

Open a lifetime of
literacy & learning



Elevate Reading Comprehension with SPIRE Next

- Students struggling with comprehension
- Tier 2 students in grades 3–8
- Whole class or small groups
- Skills-based, genre-specific instruction & practice for comprehension development
- Fiction, non-fiction, poetry, informational text & more
- Components, Levels A–F:
 - Student Editions
 - Teacher's Manuals
 - Assessments
 - Answer Keys



Why SPIRE Next?

Simple

- Genre-based so can choose where you start or what lessons you use in the book
- Teacher's manual provides highly scaffolded, in-depth instruction and modeling of skills and strategies to support close reading

Sustainable

- Easy to implement
- Heavy teacher support and prompts in the Teacher's Manual

Supportive

- Meets students where they are
 - Highly scaffolded direct instruction and practice using gradual release model
- Additional support for striving readers and English language learners



SPIRE Next Lexiles–Lowest to Highest, Levels A and B

SPIRE Next Level A	Low Lexile	High Lexile
Myths/Fables	660	800
Short Stores	610	660
Poetry	NP	NP
Drama	NP	NP
Literary Nonfiction – Biography	750	810
Historical Nonfiction	730	760
Scientific Nonfiction	670	760
Technical Texts	720	830
SPIRE Next Level B	Low Lexile	High Lexile
Myths	800	880
Short Stories	690	740
Drama	NP	NP
Poetry	NP	NP
Historical Nonfiction	830	920
Scientific Nonfiction	830	920
Technical Texts	910	970
Literary Nonfiction	810	890

Lexile Levels – Lowest to Highest, Levels C and D

SPIRE Next Level C	Low Lexile	High Lexile
Short Stories	770	820
Poetry	NP	NP
Drama	NP	NP
Graphic Novel	850	850
Traditional Literature	790	920
Literary Nonfiction	930	1000
Historical Nonfiction	890	1020
Technical Texts	890	990
Scientific Nonfiction	900	1010
Persuasive Nonfiction	870	1070
SPIRE Next Level D	Low Lexile	High Lexile
Fiction	970	1010
Drama	NP	NP
Poetry	NP	NP
Historical Fiction	900	980
Literary Nonfiction	930	1050
Historical Texts	960	1060
Scientific Texts	970	1080
Technical Texts	980	1060
Persuasive Nonfiction	940	1070
Primary & Secondary Sources	940	1030

Lexile Levels – Lowest to Highest, Levels E and F

SPIRE Next Level E	Low Lexile	High Lexile
Traditional Literature	980	1060
Historical Nonfiction	920	1110
Drama	NP	NP
Poetry	NP	NP
Scientific Texts	1020	1120
Technical Texts	1070	1090
Persuasive Nonfiction	1010	1150
Literary Nonfiction	1050	1110
Historical Texts	1020	1080
Primary & Secondary Sources	910	1030
SPIRE Next Level F	Low Lexile	High Lexile
Fiction	1070	1140
Traditional Literature	1040	1180
Drama	NP	NP
Poetry	NP	NP
Literary Nonfiction	1060	1180
Historical Texts	1070	1160
Scientific Texts	1040	1110
Technical Texts	1040	1110
Persuasive Nonfiction	1060	1180
Primary & Secondary Sources	710	1340

How Do I Implement SPIRE Next with My Tier 2 Students?

- **Option 1** – You can implement SPIRE Next with your Tier 2 students exactly as the program is written.*
 - You can give your students Practice Test 1 and use the results as a baseline measure of students' reading comprehension levels before starting the Student Edition lessons. You can then use **Practice Test 2** to measure students' progress after completing the program. *And keep in mind, the lessons do NOT have to be done in any specific order.*
 - Follow the detailed instructions for each Lesson, guiding students through the **Close Read** process for each selection in the Lesson.
 - Each Lesson ends with a **Read On Your Own** which is done independently and finally there is a **Lesson Quiz** made up of multiple-choice and short-answer questions.

***This is a great option if you will be using SPIRE Next throughout the entire school-year.**

Option 2 – SPIRE Next Implementation

• You can select *only* the lessons that cover the Genre’s your students struggle the most to comprehend. You may know this based on data you already have on your students or from data on the end-of-year assessment.

• Option 2 is sometimes used in a summer school or in an after-school setting.

Contents	
Fiction	
Lesson 1: Myths and Fables	5
The Two Weavers Ask and Answer Questions • Characters and Character Traits	8
The Ant and the Grasshopper Sequence • Characters’ Actions	16
So Say the Little Monkeys Determine Central Message • Setting	22
Read on Your Own The Parrot King and the Fig Tree	28
Lesson 2: Short Stories	33
Danny, the New Boy Make Inferences • Describe How Chapters Build	36
Summer Danny Compare and Contrast • Explain Illustrations	44
Read on Your Own Nina’s Big Day	50
Lesson 3: Poetry	55
My Little Neighbor/Travel Visualize • Structure, Rhyme, and Rhythm	58
The Fly/The Land of Counterpane Paraphrase • Nonliteral Language	64
Read on Your Own The Moon	70
Lesson 4: Drama	75
A Career Day Lesson Make Predictions • Parts of a Drama	78
How Honeybee Got Her Stinger Summarize • Point of View	86
Read on Your Own The Unknown Singer	94
Nonfiction	
Lesson 5: Literary Nonfiction: Biography	101
Thurgood Marshall: A Life for Equal Rights Main Idea and Key Details • Point of View	104
Maya Lin: A Young Artist with Courage Ask and Answer Questions • Nonliteral Language	112
Jacques Cousteau: Keeper of the Ocean Make Inferences • Text Features	118
Read on Your Own Cesar Chavez: A Man for the Workers	126
Lesson 6: Historical Nonfiction	131
The Rush for Gold Sequence of Events • Use Information from Illustrations	134
Gold Rush Success Stories Compare and Contrast • Text Features	140
Read on Your Own New Orleans: The City with a Long History	146
Lesson 7: Scientific Nonfiction	151
Tarantulas: Giants of the Spider World Cause and Effect • Diagrams and Photos	154
The Red Planet: Is There Life on Mars? Draw Conclusions • Text Features	162
Read on Your Own The Narwhal: Unicorn of the Sea	168
Lesson 8: Technical Texts	173
Protecting Our Food Supply Steps in a Procedure • Charts	176
All about Volcanologists Skim and Scan for Details • Text Features	184
Read on Your Own How the Mail Moves	190
Glossary	197

Option 3 – SPIRE Next Implementation

- You can follow the **Generic Pacing Guide** (provided) which maps out how to do the different reads OR you can also just select the genre and *only one* of the reads to do and follow the instructions for that read. Some teachers will select the Lesson, then the read and skills, and complete.





Here is an example:

SPIRE Next Level C, Lesson 4, Graphic Novel.

Read 1–The Last Training Mission, Part 1.

Skills Covered: Visual Elements, Synonyms and Antonyms, Recognize Graphic Novels, Sequence of Events. This choice was made due to the teacher wanting to cover those skills knowing these skills are those students have struggled with in the past.

No other read is going to be completed. The teacher may choose to move on to another lesson. *Remember the SPIRE Next lessons do NOT have to be done in any specific order.*

LESSON 4		Graphic Novel		
	Student Edition Page	OBJECTIVES	SKILLS	
CLOSE READ / TOGETHER	The Last Training Mission, Part 1 	78	<ul style="list-style-type: none"> Analyze how visual elements contribute to the meaning, tone, or beauty Consult a thesaurus to find synonyms and antonyms to better understand each word 	<ul style="list-style-type: none"> Visual Elements Synonyms and Antonyms Recognize Graphic Novels Sequence of Events
	The Last Training Mission, Part 2 	86	<ul style="list-style-type: none"> Draw inferences from the text Determine a theme from details in the text Explain the meaning of common idioms 	<ul style="list-style-type: none"> Draw Inferences Theme Idioms Recognize Graphic Novels
RESPOND TO TEXT	How Visual Elements Contribute to Meaning, Beauty, and Tone 	92	<ul style="list-style-type: none"> Analyze how visual elements contribute to meaning, tone, or beauty 	<ul style="list-style-type: none"> How Visual Elements Contribute to Meaning, Beauty, and Tone Write a Response
READ ON YOUR OWN	Sammy Gets His Act Together 	94	<ul style="list-style-type: none"> Draw inferences from the text Determine a theme from details in the text Analyze how visual elements contribute to meaning, tone, or beauty Consult a thesaurus to find synonyms and antonyms to better understand each word Explain the meaning of common idioms 	<ul style="list-style-type: none"> Draw Inferences Theme Visual Elements Synonyms and Antonyms Idioms Sequence of Events

Generic Pacing Guide – 60 Minute Time Frame

Lesson Title (Short Stories, Drama, etc)	60-Minute Implementation Time Frame
Day 1 – Title of Read/Story	Teach both Practice Skill Lessons Begin Reading the selection stopping to discuss and support students as they fill out both graphic organizers. (Comprehension and Literary Skill .)
Day 2 – Title of Read/Story (same as above)	Finish reading the selection. Go over all answers on the graphic organizers correcting any misconceptions and/or wrong answers. *Optional Vocabulary Lesson
Day 3 – Second Read (Different Selection)	Teach both Practice Skill Lessons Begin Reading the selection stopping to discuss and support students as they fill out both graphic organizers. (Comprehension and Literary Skill .)
Day 4 – Second Read	Finish reading the selection. Go over all answers on the graphic organizers correcting any misconceptions and/or wrong answers. *Optional Vocabulary Lesson
Day 5 – Third Read (Independently)	Read On Your Own – Comprehension Check Students will read the final selection on their own using the orange and green boxes for support. Students will complete the Comprehension Check questions.

This pacing guide teaches both Practice Skill Lessons at the same time, then the students with teacher support, read the selection and answer the questions in both **orange** and **green** callout boxes.

The same thing is done with the Second selection and finally, students do the **Read On Your Own** and answer the Comprehension Check questions independently.

How Do I Implement SPIRE Next with My Tier 2 SPIRE Students?

1. Check the Lexile Level Chart to help determine which Level A-F would be the best fit for your SPIRE students.
2. Give Practice Test 1 to determine a baseline measure of students' reading comprehension levels.*
****This is OPTIONAL for SPIRE students as they usually need reading comprehension support in ALL Genres.***
3. SPIRE students may not have the stamina to complete all 3 reads of each selection. The **Generic Pacing Guide** can help plan your instruction. It works like this:
 - The teacher selects what Lesson to cover-i.e. Short Stories.
 - Teach both **Practice Skill Lessons** together - **Comprehension Skill** and **Literary/Genre Skill**
 - Read the selection-a combination teacher read aloud, student read aloud is suggested.
 - Students (with teacher support) fill out the corresponding worksheets/graphic organizers.
 - Discuss answers as everyone moves through the reading selection.
 - **Vocabulary Worksheet** can be completed as a group-teacher led instruction. ****Optional***

Repeat the Process with the Second Reading Selection

1. Repeat the **Close Read** process with the Second Reading Selection. Teach both **Practice Skill** lessons, read the selection aloud (combination teacher and students), supporting students as they fill out the orange and green callout boxes.
2. **Vocabulary Worksheet** can be completed as a group, teacher-led instruction. *Optional
3. Students complete the **Read On Your Own** independently. Teacher can check the **Comprehension Questions**.
4. Lesson Quiz can be completed independently.
5. For SPIRE students we recommend the Third-read be done either whole class/group as oral discussion OR not at all. SPIRE students may just need time focusing on the Comprehension Skills and Literary Skills which they will get during the First and Second read.

The Three-Read Process

Color-coded callouts in the margins of each Student Edition selection contain scaffolding that aligns to particular skills. The matching color-coded instructional boxes in the Teacher's Manual help you provide the right support and scaffolding for each reading of the selection.

- **First-read callouts** focus on the reading comprehension skill taught with the selection.
- **Second-read callouts** focus on the literary or genre skill taught with the selection.
- **Third-read callouts** focus on critical-thinking skills.

Additional Lesson Supports

- **Fluency Assessments** – There is a fluency selection for most lessons in the Student Edition, located at the back of the Teacher’s Manual. If the genre is not appropriate for a fluency assessment, an alternate activity will be provided.
- **Supporting Struggling Learners** – These callouts are keyed to instruction at point of use. They appear at multiple points in each selection to identify potential stumbling blocks and provide a corrective strategy in a diagnostic-prescriptive model as this example shows.
- **Supporting English Language Learners** – features are also at multiple points in each lesson to provide second-language learning best practices to support English learners in understanding the selection and developing the oral language skills of the English learners.
- **Vocabulary Think-Aloud** – these callouts model how good readers actively think about vocabulary while reading. Deepening Vocabulary Understanding encourages students to have meaningful discussions that use the words in context, solidifying students’ grasp of the words’ meanings.


*** SUPPORTING STRUGGLING LEARNERS**

Observation	Action
Students have difficulty locating the clues that help them compare and contrast the settings.	To scaffold the activity, ask guiding questions. <i>Where is Rosalie at the beginning? You can find this information in the first and third sentences. Where is Rosalie at the end? Where can you find this information? What is similar and different about these settings?</i>

SUPPORTING ENGLISH LANGUAGE LEARNERS

Write the word *tryouts* on the board. If necessary, explain that a tryout is an event where people show off their abilities or talents. At a tryout, a coach or judge decides if the person trying out is good enough to join the team or group. Talk about what people do at a baseball tryout, such as run bases, hit, throw, and catch. As a group, write a list of activities that require tryouts. Invite students to describe their experiences at different kinds of tryouts.

Vocabulary:
Context Clues

 When I read that Rhody wasn't feeling so sure of himself, I guessed that *insecure* must mean "unsure of oneself." When I replace the word with this definition, the sentence makes sense.

Deepening Vocabulary Understanding

- What are some of Cole's accomplishments?
- How would you feel about a rival usurping your position on a team?

Respond to Text

- An in-depth writing assignment
- Discussion starters to scaffold the writing assignment for struggling students
- Interactive Think-Aloud script
- Sample answers for the scaffolding questions
- Prepare for Writing helps students understand the purpose and outcome of the writing task
- A four-point rubric for scoring the final written responses from the students.

**Optional for current or recent SPIRE students. This might be an option to have students do after you have completed several other SPIRE Next lessons and students have made gain in their reading comprehension and feel comfortable with the Close Read process.*

Respond to Text: *Compare and Contrast*

Build Background

Have a volunteer read aloud the information at the top of the page and the Try It activity.

I know that both stories take place in the present. In both stories, the main characters are students. In one, they are boys and in the other they are girls.

How else are the stories alike and different? What is the theme, or message, of each story? How are the themes similar or different?

Scaffold Discussion

Have partners discuss the questions together and take a few notes about their ideas for their writing assignment.

The stories are similar because . . . and they are different because . . .

Prepare for Writing

Read aloud the On Your Own task and the Checklist for a Good Response. Ask students to repeat in their own words their understanding of the assignment. Remind students that a good compare-and-contrast paragraph begins with a topic sentence, uses details to compare and contrast the characters and themes, supports its ideas with evidence from the selections, and ends with an interesting conclusion.

Respond to Text: Compare and Contrast

"The Star" and "Sing Me a Friend" are both realistic fiction and have similar themes about friendship and jealousy. A theme is a message about life that the author wants you to understand.

Try It Think about what you learned about characters and plot and how you might compare and contrast the two stories.

Discuss

How are the two stories similar? How are they different? What message did the author of each story try to tell you? How did the authors approach the topics of jealousy and friendship in the stories?

On Your Own

Decide what theme the stories share. Then, write a paragraph in which you compare and contrast how each author shows that theme through the stories' events and characters' actions. Include details in your writing that support your points. Use the next page to help you plan your response. Then write your paragraph on a separate sheet of paper.



Checklist for a Good Response

A good paragraph

- ✓ includes the names of the two stories.
- ✓ compares and contrasts the characters.
- ✓ compares and contrasts the shared theme.
- ✓ explains how the authors approached the themes.
- ✓ shows your understanding of each of the stories.
- ✓ includes a topic sentence, supporting ideas, and a concluding statement.

22 Lesson 1 • Short Stories

* SUPPORTING STRUGGLING LEARNERS

Observation

Students have difficulty identifying the theme of the selections.

Action

Remind students that the theme is the big idea the author conveys through the character's words, thoughts, and actions. *Think about the characters and plots in the two stories. How does each story end? What lesson about life do the characters learn? What are the authors trying to say about the importance of being talented or having close relationships? Remind students that they should support their ideas with evidence from the selections.*

Sample Pacing Guides

These are sample pacing guides, one per Levels A-F. These are suggested for students either exiting the SPIRE program or as a companion to SPIRE students who are in Level 4 or above. The guides are for a 60-minute time frame.

Sample Pacing Guide – Level A

Lesson 1 – Myths and Fables	60 - Minute Implementation Time Frame
Day 1 – <i>The Two Weavers</i>	Teach both Practice the Skill Lessons Ask and Answer Questions – Comprehension Skill Characters and Character Traits – Literary Skill Begin reading <i>The Two Weavers</i> stopping to discuss and support students as they answer questions on their graphic organizers.
Day 2 – <i>The Two Weavers</i>	Finish reading <i>The Two Weavers</i> . When finished go over all answers on the graphic organizers, discussing answers and correcting misconceptions and/or wrong answers. *Optional Vocabulary: Roots and Prefixes with the students.
Day 3 – <i>The Ant and the Grasshopper</i>	Teach both Practice the Skill Lessons Sequence – Comprehension Skill Characters’ Actions – Literary Skill Begin reading <i>The Ant and the Grasshopper</i> stopping to discuss and support students as they answer questions on their graphic organizers.
Day 4 – <i>The Ant and the Grasshopper</i>	Finish reading <i>The Ant and the Grasshopper</i> stopping to discuss and support students as they finish answering questions on their graphic organizers. *Optional Vocabulary: Roots and Suffixes.
Day 5 – <u>So Say the Little Monkeys</u>	Teach both Practice the Skill Lessons Determine Central Message – Comprehension Skill Setting – Literary Skill Read <i>So Say the Little Monkeys</i> stopping to discuss and support students as the fill out their graphic organizers. Optional Vocabulary: Context Clues
Day 6 – <u>So Say the Little Monkeys</u>	Finish reading <i>So Say the Little Monkeys</i> . Class discussion and review of answers on graphic organizers. Clear up misconceptions and correct wrong answers.
Day 7 – <i>The Parrott King and the Fig Tree</i>	Read on Your Own – Comprehension Check Students will read <i>The Parrott King and the Fig Tree</i> as independent reading. Remind them to use the interactive orange and green boxes only as support while they read and when finished, have them complete the Comprehension Check questions.

Sample Pacing Guide – Level B

Lesson 2: Short Stories	60-Minute Time Frame
Day 1: <i>Things That Go Thump in the Night</i>	Teach both Practice the Skill Lessons Draw Inferences - Comprehension Skill Idioms, Adages, and Proverbs - Literary Skill Begin reading <i>Things That Go Thump in the Night</i> stopping to support students as they answer questions on their worksheets.
Day 2: <i>Things That Go Thump in the Night</i>	Finish reading <i>Things That Go Thump in the Night</i> . When finished go over all answers on both worksheets, discussing answers and correcting misconceptions and/or wrong answers. *Optional Vocabulary: Context Clues
Day 3: <i>What Are Friends For?</i>	Teach both Practice the Skill Lessons Draw Conclusions – Comprehension Skill Point of View – Literary Skill Begin reading <i>What Are Friends For?</i> stopping to discuss the story and support students as they answer questions on their worksheets.
Day 4: <i>What Are Friends For?</i>	Finish reading <i>What Are Friends For?</i> When finished reading go over all answers on both worksheets, discussing answers and correcting misconceptions and/or wrong answers. *Optional Vocabulary: Greek and Latin Prefixes and Roots
Day 5: <i>The Wolf Who Cried Boy</i>	Read On Your Own – Comprehension Check Have students read “ <i>The Wolf Who Cried Boy</i> ” as independent reading. Remind them to use the interactive questions from the orange and green boxes as support. Answer the Comprehension Check questions.

Sample Pacing Guide – Level C

Lesson 4: Graphic Novel	60-Minute Time Frame
Day 1: <i>The Last Training Mission, Part 1</i>	Teach both Practice the Skill Lessons Sequence of Events – Comprehension Skill Visual Elements – Literary Skill Begin reading <i>The Last Training Mission, Part 1</i> stopping to support students as they answer questions on their graphic organizers.
Day 2: <i>The Last Training Mission, Part 1</i>	Finish reading <i>The Last Training Mission, Part 1</i> . When finished go over all answers on both graphic organizers, discussing answers and correcting misconceptions and/or wrong answers. *Optional Vocabulary: Synonyms and Antonyms
Day 3: <i>The Last Training Mission, Part 2</i>	Teach both Practice the Skill Lessons Draw Inferences – Comprehension Skill Theme – Literary Skill Begin reading <i>The Last Training Mission, Part 2</i> stopping to support students as they answer questions on their graphic organizers.
Day 4: <i>The Last Training Mission, Part 2</i>	Finish reading <i>The Last Training Mission, Part 2</i> . When finished go over all answers on both graphic organizers, discussing answers and correcting misconceptions and/or wrong answers. *Optional Vocabulary: Idioms
Day 5: <i>Sammy Gets His Act Together</i>	Read On Your Own – Comprehension Check Have students read “ <i>Sammy Gets His Act Together</i> ” as independent reading. Remind them to use the interactive questions from the orange and green boxes as support. Answer the Comprehension Check questions.

Sample Pacing Guide – Level D

Lesson 4 – Historical Fiction	60 – Minute Implementation Time Frame
Day 1 – <i>The Warrior Makers</i>	Teach both Practice the Skill Lessons Cite Textual Evidence for Inferences – Comprehension Skill Word Choice and Tone – Literary Skill Begin reading <i>The Warrior Makers</i> stopping to discuss and support and students as they answer questions on their graphic organizers.
Day 2 – <i>The Warrior Makers</i>	Finish reading <i>The Warrior Makers</i> . When finished go over all answers on both graphic organizers, discussing answers and correcting misconceptions and/or wrong answers. *Optional Vocabulary: Domain-Specific Vocabulary
Day 3 – <i>Cleopatra’s Revenge</i>	Teach both Practice Skill Lessons Make Predictions – Comprehension Skill Point of View – Literary Skill Begin reading <i>Cleopatra’s Revenge</i> stopping to discuss and support and students as they answer questions on their graphic organizers.
Day 4 – <i>Cleopatra’s Revenge</i>	Finish reading <i>Cleopatra’s Revenge</i> . When finished go over all answers on both graphic organizers, discussing answers and correcting misconceptions and/or wrong answers. *Optional Vocabulary: Use Word Relationships to Understand Words.
Day 5 – <i>Farewell to Vinland</i>	Read on Your Own – Comprehension Check Students will read <i>Farewell to Vinland</i> as independent reading. Remind them to use the interactive orange and green boxes only as support while they read and when finished, have them complete the Comprehension Check questions.

Sample Pacing Guide – Level E

Lesson 6 – Technical Texts	60 – Minute Implementation Time Frame
<p>Day 1 – <i>Have a Ball!</i></p>	<p>Teach both Practice Skill Lessons Identify Steps in a Process – Comprehension Skill Integrate Visual Information – Literary Skill Begin reading <i>Have a Ball!</i> stopping to discuss and support students as they answer questions on their graphic organizers.</p>
<p>Day 2 – <i>Have a Ball!</i></p>	<p>Finish reading <i>Have a Ball!</i> When finished go over all answers on both graphic organizers discussing answers and correcting misconceptions and/or wrong answers. *Optional Vocabulary: Determine the Meaning of Multiple-Meaning Words.</p>
<p>Day 3 – <i>In the Subzero Closet</i></p>	<p>Teach both Practice Skill Lessons Skim and Scan – Comprehension Skill Analyze Text Structure – Literary Skill Begin reading <i>In the Subzero Closet</i> stopping to discuss and support students as they answer questions on their graphic organizers.</p>
<p>Day 4 – <i>In the Subzero Closet</i></p>	<p>Finish reading <i>In the Subzero Closet</i>. Class discussion and review of answers on the graphic organizers. Clear up misconceptions and correct wrong answers. *Optional Vocabulary: Domain-Specific Vocabulary.</p>
<p>Day 5 – <i>Touch-tastic!</i></p>	<p>Read on Your Own – Comprehension Check Students will read <i>Touch-tastic!</i> as independent reading. Remind them to use the interactive orange and green boxes only as support while they read and when finished, have them complete the Comprehension Check questions.</p>

Sample Pacing Guide – Level F

Lesson 6 – Historical Texts	60 – Minute Implementation Time Frame
<p>Day 1 – <i>The Great Influenza Pandemic of 1918</i></p>	<p>Teach both Practice Skill Lessons Draw Inferences - Comprehension Skill Fact, Opinion, and Reasoned Judgement – Literary Skill Begin reading <i>The Great Influenza Pandemic of 1918</i> stopping to discuss and support students as they answer questions on their graphic organizers.</p>
<p>Day 2 – <i>The Great Influenza Pandemic of 1918</i></p>	<p>Finish reading <i>The Great Influenza Pandemic of 1918</i>. When finished go over all answers on both graphic organizers discussing answers and correcting misconceptions and/or wrong answers. *Optional Vocabulary: Domain-Specific Vocabulary</p>
<p>Day 3 – <u><i>Hairstory</i></u></p>	<p>Teach both Practice Skill Lessons Compare and Contrast – Comprehension Skill Text Structures – Literary Skill Begin reading <u><i>Hairstory</i></u> stopping to discuss and support students as they answer questions on their graphic organizers.</p>
<p>Day 4 – <u><i>Hairstory</i></u></p>	<p>Finish reading <u><i>Hairstory</i></u> stopping to discuss and support students as they finish answering questions on their graphic organizers. *Optional Vocabulary: Consult Dictionaries and Glossaries to Determine Word Meaning.</p>
<p>Day 5 – <i>Nuclear Disasters</i></p>	<p>Read on Your Own – Comprehension Check Students will read <i>Nuclear Disasters</i> as independent reading. Remind them to use the interactive orange and green boxes only as support while they read and when finished, have them complete the Comprehension Check questions.</p>