

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *Martin Luther King, Jr.* by Kitson Jazyka

Author's Purpose Lesson Plan

Guided Reading Level

Martin Luther King, Jr.
By: Kitson Jazyka
Grade Level: 3 / Guided Reading Level: O

1
Identifying the Author's Purpose

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you read

Summary

Martin Luther King, Jr. is a nonfiction book by Kitson Jazyka that tells about the inspirational life of a well-accomplished man and his contributions to the Civil Rights Movement. Dr. Martin Luther King, Jr. experienced segregation in his childhood, which inspired him to lead peaceful protests that fought for equity and justice. Dr. King was well-known for his speeches, especially his famous "I Have a Dream" speech, which was delivered during the March on Washington in 1963. Dr. King's life was cut-short when he was assassinated, but his legacy lives on through his written words and his memorial in Washington, D.C.

Link to What You Know

- A biography is a book that tells the story of someone's life. Have you read a biography before? If yes, what did you read?
- Do you think it is important to learn about people, places, and events from the past? Why or why not?

Important Words to Know and Understand

Assassinate – To kill someone important or famous

Civil rights – The rights that everyone in a country has

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.

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Author's Purpose Lesson Plan

Martin Luther King, Jr.
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3
Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform or

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3 – The author begins this text by asking a series of questions. Why do you think the author chose to start the book this way? How do these questions help you prepare to read the text?

Pages 14 and 15 – These pages tell about life in the 1930s. What do you think the author wants you to know about life during Martin Luther King, Jr.'s time? How do you know?

Page 20 – This page includes a section of text called, "That's a Fact!" Why do you think the author included this section? Why might it be important for you to know as the reader?

Page 37 – This page includes a section of text called, "In His Own Words." What is the purpose of including Dr. King's real words in the text? How does reading Dr. King's words help you as a reader?

Pages 46 and 47 – What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

Time to Reflect

Think – Kitson Jazyka is the author of *Martin Luther King, Jr.*. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *Martin Luther King, Jr.*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

Write – Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Martin Luther King, Jr.* (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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Determining Importance

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- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you read

3
Determine Importance While Reading

- Look for key words and repeating words
- Notice when the author is using words that are important to the text

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Martin Luther King, Jr.
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1
Making Connections

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you read

3
Make Connections While Reading

- Look for words that you know
- Notice when the author is using words that are important to the text

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Determining Importance

Making Connections

Martin Luther King, Jr.
By: Kitson Jazyka
Grade Level: 3 / Guided Reading Level: O

1
Retelling and Summarizing

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you read

3
Retell and Summarize While Reading

- Think about the text you read
- Notice the main events of the story
- Look for key words and repeating words
- Notice when the author is using words that are important to the text

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Martin Luther King, Jr.
By: Kitson Jazyka
Grade Level: 3 / Guided Reading Level: O

1
Understanding Text Structure

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you read

3
Understand Text Structure While Reading

- Notice the words on the page
- Notice when the author is using words that are important to the text

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Retelling and Summarizing

Understanding Text Structure

Answer Key for Determining Importance with Martin Luther King, Jr.

Pages 4 to 7 – This chapter introduces Martin Luther King, Jr. and his work. What kind of world was Martin Luther King, Jr. working hard to change?

Pages 14 and 15 – These pages tell about life in the 1930s. What do you think the author wants you to know about life during Martin Luther King, Jr.'s time? How do you know?

Pages 16 and 17 – This page includes a section of text called, "That's a Fact!" Why do you think the author included this section? Why might it be important for you to know as the reader?

Pages 20 and 21 – This page includes a section of text called, "In His Own Words." What is the purpose of including Dr. King's real words in the text? How does reading Dr. King's words help you as a reader?

Pages 46 and 47 – What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

Answer Key for Making Connections with Martin Luther King, Jr.

Page 10 – On this page, we learn that Martin Luther King, Jr. was no longer allowed to play with his white friends because of the color of his skin. Make a text-to-world connection. How does this text-to-world connection help you understand the text better?

Answer Key for Retelling and Summarizing with Martin Luther King, Jr.

Pages 4 and 7 – The text begins by telling us who Martin Luther King, Jr. is. Use what you learned on these pages to summarize what Martin Luther King, Jr. worked hard to do and how he did it.

Pages 8 to 12 – These sections inform about Martin Luther King, Jr.'s early life. Tell two important facts that you learned about his life.

Pages 14 and 15 – These pages tell about life in the 1930s. What do you think the author wants you to know about life during Martin Luther King, Jr.'s time? How do you know?

Pages 16 and 17 – This page includes a section of text called, "That's a Fact!" Why do you think the author included this section? Why might it be important for you to know as the reader?

Pages 20 and 21 – This page includes a section of text called, "In His Own Words." What is the purpose of including Dr. King's real words in the text? How does reading Dr. King's words help you as a reader?

Pages 46 and 47 – What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

Answer Key for Identifying the Author's Purpose with Martin Luther King, Jr.

Page 3 – The author begins this text by asking a series of questions. Why do you think the author chose to start the book this way? How do these questions help you prepare to read the text?

Pages 14 and 15 – These pages tell about life in the 1930s. What do you think the author wants you to know about life during Martin Luther King, Jr.'s time? How do you know?

Page 20 – This page includes a section of text called, "That's a Fact!" Why do you think the author included this section? Why might it be important for you to know as the reader?

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Pages 46 and 47 – What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

Answer Key for Understanding Text Structure with Martin Luther King, Jr.

Pages 4 to 7 – These sections explain who Martin Luther King, Jr. was as an adult and as a young boy. In one sentence, describe who M.L.K. was as a boy.

Pages 8 to 12 – These sections explain who Martin Luther King, Jr. was as an adult and as a young boy. In one sentence, describe who M.L.K. was as a boy.

Pages 14 and 15 – These pages tell about life in the 1930s. What do you think the author wants you to know about life during Martin Luther King, Jr.'s time? How do you know?

Pages 16 and 17 – This page includes a section of text called, "That's a Fact!" Why do you think the author included this section? Why might it be important for you to know as the reader?

Pages 20 and 21 – This page includes a section of text called, "In His Own Words." What is the purpose of including Dr. King's real words in the text? How does reading Dr. King's words help you as a reader?

Pages 46 and 47 – What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

Name: _____ ©BookPagez.com

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Martin Luther King, Jr.: Determining Importance

Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

I can figure out the lessons or morals of the stories I read and explain that message using details from the story. CCSS: RI.3.2

Martin Luther King, Jr.: Determining Importance

Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

I can figure out the lessons or morals of the stories I read and explain that message using details from the story. CCSS: RI.3.2

Martin Luther King, Jr.: Determining Importance

Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

I can figure out the lessons or morals of the stories I read and explain that message using details from the story. CCSS: RI.3.2

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Martin Luther King, Jr.: Determining Importance

Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

Martin Luther King, Jr.: Determining Importance

Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

Martin Luther King, Jr.: Determining Importance

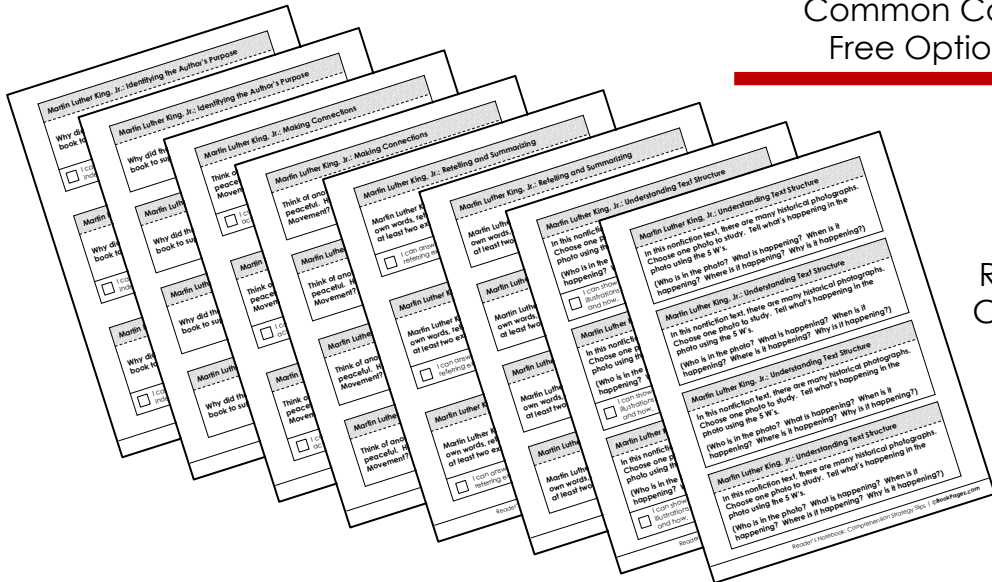
Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

Martin Luther King, Jr.: Determining Importance

Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Determining Importance

What is the topic of your book?

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Determining Importance

Identifying the Author's Purpose

Who is the author of your book?

Identifying the Author's Purpose

Title: _____

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because _____

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Author's Purpose

Making Connections

Circle the features of nonfiction text that were used in your book.

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

Text-to-Self Text-to-Text Text-to-World

Draw a picture of your connection in the box below.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Making Connections

Retelling and Summarizing

What is the topic of your book?

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Retelling and Summarizing

Understanding Text Structure

Tell how the text features in your book helped you understand text structures by completing the table.

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
_____	Page: _____	_____
_____	Page: _____	_____
_____	Page: _____	_____

Text Structures You Might See While Reading

_____	_____
_____	_____
_____	_____

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Understanding Text Structure