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literacy & learning

SPIRE NEXT
Pacing Guides



Helpful Hints...





- Levels A-F have 8-10 lessons each
- Lessons may be taught in an order
- Within a Lesson, teachers can select to do all “reads” and teach all skills OR they can just do one “read” and teach the skills associated with that “read”
- Pacing Guides and Time Frames are just suggestions as individual classes and students may need more or less time than designated.

SPIRE Next: 30 minutes 3x per week

Day	Focus	Breakdown	Activities
Day 1: Mini Skill Lesson & Reading	Comprehension Skill & Close Reading	-10 min: Skill Lesson -20 min: Close Reading (Read -aloud / Shared Reading)	-Teacher explicitly teaches Skill Lesson, students respond/discuss -Read text asking and students answering questions in the call out boxes
Day 2: Close Reading	Comprehension Skill & Close Reading	-5 min: Review Skill and text from Day 1 -25: Close Reading (Read-aloud / Shared Reading)	-Finish reading text asking and students answering questions in the call out boxes
Day 3: Vocabulary	Vocabulary	-20 min: Vocabulary lesson -10 min: Wrap-up	Targeted Vocabulary lesson-teacher explicitly teaches, and students complete individually

LESSON 2 Short Stories

	Student Edition Page	OBJECTIVES	SKILLS
CLOSE READ TOGETHER	<i>Things That Go Thump in the Night</i> 	<ul style="list-style-type: none"> Use details from text and prior knowledge to draw inferences Use context as a clue to the meaning of a word or phrase Recognize and explain the meaning of idioms, adages, and proverbs 	<ul style="list-style-type: none"> Draw Inferences Context Clues Idioms, Adages, and Proverbs Recognize Short Stories
	<i>What Are Friends For?</i> 	<ul style="list-style-type: none"> Identify the point of view from which stories are narrated Use Greek and Latin prefixes and roots as clues to the meaning of a word 	<ul style="list-style-type: none"> Point of View Greek and Latin Prefixes and Roots Draw Conclusions Recognize Short Stories

Teachers have the option of selecting any lesson to use with their students. Teachers can also select from the **Lesson Overview Chart** which selection to read and which skills to teach. For example, **in Lesson 2: Short Stories**, a teacher may decide to just do the first read, *Things That Go Thump in the Night* and focus on the comprehension skill of **Drawing Inferences**.

SPIRE Next: 30 minutes 5x per week

Day	Focus	Breakdown	Activities
Day 1: Mini Skill Lesson & Reading	Comprehension Skill & Close Reading	-10 min: Skill Lesson -20 min: Close Reading (Read-aloud / Shared Reading)	-Teacher explicitly teaches Skill Lesson, students respond/discuss -Read text asking and students answering questions in the call out boxes
Day 2: Close Reading	Comprehension Skill & Close Reading	-5 min: Review Skill and passage from Day 1 -25: Close Reading (Read-aloud / Shared Reading)	-Finish reading text asking and students answering questions in the call out boxes
Day 3: Vocabulary	Vocabulary	-20 min: Vocabulary Lesson -10 min: Wrap-up	-Targeted Vocabulary lesson-teacher explicitly teaches, and students complete individually
Day 4: Mini Skill Lesson & Reading	Genre Skill & Close Reading	-10 min: Skill Lesson -20 min: Close Reading (Read-aloud / Shared Reading)	-Teacher explicitly teaches Skill Lesson, students respond/discuss -Read text asking and students answering question in the call out boxes
Day 5: Close Reading	Genre Skill & Close Reading, Critical Thinking	-10 min: Close Reading -15 min: Critical Thinking - 5 min: Wrap-Up	-Finish reading text and students finish their worksheet -Students reread independently and answer questions on the Critical Thinking Worksheet.

SPIRE Next: 60 minutes 3x per week

Day	Focus	Breakdown	Activities
Day 1: Mini Skill Lesson, Reading, and Vocabulary	Comprehension Skill & Close Reading and Vocabulary	<ul style="list-style-type: none"> -10 min: Skill Lesson -40 min: Close Reading (Read-aloud / Shared Reading) -10 min: Vocabulary lesson -10 min: Wrap-up 	<ul style="list-style-type: none"> -Teacher explicitly teaches Skill Lesson, students respond/discuss -Read text asking and students answering questions in the call out boxes -Targeted Vocabulary lesson-teacher introduces vocabulary lesson (to be completed the following day)
Day 2: Mini Skill Lesson, Reading and Vocabulary	Genre Skill & Close Reading and Vocabulary	<ul style="list-style-type: none"> -15 min: Students complete Vocabulary Lesson and teacher checks -10 min: Skill Lesson -30 min: Close Reading (Read-aloud / Shared Reading, or Partner Reading) - 5 min: Wrap-up 	<ul style="list-style-type: none"> -Brief review of Vocabulary Lesson and students complete -Teacher explicitly teaches Skill Lesson, students respond/discuss -Read text asking and students answering questions in the call out boxes
Day 3:	Close Reading for Critical Thinking Questions	<ul style="list-style-type: none"> - 5 min: Discuss Critical Thinking Questions -15 min: Students complete 3rd read and corresponding worksheet -10 min: Skill Lesson for Second Read -20 min: Close Reading (Read-aloud / Shared Reading) - 5 min: Wrap Up 	<ul style="list-style-type: none"> -Teacher explicitly goes over what Critical Thinking is, then students read independently and complete worksheet (could also be done whole class) -Teacher explicitly teaches Skill Lesson for the second story following previous procedure -Read text and work through questions in the call out boxes

With a 60-minute time frame, usually students can complete all 3 three reads of the text using the corresponding Worksheets as well as the Vocabulary Lesson.

SPIRE Next: 60 minutes 5x per week

Day	Focus	Breakdown	Activities
Day 1: Mini Skill Lesson, Reading, and Vocabulary	Comprehension Skill & Close Reading and Vocabulary	-10 min: Skill Lesson -40 min: Close Reading (Read-aloud / Shared Reading) -10 min: Vocabulary lesson -10 min: Wrap-up	-Teacher explicitly teaches Skill Lesson, students respond/discuss -Read text asking and students answering questions in the call out boxes -Targeted Vocabulary lesson-teacher introduces vocabulary lesson (to be completed the following day)
Day 2: Mini Skill Lesson, Reading and Vocabulary	Genre Skill & Close Reading and Vocabulary	-15 min: Students complete Vocabulary Lesson and teacher checks -10 min: Skill Lesson -30 min: Close Reading (Read-aloud / Shared Reading, or Partner Reading) - 5 min: Wrap-up	-Brief review of Vocabulary Lesson and students complete -Teacher explicitly teaches Skill Lesson, students respond/discuss -Read text asking and students answering questions in the call out boxes
Day 3:	Close Reading for Critical Thinking Questions	- 5 min: Discuss Critical Thinking Questions -15 min: Students complete 3 rd read and corresponding worksheet -10 min: Skill Lesson for Second Read -20 min: Close Reading (Read-aloud / Shared Reading) - 5 min: Wrap Up	-Teacher explicitly goes over what Critical Thinking is, then students read independently and complete worksheet (could also be done whole class) -Teacher explicitly teaches Skill Lesson for the second story following previous procedure -Read text and work through questions in the call out boxes

SPIRE Next: 60 minutes 5x per week continued...

Day	Focus	Breakdown	Activities
Day 4: Mini Skill Lesson and Close Reading This is for the 2nd story in the Lesson Overview Chart.	Comprehension Skill & Close Reading	-10 min: Skill Lesson -40 min: Close Reading (Read-aloud / Shared Reading) -10 min: Wrap-up	-Teacher explicitly teaches Skill Lesson, students respond/discuss -Read text asking and students answering questions in the call out boxes
Day 5: Vocabulary Lesson, Mini Skill Lesson and Close Reading	Vocabulary, Genre Skill & Close Reading	-20 min: Vocabulary Lesson -10 min: Skill Lesson -30 min: Close Reading (Read-aloud / Shared Reading, or Partner Reading)	-Teacher explicitly teaches Vocabulary Lesson then students complete on their own -Teacher explicitly teaches Skill Lesson, students respond/discuss -Read text asking and students answering questions in the call out boxes

Teachers may choose to do the **Critical Thinking Questions** with the whole class after students have finished the second read. Then, students would do the **Respond To Text Activity** on the next school day.

The **Read on Your Own Procedure** usually would take another class period—about 60 minutes and is done independently.