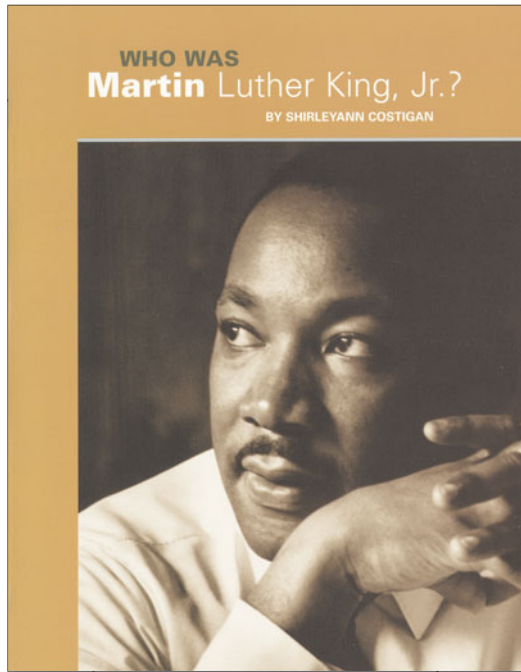



Martin Luther King, Jr.



Leveling Systems
Avenues: ● Beginning
DRA: NF38
Fountas and Pinnell: L
Lexile: 260

This photographic biography describes the character and achievements of Dr. Martin Luther King, Jr. The question-and-answer pattern facilitates reader comprehension. Captions provide additional information. *24 pages, 237 words*

In This Guided Reading Lesson:

Background and Vocabulary	Read the Book	Respond to the Book	Skill Lessons:
<p>Actions and People: follow/follower lead/leader protest/protester speak out/ speaker vote/voter</p> <p>Story Words: forgotten hero violence</p>	<p style="text-align: center;"></p> <p style="text-align: center;">Clarify Meaning</p>	<p>Honoring Heroes: Hero Research</p> <p>Dr. King Time Line: Retell Selection Events</p>	<p>Summarize (PDF)</p>

Build Background

Civil Rights Posters Explain civil rights: **In our country, we have freedoms and rights. For example, we are free to believe and say whatever we want. We also have the right to be treated equally.** Discuss examples of civil rights that are important to students, such as respect and fairness. Then have partners create posters using words and pictures to name and describe rights and freedoms they value. Display the posters as a Wall of Rights.

Build Vocabulary

People and Actions Use the photos on pages 2–3 to introduce the civil rights words. For example, point to Dr. King on page 2 and say: **When you lead, you show others where to go. This man leads the group. He is called the leader.**

Write the words: *follow*, *lead*, *protest*, *speak*, and *vote* on separate index cards. Then make additional cards for *-er* and *-r*. Model how to combine the root words with the correct prefix: **A leader is a person who leads.** Have partners work together to build new words, then complete the sentence frame: *A _____ is a person who _____.*

Hero Stories Use the following passage to introduce the words *hero*, *forgotten*, and *violence*:

- ▶ **Heroes are men and women who keep people safe. They stop bad people from using violence to hurt others. We remember the brave things heroes do. They will never be forgotten.**

Have students complete these sentences:

1. People who are remembered are not _____. (forgotten)
2. _____ are brave people who keep others safe. (Heroes)
3. Some people use _____ to hurt others. (violence)

Key Vocabulary

follow/follower
lead/leader
protest/protester
speak out/speaker
vote/voter

Key Vocabulary

forgotten
hero
violence

1 Preview the Book

Cover This biography tells about Martin Luther King, Jr.'s, life and some of the great things he did.

Pages 2–3 Here are words to know about civil rights. You can use headings, labels, and captions to find information. *Point to the photo for Voting.* These people are **voting** to choose laws and leaders. The woman is a **voter**.

Pages 4–5 When the left page asks *Who Was Martin Luther King, Jr.?*, we learn more about him. *Point to a caption.* Captions tell about people, places, and events in the photos.

Pages 6–7 *Read page 7 aloud.* What does *attend* mean? I'll look for clues. This class only has black students. These other photos show things that black people could not do. Maybe it means that black children could not go to school with white children. I can look up *attend* in a dictionary or ask for help to be sure. Then I'll reread the sentence.

Pages 8–11 Dr. King was a minister. I think a minister works in a church. Where can I check? (photos, other people, dictionaries) The dictionary says that a minister is the **leader** of a church. People listen to a minister's teachings.

Pages 12–17 Dr. King **protested** by telling people his ideas. He was a **speaker** who **spoke out** against things that were wrong. Many people agreed with him and **followed** where he went. Look at page 15. Being a **protester**, or someone who speaks against certain ideas, put him in jail in 1967.

Pages 18–22 Dr. King was against **violence**. He wanted to **lead** people to make changes in peaceful ways. His **followers** did not fight back or hurt anyone. *Turn to page 22.* Dr. King won awards for his ideas on peaceful changes.

Pages 23–24 Dr. King was killed because some people didn't like what he said. Today, he is a **hero** because we remember how he helped people. He will not be **forgotten**.

Back Cover This time line shows events in Dr. King's life.



2 Read the Book

Independent Reading Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Clarify Meaning** Students may have a general idea of certain words and ideas, but may not be completely sure (pages 10: *teachings of the church*; 12: *fight for civil rights*; 13: *prohibited and discrimination*; and 21: *judged and content of their character*). Remind these students to use picture clues and then look words up or ask someone to clarify meanings. Have them reread the section once they understand the word or idea.

3 Respond to the Book

Honoring Heroes Explain: Martin Luther King, Jr., was born on January 15, 1929. Each year, our country celebrates his birthday because he worked for civil rights for all people.

Have partners think of another hero from the past or present who also should be honored with a holiday. They can research dates and events in their hero's life using encyclopedias, almanacs, a current newspaper, or Web sites such as: <http://www.famousbirthdays.com/jan.html>. Then have partners tell about their hero and add the holiday to a group book of important dates.

Dr. King Time Line Mark off equal increments on a Time Line for each year starting at 1963 and ending at 1968. Demonstrate how to put information from the book's text, captions, and back cover on a Time Line. Have volunteers use the Time Line to retell events in the life of Martin Luther King, Jr.

Materials

- Time Line from *Picture It! Big Book*, page 22

Answers will vary. Sample response:

Time Line

Martin Luther King, Jr.

1963
Dr. King gives his "I Have a Dream" speech to 200,000 people.

1964
President Johnson signs the Civil Rights Act.
Dr. King receives the Nobel Peace Prize.

1965
Dr. King leads a march for voting rights.

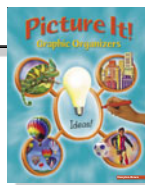
1966
Dr. King marches in Chicago.

1967
Dr. King is put in jail for protesting.

1968
Dr. King dies for what he believes in.

22

Use only a black dry-erase marker.



Picture It! Big Book, page 22

from Martin Luther King, Jr.

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
14	Martin was a man who was not afraid to suffer for what he believed in. He was threatened.		
15	He was arrested.		
16	He was hated,		
17	and he was loved.		
18	Martin was a great speaker.		
19	He spoke out against hate and violence.		
20	He spoke about his hopes and dreams.		
21	"I have a dream that my four little 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. I have a dream today."		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

$$(87 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 87 \text{ words} = \text{ } \%$$

Determine Instructional Needs

<p>If Accuracy Rate Is —→ Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
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Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	The rocket is gro... going very fast.	<ul style="list-style-type: none">Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
	Hesitates or self-corrects after a miscue	
The shuttle orbits the Earth.	The shuttle...?	<ul style="list-style-type: none">Prompt student to find clues in pictures and/or surrounding context.Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.Have student skip the word and read on.
	"Freezes" when faced with an unfamiliar or long word	
No one has been to Mars.	Nobody has been to Mars.	<ul style="list-style-type: none">Ignore if the miscue does not affect comprehension.Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
	Substitutes an incorrect word that makes sense	
There is no liquid water on the Moon.	There is no little water on the Moon.	<ul style="list-style-type: none">Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.
	Substitutes an incorrect word that does not make sense	

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.