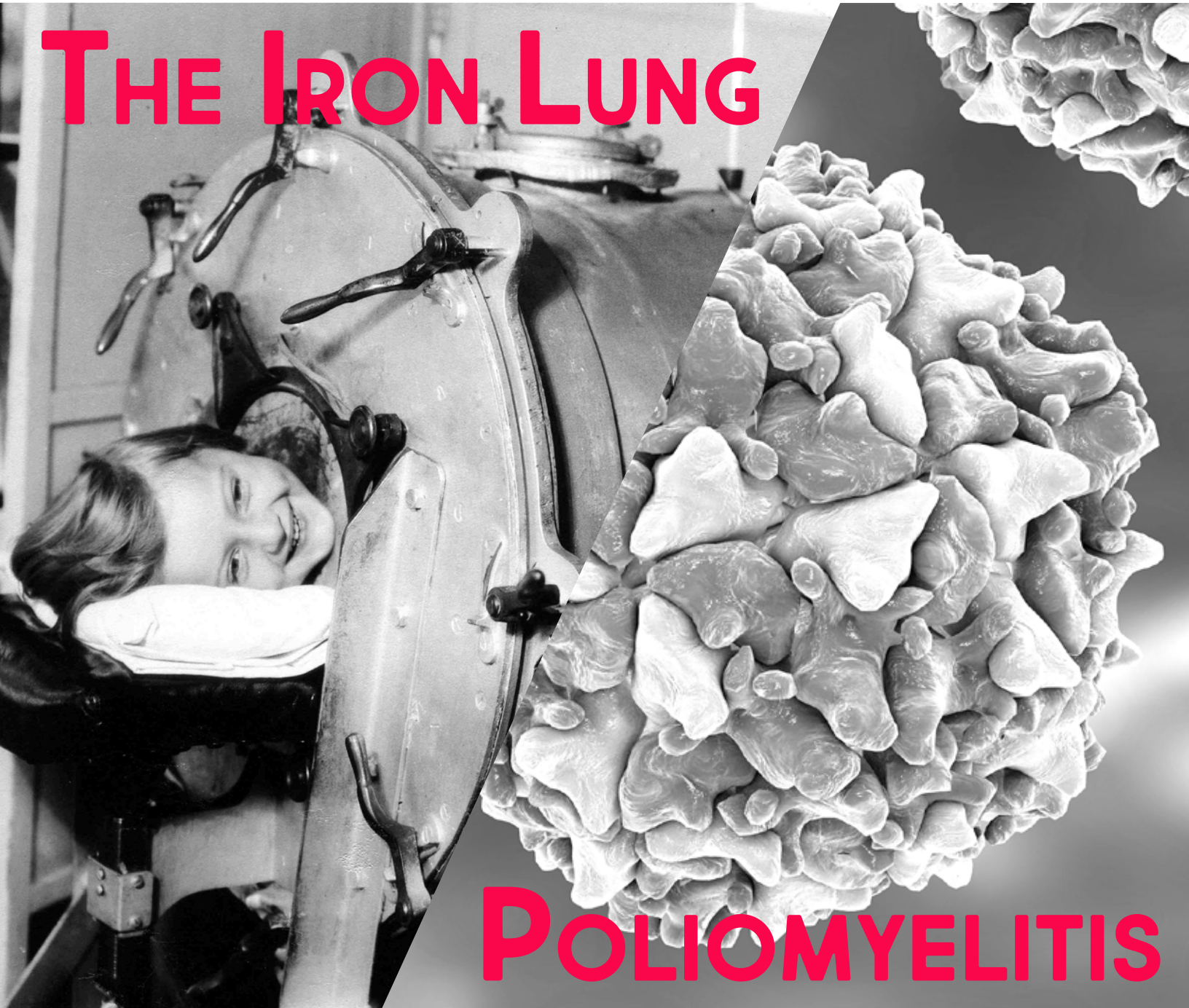


CLOSE READING • TEXT-DEPENDENT QUESTIONS

THE IRON LUNG



POLIOMYELITIS

FLUENCY PRACTICE • DIFFERENTIATED LEVELS

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RESOURCE OVERVIEW

This close reading and fluency resource is designed to be used with students in grades 4-8 and provides many options for differentiation. The resource includes 2 different reading nonfiction passages. Each passage is written at 3 different reading levels (approximate grades 4-5, 6-7, and 7-8).

There are also 3 different Reading Response Sheets with text-dependent questions for each passage. Each of the 3 Reading Response Sheets are based on a specific Common Core Reading Domain: **Key Ideas and Details**, **Craft and Structure**, and **Integrating Knowledge and Ideas**. These Reading Response Sheets are also differentiated! I have created two levels (A and B): Level A is based on the Common Core Standards for grades 4-5, and Level B is based on the Common Core Standards for grades 6-8.

In addition to the leveled passages and Reading Response Sheets, this resource also included a fluency component. Each of the leveled close reading passages have been formatted into fluency passages that can be used with your students who struggle with reading expression and word recognition. These passages afford your students the valuable practice of repeated readings and progress monitoring.

Student Resources:

- Steps for Close Reading
- Annotations for Close Reading

Leveled Passages

- The Iron Lung (Grades 4-5)
- The Iron Lung (Grades 6-7)
- The Iron Lung (Grades 7-8)
- Poliomyelitis (Grades 4-5)
- Poliomyelitis (Grades 6-7)
- Poliomyelitis (Grades 7-8)

Text-Dependent Questions:

- Response Page: Key Ideas and Details (Level A)
 - Response Page: Key Ideas and Details (Level B)
 - Response Page: Craft and Structure (Level A)
 - Response Page: Craft and Structure (Level B)
 - Response Page: Integrating Knowledge and Ideas (Level A)
 - Response Page: Integrating Knowledge and Ideas (Level B)
- (Answer keys are provided for all of the above pages.)

Fluency Passages:

- The Iron Lung (Grades 4-5)
- The Iron Lung (Grades 6-7)
- The Iron Lung (Grades 7-8)
- Poliomyelitis (Grades 4-5)
- Poliomyelitis (Grades 6-7)
- Poliomyelitis (Grades 7-8)

RESOURCE OVERVIEW

Dear Teacher,

Thank you so much for purchasing this resource that I worked very hard on. I hope it makes your challenging job as a teacher just a little bit easier. If you are interested in sharing this resource with you colleagues, please take advantage of my multiple license pricing; every additional classroom license is 50% off!

Questions or comments? Please email me at GotToTeach@icloud.com

Thank you for your purchase,

Melissa Tallman

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STUDENT RESOURCES

STEPS FOR CLOSE READING

ONE
1

FIRST READING: KEY IDEAS AND DETAILS

Read the text to yourself, focusing on the key ideas and details. Annotate the text using the "Annotations for Close Reading" page.

TWO
2

RESPOND: KEY IDEAS AND DETAILS

Revisit the text to answer the questions on the "Key Ideas and Details" page. Make sure you support your answers with evidence from the text.

THREE
3

THINK-PAIR-SHARE

Discuss your responses on the "Key Ideas and Details" page with a partner.

FOUR
4

SECOND READING: CRAFT AND STRUCTURE

Reread the text to yourself, focusing on the craft and structure of the text. How does the author organize the text? How is vocabulary used in the text? What is the author's point of view or purpose? Annotate the text using the "Annotations for Close Reading" page.

FIVE
5

RESPOND: CRAFT AND STRUCTURE

Revisit the text to answer the questions on the "Craft and Structure" page. Make sure you support your answers with evidence from the text.

SIX
6

THINK-PAIR-SHARE

Discuss your responses on the "Craft and Structure" page with a partner.

SEVEN
7

THIRD READING: INTEGRATION OF KNOWLEDGE AND IDEAS

Reread the text to yourself, focusing on the integration of knowledge and ideas. What is the claim the author is making in the text? How does the author support his/her claim? How does the text connect to another piece of literature or a personal experience that relates to something from the text? Annotate the text using the "Annotations for Close Reading" page.

EIGHT
8

RESPOND: INTEGRATION OF KNOWLEDGE AND IDEAS

Revisit the text to answer the questions on the "Integration of Knowledge and Ideas" page. Make sure you support your answers with evidence from the text.

NINE
9

THINK-PAIR-SHARE

Discuss your responses on the "Integration of Knowledge and Ideas" page with a partner.

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ANNOTATIONS FOR CLOSE READING

✱ Something important

— Key words or details

✓ I understand

? I don't understand

○ Unfamiliar word

! I am surprised

∞ I made a connection

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LEVELED PASSAGES

Each passage is written at three different reading levels. The reading levels are indicated with a shape, rather than a grade level; this is done to be sensitive to students who might be working below grade-level. The word count for each passage is located to the right of the grade level shape.

Approximate Reading Levels:

GRADES 4-5



GRADES 6-7



GRADES 7-8



Grade 4-5 →

THE IRON LUNG

susceptible- likely or liable to be influenced or harmed by a particular thing
resuscitation- the act of reviving, especially from apparent death or from unconsciousness

hypothesized that he could build a device that could inhale and exhale for the animals. Drinker designed a special box with pumps that increased and decreased air pressure. He injected a cat with the South American arrow-poison. This poison stopped the cat's breathing. He then placed the cat's body inside the air-tight box with only its head exposed. Drinker's box was a success! It ventilated the cat for a few hours.

Grade 6-7 →

THE IRON LUNG

susceptible- likely or liable to be influenced or harmed by a particular thing
resuscitation- the act of reviving, especially from apparent death or from unconsciousness

and hypothesized that he could build a device that could inhale and exhale for the animals. Drinker designed a special box with pumps that increased and decreased air pressure. He injected a cat with the South American arrow-poison, which stopped the cat's breathing. He then placed the cat's body inside the air-tight box with only its head exposed. Drinker's box was a success! It ventilated the cat for a few hours.

Grade 7-8 →

THE IRON LUNG

susceptible- likely or liable to be influenced or harmed by a particular thing
resuscitation- the act of reviving, especially from apparent death or from unconsciousness
respiration- the action of breathing

During the first half of the 20th century, millions of people throughout the world were terrified of contracting poliomyelitis, commonly known as polio. Children were the most **susceptible** to the virus, and in the most severe cases, it paralyzed the muscles required for breathing. Prior to 1928, these patients had no treatment options to help them breathe and many of them died.



Drinker resuscitating a cat

In the mid-1920s, Philip Drinker was looking to improve methods of **resuscitation** of miners who were poisoned by coal gas. Drinker observed as his brother experimented with resuscitating cats, and

hypothesized that he could construct a device that could inhale and exhale for the animals. Drinker engineered a special box with pumps that increased and decreased air pressure. He injected a cat with the South American arrow-poison, which stopped the cat's breathing. He then placed the cat's body inside the air-tight box with only its head exposed. Drinker's box was a success! It ventilated the cat for a few hours until the toxin subsided and the cat could breathe independently.

Drinker understood the positive implications his invention could have beyond cats, so he adapted his design to provide artificial **respiration** for humans, which led to the Drinker Respirator, or the iron lung. The iron lung was a long metal chamber that enclosed a person from the neck down. Like the prototype used with the cat, pumps were used to manipulate the air pressure within the chamber in order to move air in and out of the person's lungs. To force the lungs to inhale, the air pressure would decrease, causing the lungs to expand. For the exhalation, the air pressure would then be



A young boy in an iron lung

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LEVELED RESPONDING PAGES

Each passage has 3 Common Core Reading Response Pages, one for each domain: **Key Ideas and Details**, **Craft and Structure**, and **Integrating Knowledge and Ideas**.

There are also 2 different levels of these Reading Response Pages. **Level A** was written based on the Common Core Standards for **grades 4-5**, and **Level B** was written based on the Common Core Standards for **grades 6-8**.

GRADES 4-5



Name: _____ Date: _____

A **THE IRON LUNG**

KEY IDEAS AND DETAILS
Remember to cite evidence from the text to support your responses below.

1 Who do you think benefited the most from the invention of the iron lung? **RI.1.1**

2 Compare and contrast the cat's iron lung and the one later used for humans. **RI.1.1**

Name: _____ Date: _____

A **THE IRON LUNG**

CRAFT AND STRUCTURE
Remember to cite evidence from the text to support your responses below.

1 Describe how you can use information from the article to determine the meaning of the word "exposed" in paragraph 2. **RI.1.4**

Name: _____ Date: _____

A **THE IRON LUNG**

INTEGRATION OF KNOWLEDGE AND IDEAS
Remember to cite evidence from the text to support your responses below.

1 Study the chart at the end of the article. How does the data support or conflict with the information provided in the article? **RI.1.7**

2 The author states that the iron lung "had an enormous impact on the lives of so many people". What reasons or evidence does she/he provide to support this claim? **RI.1.8**

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GRADES 6-8



Name: _____ Date: _____

B **THE IRON LUNG**

KEY IDEAS AND DETAILS
Remember to cite evidence from the text to support your responses below.

1 Sum up your analysis of the article in one statement. Provide textual evidence to support your analysis. **RI.1.1**

Name: _____ Date: _____

B **THE IRON LUNG**

CRAFT AND STRUCTURE
Remember to cite evidence from the text to support your responses below.

1 Without changing the meaning of the last sentence, what word can be used to replace the phrase "the lives of so many people"? Explain your word choice and the effect it has on the text. **RI.1.4**

Name: _____ Date: _____

B **THE IRON LUNG**

INTEGRATION OF KNOWLEDGE AND IDEAS
Remember to cite evidence from the text to support your responses below.

1 Watch this video (<http://bit.ly/2W7PjId>) on the iron lung. Compare and contrast how the two mediums (article & video) impacted your understanding of the topic. **RI.1.7**

2 Identify a claim or argument that the author makes in the article. Does he/she provide evidence to support this claim? What evidence is (or should have been) provided? **RI.1.9**

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ANSWER KEYS

Name: Possible Answers Date: _____

A

THE IRON LUNG

KEY IDEAS AND DETAILS

Remember to cite evidence from the text to support your responses below.

1 Who do you think benefited the most from the invention of the iron lung? **RI.1.1**

I can infer that

says that "the

paralyzed the

boy in an iron

2 Compare

Both versions

sealed around

to breathe

the iron lung

3 Summarize

The polio virus

create a coma

and decrease

iron lung and

popular and

4 Where in the

are the effects

The author

brought a

1931 and so

breathing

breathe and

5 Describe the

lung. **RI.1.2**

With the

decreasing

went from

they did be

Name: Possible Answers Date: _____

A

THE IRON LUNG

CRAFT AND STRUCTURE

Remember to cite evidence from the text to support your responses below.

1 Describe the word

Based on the

based on the

"the cat's

worked, also

2 Describe the word

The text

even decades

severe medical

3 How is this **RI.1.5**

For the most

mid 1920s, and

who used the

paragraph).

The last part

need for the

4 How does this

Lillard's quote

account about

device was

touch to the

Name: Possible Answers Date: _____

A

THE IRON LUNG

INTEGRATION OF KNOWLEDGE AND IDEAS

Remember to cite evidence from the text to support your responses below.

1 Study the chart at the end of the article. How does the data support or conflict with the information provided in the article? **RI.1.7**

The chart shows that after the invention of the iron lung, case rates increased dramatically.

However, death rates stayed the same or decreased. Before the mid 1930s, death rates

followed a similar pattern as the case rates; this is really obvious in the spike that occurred

near 1916. However, once the iron lung was being widely used, the death rate did not increase

relative to the case rate. This relationship supports the article, which claims that the iron lung

was a popular device that saved many lives.

2 The author states that the iron lung "had an enormous impact on the lives of so many people". What reasons or evidence does she/he provide to support this claim? **RI.1.8**

The author supports this claim first by writing about the 8-year-old girl who was in a coma

and close to death. After just a few minutes in the iron lung, she recovered from her coma.

The author then includes information about how hospitals had rows of these machines in

order to save people's lives. The woman (Lillard) was able to live (and still uses the iron lung

today) for sixty-five years thanks to the iron lung. The author also provides a graph from the

Eisenhower Library. This graph shows that even though cases of polio increased dramatically

after the invention of the iron lung, death rates slightly decreased.

FLUENCY PASSAGES

Each leveled passage is formatted for fluency practice!

THE GREAT DEPRESSION

Imagine a time in America when a dozen eggs cost less than \$0.30, and filling your gas tank cost around \$0.75. Your dream home on a farm was only \$4,200. These are the actual expenses during the 1930s. Yet even with such low prices, this era saw more hungry and homeless people ever in the nation's history. Millions of people were unemployed and the fortunate few who did work earned around \$2-3 a day. This period in American History is known as the Great Depression, and it was the worst economic disaster the country had ever seen.

Several factors led to the terrible collapse that caused The Great Depression. The previous years, known as the "Roaring Twenties", were a time of amazing economic growth. The stock market was booming and many Americans were hoping to get rich by investing money into rapidly rising stocks. Initially, all of the investors profited; however, this success was based on a flawed banking system. Banks and brokers lent money to almost anyone for stock market speculation. Everyone was confident that stock prices would only continue to rise. Some people even stole money to invest, assuming they would easily repay the "loan" when the stock values increased.

In 1929 signs of trouble appeared, and it became clear that this massive economic growth couldn't continue. Consumer spending decreased, the nation's unemployment rate rose, and many stocks were restructured. The stock market dipped significantly, yet most people denied any possible problems and remained positive about their money. Some bankers and brokers even tried to control the market in order to make stocks appear profitable to investors. Their efforts were pointless, and on October 29, 1929, the day that is now known as "Black Tuesday", the market crashed as people rushed to the banks to pull their money out of the stocks and out of the banks. America was sent into downward spiral that would take ten years to recover from.

The stock market crash caused an almost instant change in America. The crash financially destroyed so many people that even those who never invested in stocks were affected. Banks and businesses closed, and millions lost their jobs. Many wealthy people of the 1920s lived in poverty during the 1930s. Citizens looked to the government for help. However, even the government was strained and overwhelmed by the disaster.

In 1932, America elected Franklin Delano Roosevelt for president. He promised to heal the economy with The New Deal, which was several programs designed to end hunger and unemployment. While many of The New Deal policies were successful, the Great Depression continued until the beginning of World War II. During this time, war-related industry and manufacturing increased, and Americans united to help win the war.

Date: words read: _____
errors: _____
cold score: _____

Date: words read: _____
errors: _____
hot score: _____

THE GREAT DEPRESSION

Fluency: Teacher's Notes

Student's Name: Student's Name (Sample)

Date: 10/20/21 words read: 145
errors: 5
cold score: 140

Date: 10/20/21 words read: 141
errors: 2
hot score: 147

OBSERVATIONS

TRACKING

- ☒ Finger Pointing
- ☐ Line by Line (index card)
- ☒ No Tracking

VOICE

- ☐ Strong Accent (EL)
- ☐ Monotone
- ☐ Expressive
- ☐ Speech Concern
- ☐ Loud/Quiet

PACING

- ☐ Sounding Out
- ☐ Word Calling
- ☐ Chunks
- ☒ Attends to Punctuation

Teacher Notes:

Imagine a time in America when a dozen eggs cost less than \$0.30, and filling your gas tank cost around \$0.75. Your dream home on a farm was only \$4,200. These are the actual expenses during the 1930s. Yet even with such low prices, this era saw more hungry and homeless people ever in the nation's history. Millions of people were unemployed and the fortunate few who did work earned around \$2-3 a day. This period in American History is known as the Great Depression, and it was the worst economic disaster the country had ever seen.

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GRADE	%TILE	FALL WMP	WINTER WMP	SPRING WMP	GRADE	%TILE	FALL WMP	WINTER WMP	SPRING WMP
3	90	128	146	162	6	90	177	195	202
	75	29	120	137		75	153	167	177
	50	21	62	78		50	127	140	150
	25	44	21	36		25	98	111	122
	10	21	36	48		10	68	82	93
4	90	145	166	180	7	90	180	192	204
	75	34	119	132		75	154	165	177
	50	24	68	87		50	128	139	150
	25	45	25	41		25	102	109	120
	10	25	41	52		10	79	88	98
5	90	164	182	194	8	90	185	199	204
	75	39	136	150		75	161	173	177
	50	25	85	99		50	133	144	151
	25	45	25	41		25	106	115	124
	10	25	41	52		10	77	84	92

FLUENCY SYMBOLS AND NOTATIONS

READING BEHAVIOR	MARKING CONVENTION	EXAMPLE
Substitution (one error unless self-corrected. Record one error regardless of number of incorrect attempts)	Write each attempted word above the actual word.	She realized it was...
Omission (one error)	Draw a line the word.	The hard worker...
Insertion (one error)	Use an A at point of insertion with inserted word above it.	The bear followed...
Repetition of one word (no error)	R - one repetition R2 - two repetitions R3 - three repetitions	She realized it was...
Repetition of phrase (no error)	Use an R with a line and arrow indicating the phrase that was repeated.	Many people saw it...
Self-correction (no error)	Write SC after the error to indicate error was corrected.	Several factions formed...
Intervention- student confused and unwilling to try again (one error)	Write TA if you need to prompt student to "try again". Use brackets around the text the student needed help with.	It is an impossible feat...
Intervention- unable to read a word (one error)	It is an impossible feat...	

FLUENCY PROGRESS CHART

Name: Student's Name (Sample)

Passage	1	2	3	4	5	6	7	8	9	10	11	12
Date	10/20/21	10/20/21	10/20/21									

1. Franklin Delano Roosevelt
2. The Great Depression
3. Poliomyelitis

VIDEO COMPANIONS

The following videos can be shown to your students after reading the two passages. These videos will be used to answer responding questions that cover the following standards.

CCSS.ELA-LITERACY.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-LITERACY.RI.7.7

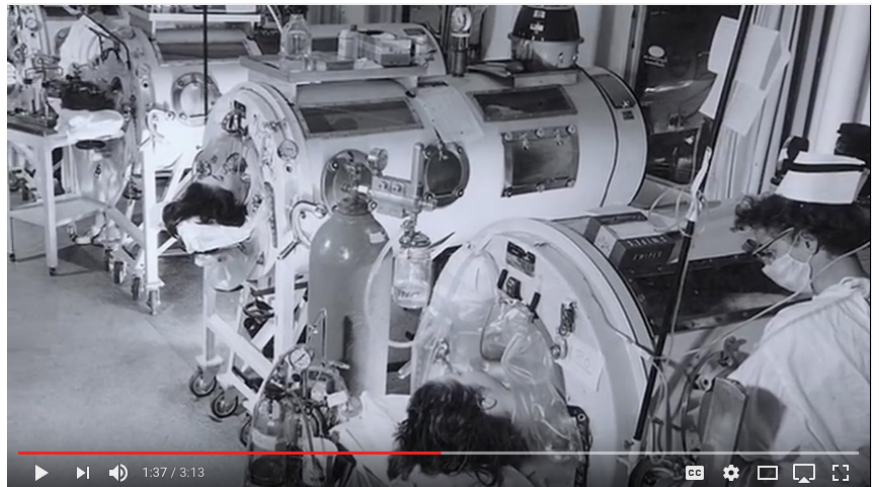
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCSS.ELA-LITERACY.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

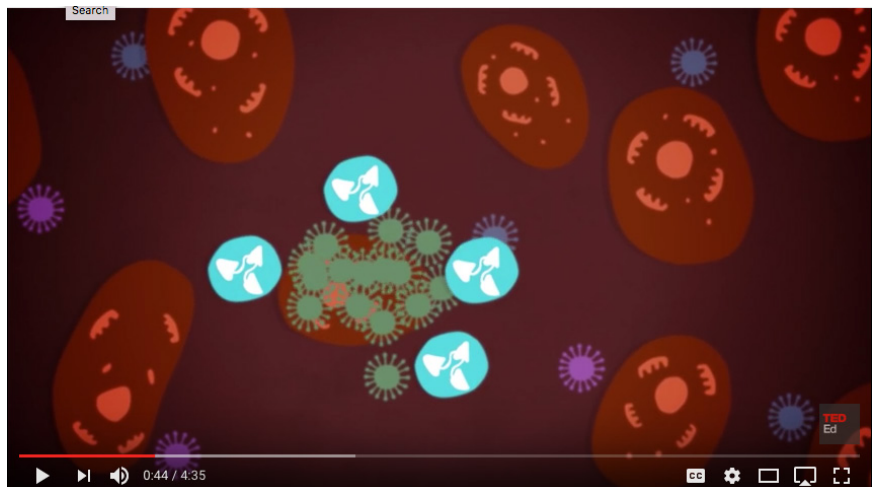
THE IRON LUNG

<http://bit.ly/2iW7PJd>



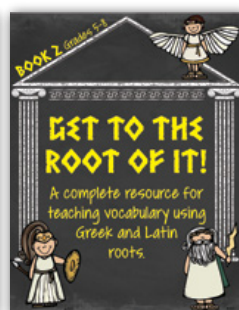
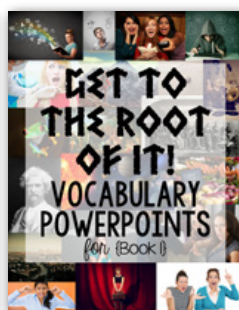
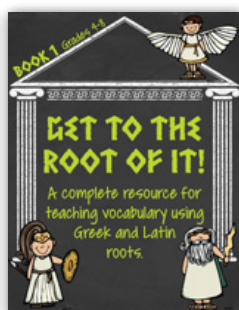
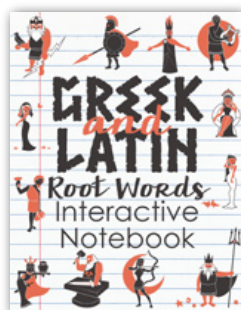
HOW DO VACCINES WORK?

<http://bit.ly/2j5IR5R>

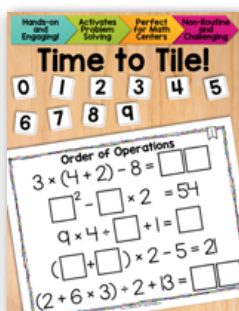




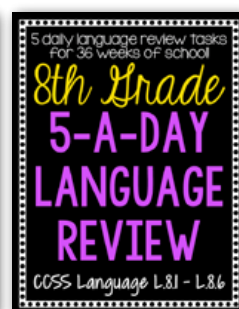
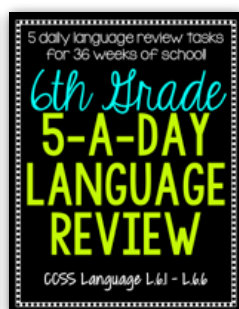
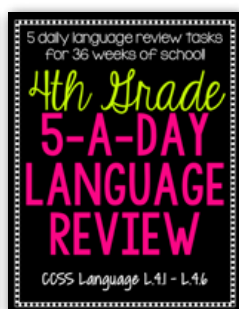
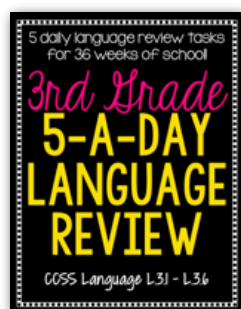
VOCABULARY RESOURCES:



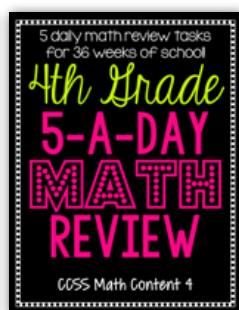
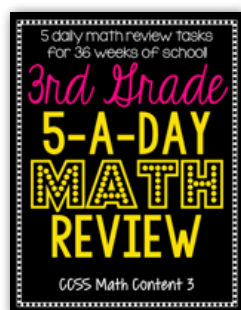
HANDS-ON MATH TILES:



DAILY LANGUAGE REVIEWS (GRADES 3-8):



DAILY MATH REVIEWS (GRADES 3-6):



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