin Luther King Jr. is an important person to know about because he believed in peace.

When Martin was a young boy he noticed the differences between the way black people lived and the way white people lived. Martin believed that all people should be treated equally. In 1955, he became the leader of the Montgomery Bus Boycott. Martin didn't like the way black people were being treated on city buses. In 1963, Martin demanded fair treatment and fair pay for black people in Birmingham, Alabama. He led a peaceful march to city hall. On August 28, 1963, Martin led 250,000 protesters to the nation's capital and delivered his "I have a dream" speech. He said, "I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." (p. 55)

In conclusion, Rob Lloyd Jones makes it clear that Martin Luther King Jr. is an important person to know about. Martin Luther King Jr. believed that he could change the way black people were being treated in America through peaceful protest and determination. I am glad we still celebrate Martin Luther King Jr.'s life.

Mini-Lessons

In these lessons…your students will be practicing expository writing. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least five days for this project.

Suggested Lesson Sequence:
- Day 1 – Draft
- Day 2 – Continue drafting
- Day 3 – Revise
- Day 3 – Edit and begin publishing
- Day 4 – Continue publishing
- Day 5 – Share
- Day 6 – Share

Students will use the drafting organizer as a scaffold for their first drafts.

Learning Targets:

Write an expository piece (W 2)
- Literary essay

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Recall information and experiences to build and present knowledge (W 8, 9)

Write for an extended period of time (W 10)

Apply and use key vocabulary (L 3, 6)

Present ideas (SL 4, 6)

Connect:

We have been learning…
…that good readers write in order to monitor their comprehension while reading and get to deeper thinking. We have also learned that readers write in order to synthesize and reflect on their thinking.

Teach:

Today I am going to teach you…
…that good readers write in order to share their thinking about a book with someone else.
Today we will be starting a formal writing project. We will be writing literary essays in response to the book *Martin Luther King Jr.*

For our formal writing, we will be working outside of the reader's notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:
- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

Introduce the prompt.

Introduce the drafting sheet.

Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:
- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

Share Out:

After students complete their writing, have them share their essays with partners or the class. If this were set up as a formal presentation with media support, this activity would meet the requirements of SL 5.

Literary Essay (Sample):

Martin Luther King Jr. believed in using peaceful ways to solve conflict. He believed courageous people respond to conflict peacefully. He also believed it is important to love your enemies, instead of acting hateful. Martin Luther King Jr. was a courageous and loving man. He has taught me that I can show courage and love by living a peaceful life.

Martin Luther King Jr. was courageous because he responded to conflict peacefully. He proved he was courageous when he marched in Birmingham, Alabama. When the policemen blocked the road, Martin Luther King Jr. knelt down and prayed. I proved I was courageous when I asked a bully not to cut in line.

Martin Luther King Jr. showed love for his enemies. He showed love for his enemies after his house was bombed. He didn't fight back. I showed love for my enemies when I invited them to play a game with me at recess.

In conclusion, Martin Luther King Jr. believed in peace. I admire Martin Luther King Jr. because he helped people who were being treated unfairly. He has taught me that it is important to be kind to others, even when they are not kind to you.

	WORD PART	MEANING	PART OF SPEECH
-able	suffix	able to, can be done	adjective
ac-	prefix	to, toward	
ad-	prefix	toward	
-age	suffix		noun or verb
agit	root	to shake up, to act, to lead	
-al	suffix		adjective
-ar	suffix		adjective
-ary	suffix		adjective
-ate	suffix		verb
bat	root	attack	
bellis	root	beauty	
ceal	root	hide, hidden, secret	
civ (cit)	root	city; person inhabiting a city	
clud	root	shut out	
com-	prefix	with, together	
commu	root	common, public, people	
con-	prefix	with, together	
contra-	prefix	against, opposed to	
cour	root	heart	
cris	root	to separate, pull apart	
cuse (caus)	root	cause, reason, purpose	
de-	prefix	down; completely; undo	
dict	root	to talk, speak, tell	
dis-	prefix	not; opposite of	
divid	root	separate	
-ed	suffix		past tense verb or adjective
em-	prefix	into	
en-	prefix	to provide with	
-en	suffix		verb
-ence	suffix		noun
equ	root	same, fair	
ex-	prefix	out, out from, away	
extra-	prefix	beyond	
fac	root	to make, do, cause	

Martin Luther King Jr. Unit of Study

famil	root	close relationship	
fend	root	guard, protect	
fi	root	to make, to cause	
fid	root	belief, trust, faith	
flict (flic, flig)	root	to strike, to destroy	
flu	root	flowing, moving smoothly	
fort	root	well-being, safety, strength	
-ful	suffix	full of	adjective
greg	root	come together, gather	
gener	root	kind	
-ic	suffix		adjective
-ice	suffix		noun
-il	suffix		adjective
in-	prefix	not; toward; inside	
-ing	suffix		present tense verb
-is	suffix		noun
-ism	suffix	belief in, practice of	noun
-ity	suffix		noun
ject	root	throw	
jud	root	to judge	
-ly	suffix		adjective or adverb
-ment	suffix		noun
mire (mira, mirac)	root	to wonder at	
noc	root	to harm, to injure	
-or	suffix	someone who	noun
ordin	root	order	
-ory	suffix	a place	noun
-ous	suffix		adjective
pathy	combining form	feeling, perception	
per-	prefix	through, across	
peril	root	danger	
pleas (plac)	root	to please, peacefulness	
pre-	prefix	before	
press	root	to push down	
pro-	prefix	on behalf of, to go before, to go in front of	

re-	prefix	back, again	
render	root	to give up	
-s	suffix	more than one	plural noun present tense verb
sacr	root	sacred, holy, religious	
satis	root	enough	
sci	root	knowledge, to know	
se-	root	apart from, by yourself	
senti	root	feeling	
sequ	root	follow, following	
sist	root	stand firm	
spic (spec)	root	to see, to look at	
spir (spira)	root	breath of life, soul, spirit	
sub-	prefix	under	
sur-	prefix	above	
sus-	prefix	under	
sym	combining form	with, together	
tali	root	punishment, payment in kind	
tect	root	to cover	
terri (terra)	root	land	
test (testi)	root	witness, one who stands by	
-tion	suffix		noun
un-	prefix	not	
-ure	suffix		noun
vant (vance)	root	move forward	
venge	root	to punish, to inflict damage	
vic (vinc, vict)	root	conquer, win	
volu (volv)	root	bend, turn, turn around	
vulner	root	able to get hurt	
-y	suffix		adjective

Vocabulary: Making Connections

Target Word:

revolution

Context:

"What began as a small protest soon became a <u>revolution</u>…" (blurb)

What it is…

_____

_____

_____

_____

What it is not…

_____

_____

_____

_____

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

| |
| |
| |

I'll remember this word by connecting it to:

(word, phrase, sketch)

| |
| |
| |