**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What inspired Martin Luther King Jr. to dream about changing the world? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text** * Text-based comprehension
* Text-based discussion

(Whole and Small Group) | * My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr. (biography, 1030L)
* Respond to text questions
* Use **Text X-Ray** activities: Zoom in on Key Ideas
* Suggested questions from Teacher’s Guide: 8, 10, 11
 |  |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) |  |
| **Vocabulary**Drawn from the texts | capture, dream, injustice, encounters, preferred, recall, example, inspire, segregation, civil rights movement, imposed, influenced, oppression, inspire |
| **Foundational Skills*** Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities |
| **Language/ Syntax*** Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities |

**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What inspired Martin Luther King Jr. to dream about changing the world? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week |  | 1. Citing evidence from the text, explain why Martin told his mother that he wanted to “turn the world upside down”.
2. Imagine you’re a biographer following Martin Luther King throughout his childhood. Using evidence from the text, describe one event that inspired him to be a leader in the civil rights movement.

  |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.4.1, RI.4.2, RI.4.3, RI.4.10 |
| WritingW.4.2, W.4.4  |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What inspired leaders to fight for change during the Civil Rights Movement? |
|  | 1 | 2 | 3 | 4 | 5 |
| **Anchor Text*** Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Optional 🡪 🡪 |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)*All students experience all texts and resources regardless of level.* | **From the Leveled Readers*** *Sharing a Dream*
* *Thurgood Marshall/ A Voice for Equality*
* *A Leader for All*

**Other Resources**National Geographic for Kids: Martin Luther King Jr. <http://kids.nationalgeographic.com/explore/history/martin-luther-king-jr/>Martin Luther King Jr. “I Have a Dream Speech” <http://www.schooltube.com/video/bcef4580516f12afcad4/Martin%20Luther%20King%20speech> |
| **Vocabulary**Drawn from the texts | Complete Rolling Vocabulary activity |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What inspired leaders to fight for change during the Civil Rights Movement? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Foundational Skills*** Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities |
| **Language/ Syntax*** Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Complete the Writing Process (edit, revise, and publish) with the Culminating Task from the previous week. |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.4.1, RI.4.2, RI.4.3  |
| WritingW.4.2, W.4.4 |