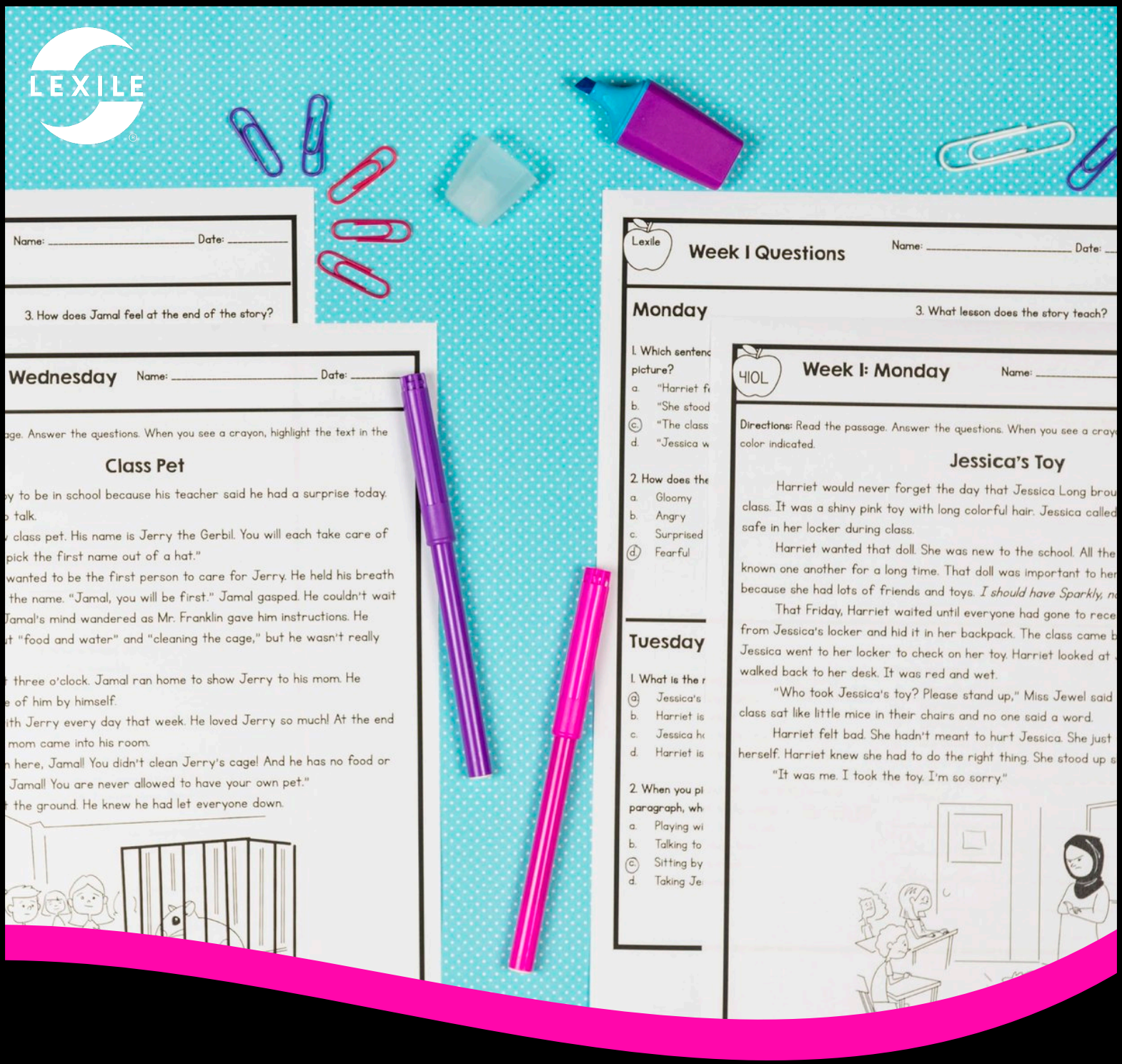


3RD GRADE READING SPIRAL REVIEW

QUARTER 1

MagiCORE

Week 1: Monday

Name: _____ Date: _____

ead the passage. Answer the questions. When you see a crayon, highlight the text in the ted.

Jessica's Toy

arriet would never forget the day that Jessica Long brought her unicorn doll to It was a shiny pink toy with long colorful hair. Jessica called it Sparkly. She kept it in her locker during class.

Harriet wanted that doll. She was new to the school. All the other st e had nown one another for a long time. That doll was important to her. Jessica need it because she had lots of friends and toys. *I should have Sparkly, not her,* Ha thought.

That Friday, Harriet waited until everyone had gone to recess. Then ok the toy from Jessica's locker and hid it in her backpack. The class came back at tw lock. Jessica went to her locker to check on her toy Harriet looked at Jessica's later. The walked back to her desk. It was red and wet.

"Who took Jessica's toy? Please stand up," Miss Jewel said a few minu for class sat like little mice in their chairs and no one said a word.

Harriet felt bad. She hadn't meant to hurt Jessica. She just wanted Spa herself. Harriet knew she had to do the right thing. She stood up slowly.

"It was me. I took the toy. I'm so sorry."



Week 1: Friday

Name: _____ Date: _____

Directions: Reread each text. Complete the Venn Diagram below to compare and contrast the two main characters, Harriet and Jamal. Then, use the graphic organizer to write a paragraph comparing and contrasting the characters.



very brave to stan
pay attention to
was neglected.
It ashamed o

Week 1: Wednesday

430L

Name: _____

Directions: Read the passage. Answer the questions. When you see a crayon, h color indicated.

Class Pet

Jamal was happy to be in school because his teacher said he had a

Mr. Franklin started to talk.

"T our new class pet. His name is Jerry the Gerbil. You will each t him for k. I will pick the first name out of a hat."

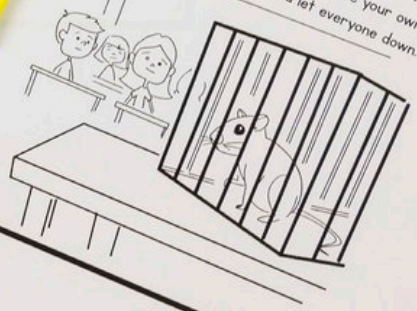
A Jamal wanted to be the first person to care for Jerry. He held h as Mr. Fr picked the name. "Jamal, you will be first." Jamal gasped. He could to take home. Jamal's mind wandered as Mr. Franklin gave him instructions. H heard so ing about "food and water" and "cleaning the cage," but he wasn't real listening.

T rang at three o'clock. Jamal ran home to show Jerry to his mom. He promised ake care of him by himself.

Ja played with Jerry every day that week. He loved Jerry so much! At the end of the w Jamal's mom came into his room.

"It lls bad in here, Jamal! You didn't clean Jerry's cage! And he has no food or water. Sh on you, Jamal! You are never allowed to have your own pet."

Ja looked at the ground. He knew he had let everyone down.



Lexile

Week 6 Questions

Name: _____

Monday

1. What is the effe
beginning?
a. Your oven will
b. Your oven will
ready to cook.
c. You will know ha
lasagna.
d. You will know wh
takes the same a

2. How are th
connected?
a. By a prob
b. By a caus
c. By an orde
d. By a comp

Tuesday

1. Which of the foll
title for this passag
a. Lasagna for Fo
b. Cheese Lasagn
c. Best Meat Laso
d. Why Lasagna Is

2. What should you do
of water?
a. Start baking.
b. Get the things you
c. Turn your oven to 3
d. Cook the noodles fo

650L

Week 6: Monday

Name: _____ Date: _____

Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

How to Make Lasagna

First gather your ingredients. You need lasagna noodles, four cups of ricotta cheese, two cups of mozzarella cheese, four eggs, olive oil, and a jar of spaghetti sauce. Next, turn your oven to 350 degrees. You should do this first so that your oven will be hot when you start baking. After that, boil a big pot of water. Then, add the noodles. Cook them for ten minutes. Toss the noodles in olive oil. Next, mix together the eggs and cheese. Get a baking dish and put a small amount of the spaghetti sauce in it. Make sure you spread it around evenly. Then, cover the sauce with some of the noodles. After that, cover the noodles with the cheese mix. Repeat these steps until your baking dish is full. You are now ready to start baking!

Bake the lasagna for forty-five minutes. Be sure to set a timer. If you forget how long your lasagna has been in the oven, it could get burned or overcooked! This recipe serves six to eight people.



Week 6 Questions

Name: _____

Wednesday

1. What is the third st
a butterfly?
a. The pupa
b. The caterpillar
c. The egg
d. The butterfly

2. What can you figure o
information gi the p
a. A caterpil eds its
b. The egg to wo we
c. Caterpillars have
d. Butterflies l y one

Thursday

1. What is this passage ly ab
a. What a caterpillar
b. How a caterpillar be s a
c. The different stages bu
d. How a butterfly lays

2. Look for a synonym for th d
the passage. Circle it and then e

steep

630L

Week 6: Wednesday

Name: _____ Date: _____

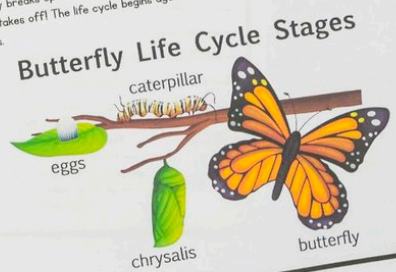
Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

The Life of a Butterfly

A butterfly's life has four stages. Each stage is an important step to becoming an adult butterfly.

A butterfly begins life as a tiny egg on a leaf. In a few weeks it hatches. Now it is a caterpillar. It's not able to fly yet, but it can move around. Then it starts to snack on nearby plants and leaves. When a caterpillar gets bigger, the top layer of its skin will come off. Don't worry, it doesn't hurt! A caterpillar will shed its skin many times as it grows bigger.

Once the caterpillar is big enough, it makes a pupa around its body. A pupa is a hard shell. It protects the caterpillar while it changes into a butterfly. Eventually the butterfly breaks open the pupa. It has to wait for its wings to dry before it can fly. Then it takes off! The life cycle begins again when the female adult butterfly starts to lay eggs.



Also in Google Forms

Questions Responses Total points: 4

time to break the piñata.
After Uncle Pedro hung it from a tree, he held up his hat, which was filled with slips of paper
with everyone's name.

"The first person to hit the piñata is..." he paused. "Elena!" Elena looked surprised but stepped forward eagerly and accepted a stick from Uncle Pedro. Closing her eyes, she swung the stick hard and hit the piñata right in the middle. Her swing was so strong that the piñata burst in half and candy spilled out.

"Wow, that was amazing," Diego breathed as we scrambled to collect the candy. "Let's see if Elena wants to play with us after this," he said. I nodded in agreement.



Schedule

How does Manuel feel about going to the family picnic? *

- Excited
- Proud
- Impatient
- Bitter

Describe the setting in the story. *

Long answer text

How does the dialogue contribute to the story? *

- It helps you understand the setting.
- It helps you understand the problem.
- It helps you understand the characters.
- It adds to the description given in the rest of the text.

Explain how the character of Diego changes from the beginning to the end of the story. *

Long answer text

Multiple choice questions are self-grading.

READING SPIRAL REVIEW

3rd grade

This spiral review unit is designed for the first quarter of instruction. It includes 9 weeks of spiral review. Each week includes two passage. Each passage has two-days worth of questions. The final day (Friday) focuses on comparing and contrasting.

- Each week alternates between fiction and nonfiction. A variety of genres are included such as stories, articles, plays, poems, functional, argumentative, and more.
- Passages are scaffolded, increasing in difficulty each week. The first nine weeks is leveled 410L-700L.
- Questions are also scaffolded, beginning with lower-level questions and review of previously taught skills, increasing in difficulty each week.
- Question formats include multiple choice, short response, and a graphic organizer and long response on Friday.
- Each day is designed to take about 10 minutes for students to complete.

We all know that our students need multiple exposures to a topic to truly understand and internalize the strategy.

I bet when you've introduced your students to a topic, you say something like this. *"Last year, you learned about _____."* Almost all of your kids reply in chorus. *"We didn't learn that!"*

Spiral review is a great tool to help you combat the "forgetfulness" students have when it comes to a new topic or skill.

When a topic is revisited repeatedly in different ways, students learn "snowballs" overtime. Repeated exposures over time help these skills to become embedded into a child's long-term memory.

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

Week 1: Monday

Name: _____ Date: _____

Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

Jessica's Toy

Harriet would never forget the day that Jessica Long brought her unicorn doll to class. It was a shiny pink toy with long colorful hair. Jessica called it Sparkly. She kept it safe in her locker during class.

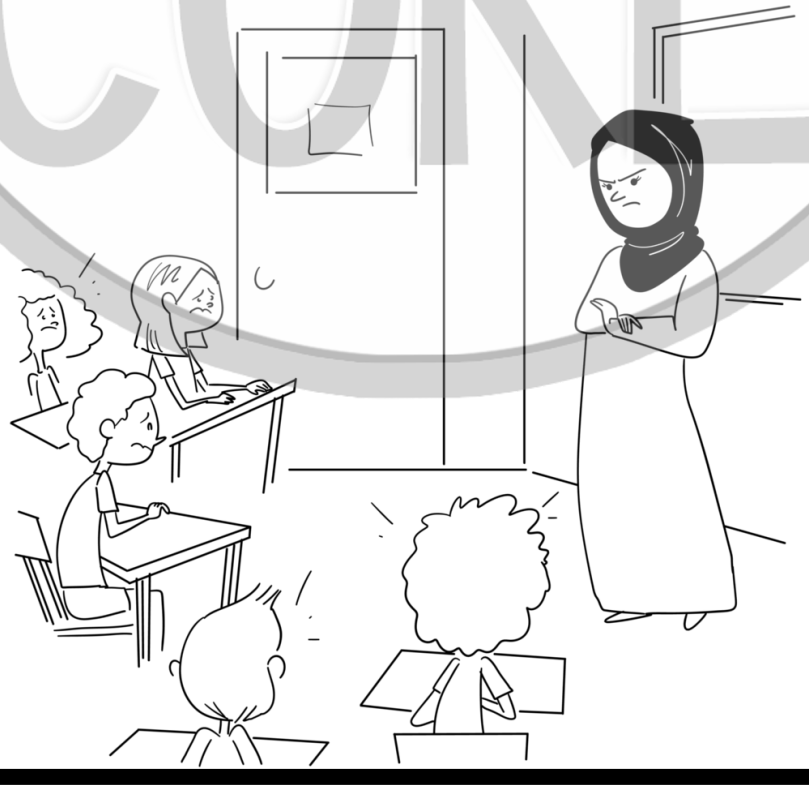
Harriet wanted that doll. She was new to the school. All the other students had known one another for a long time. That doll was important to her. Jessica didn't need it because she had lots of friends and toys. *I should have Sparkly, not her*, Harriet thought.

That Friday, Harriet waited until everyone had gone to recess. Then she took the toy from Jessica's locker and hid it in her backpack. The class came back at two o'clock. Jessica went to her locker to check on her toy. Harriet looked at Jessica's face as Jessica walked back to her desk. It was red and wet.

"Who took Jessica's toy? Please stand up," Miss Jewel said a few minutes later. The class sat like little mice in their chairs and no one said a word.

Harriet felt bad. She hadn't meant to hurt Jessica. She just wanted Sparkly for herself. Harriet knew she had to do the right thing. She stood up slowly.

"It was me. I took the toy. I'm so sorry."



Week 1 Questions

Name: _____ Date: _____

Monday

1. Which sentence describes what is happening in the picture?



a. "Harriet felt bad."
b. "She stood up slowly."
c. "The class sat like little mice in their chairs."
d. "Jessica went to her locker to check on her toy."

2. How does the picture make you feel?

a. Gloomy
b. Angry
c. Surprised
d. Fearful

3. What lesson does the story teach?

a. Stealing is okay if you don't get caught.
b. Be honest about your mistakes.
c. Be nice to the new kid in school.
d. You should buy your own toys.

4. Make a prediction about what will happen to Harriet.

_____

_____

_____

_____

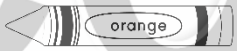
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Tuesday

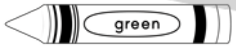
1. What is the main problem in the story?

a. Jessica's toy is stolen.



b. Harriet is upset.
c. Jessica has more toys than Harriet.
d. Harriet is the new girl at her school.

2. When you picture Harriet in the second paragraph, what is she doing?



a. Playing with her friends
b. Talking to Miss Jewel
c. Sitting by herself
d. Taking Jessica's toy

3. What does Jessica do after she finds out her toy is missing?



a. She yells at Harriet.
b. She starts crying.
c. She runs away.
d. She doesn't do anything.

4. What do you think Harriet will do differently next time?

_____

_____

_____

_____

_____

430L

Week 1: Wednesday

Name: _____ Date: _____

Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

Class Pet

Jamal was happy to be in school because his teacher said he had a surprise today. Mr. Franklin started to talk.

"This is our new class pet. His name is Jerry the Gerbil. You will each take care of him for a week. I will pick the first name out of a hat."

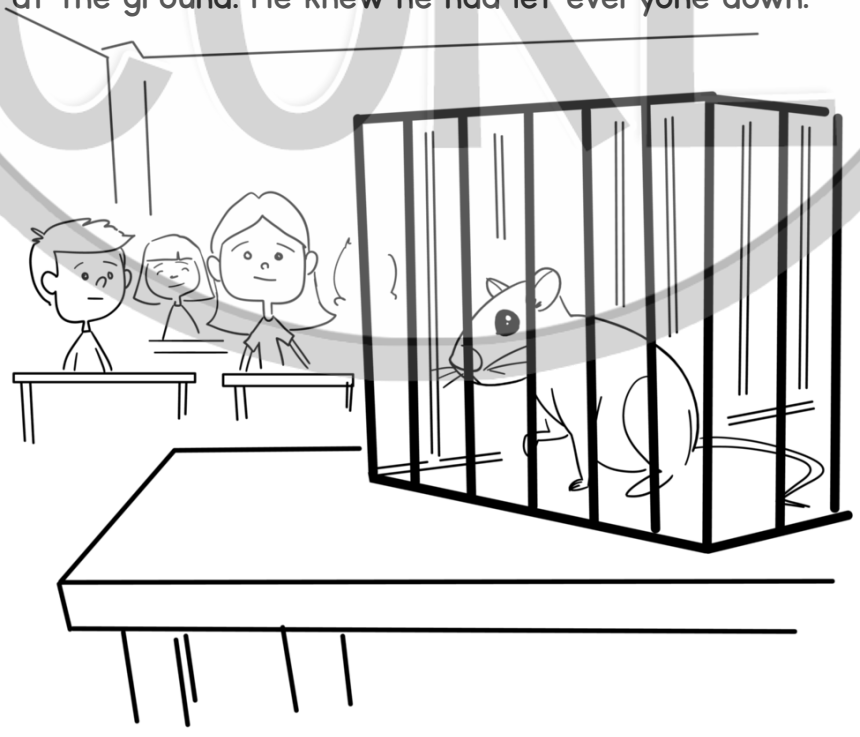
A gerbil! Jamal wanted to be the first person to care for Jerry. He held his breath as Mr. Franklin picked the name. "Jamal, you will be first." Jamal gasped. He couldn't wait to take Jerry home. Jamal's mind wandered as Mr. Franklin gave him instructions. He heard something about "food and water" and "cleaning the cage," but he wasn't really listening.

The bell rang at three o'clock. Jamal ran home to show Jerry to his mom. He promised to take care of him by himself.

Jamal played with Jerry every day that week. He loved Jerry so much! At the end of the week, Jamal's mom came into his room.

"It smells bad in here, Jamal! You didn't clean Jerry's cage! And he has no food or water. Shame on you, Jamal! You are never allowed to have your own pet."

Jamal looked at the ground. He knew he had let everyone down.



Week 1 Questions

Name: _____ Date: _____

Wednesday

1. What lesson is the story trying to teach?

a. Young children should not have pets.
b. Pay attention to important information.
c. Don't make promises you can't keep.
d. Parents should help take care of pets.

2. How does Jamal feel at the beginning of the story?



a. Lazy
b. Nervous
c. Curious
d. Excited

3. How does Jamal feel at the end of the story?



a. Shy
b. Worried
c. Guilty
d. Disappointed

4. Write a short summary of the story below.

_____

_____

_____

_____

_____

_____

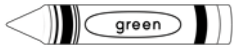
Thursday

1. What does "held his breath" mean?



a. He grabbed his breath.
b. He blew his breath into his hand.
c. He stopped breathing.
d. He waited for something to happen.

2. What does "Jamal's mind wandered" mean?



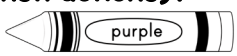
a. His mind left the room.
b. His brain stopped working.
c. He stopped listening.
d. He had a big imagination.

3. Who is telling the story?



a. The narrator
b. Jamal
c. Mr. Franklin
d. Jerry

4. How does the last scene (when Jamal doesn't take care of Jerry) connect to the first scene (when Mr. Franklin gives Jamal instructions)?

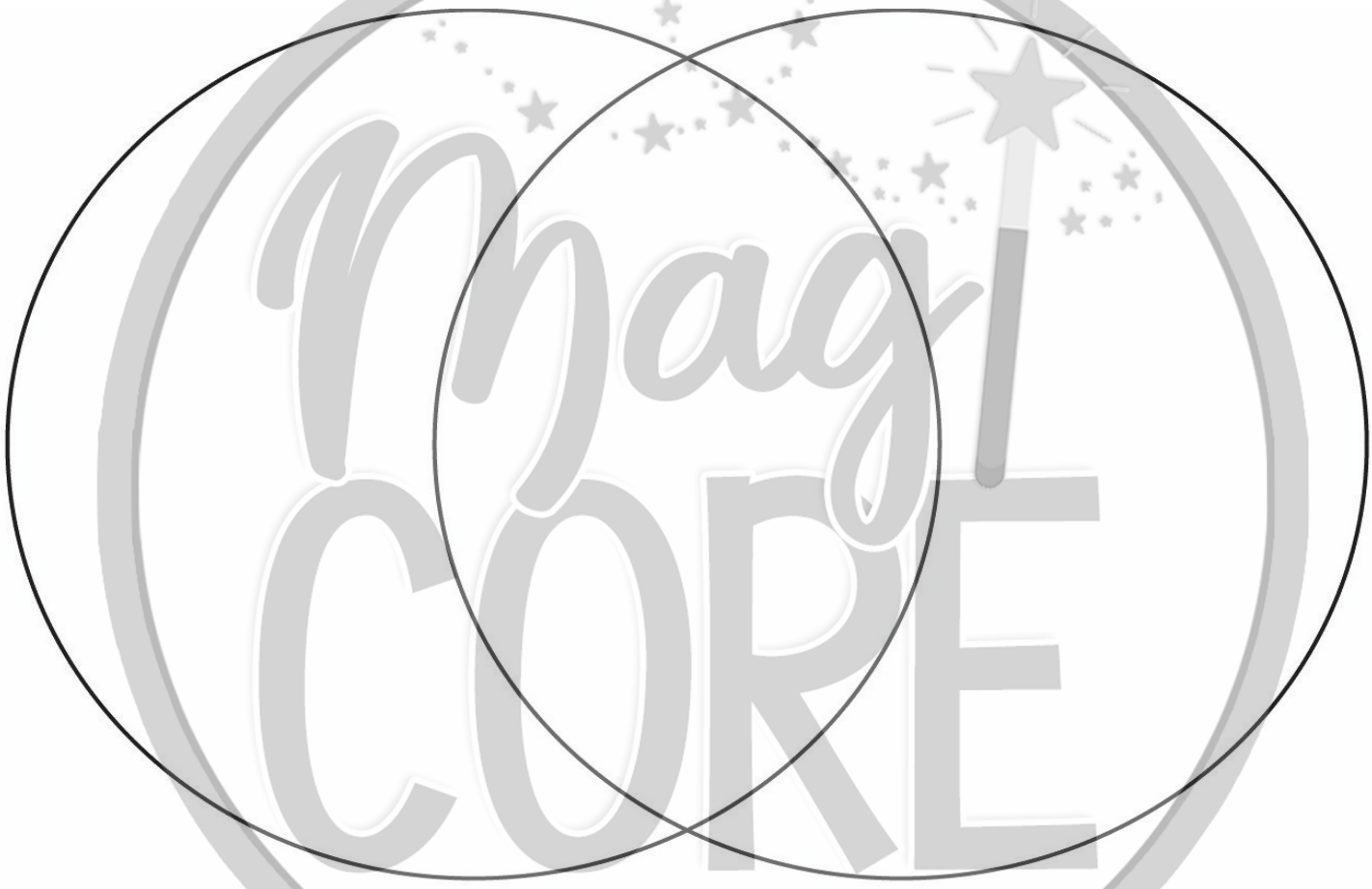


a. It explains how Jamal was a bad student.
b. It shows how Jamal didn't hear the directions.
c. It explains how happy Jamal was to be picked.
d. It shows how much Jamal loved Jerry.

Week 1: Friday

Name: _____ Date: _____

Directions: Reread each text. Complete the Venn Diagram below to compare and contrast the two main characters, Harriet and Jamal. Then, use the graphic organizer to write a paragraph comparing and contrasting the characters.



_____

_____

_____

_____

_____

_____

_____

_____

450L

Week 2: Monday

Name: _____ Date: _____

Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

Susan B. Anthony

Susan B. Anthony was born in 1820. She was from Massachusetts. She was very smart. She was so smart that her father decided to teach her at home. She became a teacher when her family lost most of their money.

When Susan grew up, she saw that women had a hard life. They did not have as many rights as men. Men were paid a lot more than women. They were paid four times as much! Susan felt that women should have the same rights as men. She started speaking up for women's rights. She even started a newspaper in 1868!

Women also did not have the right to vote. They could not choose who they wanted to lead the country. Susan B. Anthony fought hard for women's suffrage. Susan died in 1906. Women were given the right to vote in 1920.

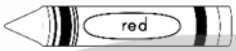


Week 2 Questions

Name: _____ Date: _____

Monday

1. Which of the following things about Susan is true?



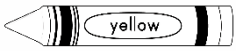
a. She hated school.
b. She thought women were better than men.
c. She started a newspaper.
d. She worked at a grocery store.

2. Why do you think Susan's father decided to teach her at home?



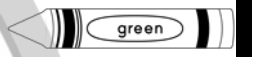
a. He didn't want her around other children.
b. He thought she would get a better education at home.
c. It was too far to walk to the school.
d. He didn't want her to feel like she was better than the other children.

3. When were women given the right to vote?



a. 1820
b. 1868
c. 1906
d. 1920

4. Why do you think Susan become a teacher?



a. Because it was her dream
b. To help her family with money
c. Because she was so smart
d. To help women get more rights

Tuesday

1. What is the main idea of the passage?

a. Susan B. Anthony was a good teacher.
b. Susan B. Anthony started a newspaper.
c. Susan B. Anthony thought women should vote.
d. Susan B. Anthony fought for women's rights.

2. What part of the text helps you understand what "vote" means?



a. "Women also did not have the right to vote."
b. "They could not choose who they wanted to lead the country."
c. "Susan B. Anthony fought hard for women's suffrage."
d. "Women were given the right to vote in 1920."

3. Highlight three details from the text that help support the main idea.



4. What do you think "women's suffrage" means?



_____

_____

_____

_____

_____

470L

Week 2: Wednesday

Name: _____ Date: _____

Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

Women's Rights

Voting in the United States

Women were not allowed to vote in the United States in the past. Other countries also did not allow women to vote. A woman's husband could vote for his family. Women were told not to think about voting.

Change Begins

The 1840s were an important time. People began to think that slavery was wrong. They thought that everyone should have the same rights. These ideas made women think that they should have the same rights as men. Women fought for a law that would give them the right to vote. The law was passed in 1870. It only gave men the right to vote. The women fighting for voting rights did not give up. They fought even harder. Some were put in jail!

The Right to Vote

Women were given the right to vote in 1920. People today are not surprised that women can vote. Things have changed a lot in a short time.



Mrs. Emmeline Pankhurst, leader of the women's suffragette movement, is arrested outside Buckingham Palace while trying to present a petition to King George V in May 1914.

Week 2 Questions

Name: _____ Date: _____

Wednesday

1. Which happened first? red

a. Women were given the right to vote.
b. Women fought for a law giving them the right to vote.
c. People started to think that slavery was wrong.
d. A law was passed giving only men the right to vote.

2. What is the connection between the first and third paragraphs? orange

a. They give a reason for something.
b. They show a problem and solution.
c. They compare two things.
d. They describe a cause and effect.

3. What caused women to start thinking that they should have the same rights as men? yellow

_____

_____

_____

_____

4. The first paragraph says, "A woman's husband could vote for his family. Women were told not to think about voting." How are these two sentences connected? green

a. They give a reason for something.
b. They show a problem and solution.
c. They compare two things.
d. They describe a cause and effect.

Thursday

1. What would be another good heading to replace Change Begins? blue

a. Slavery Is Wrong
b. Women Speak Up
c. A Law Is Passed
d. Women in Jail

2. A law was passed in 1870. What was the effect of this law on the women fighting for equal rights? purple

a. It gave them the right to vote.
b. It made them angry.
c. It made them think they should have the same rights as men.
d. It made them fight harder.

3. Which line from the text does the picture show? pink

a. "A woman's husband could vote for his family."
b. "Women fought for a law that would give them the right to vote."
c. "Some were put in jail!"
d. "Women were given the right to vote in 1920."

4. Women gained the right to vote. How did this change how people thought about voting?

_____

_____

_____

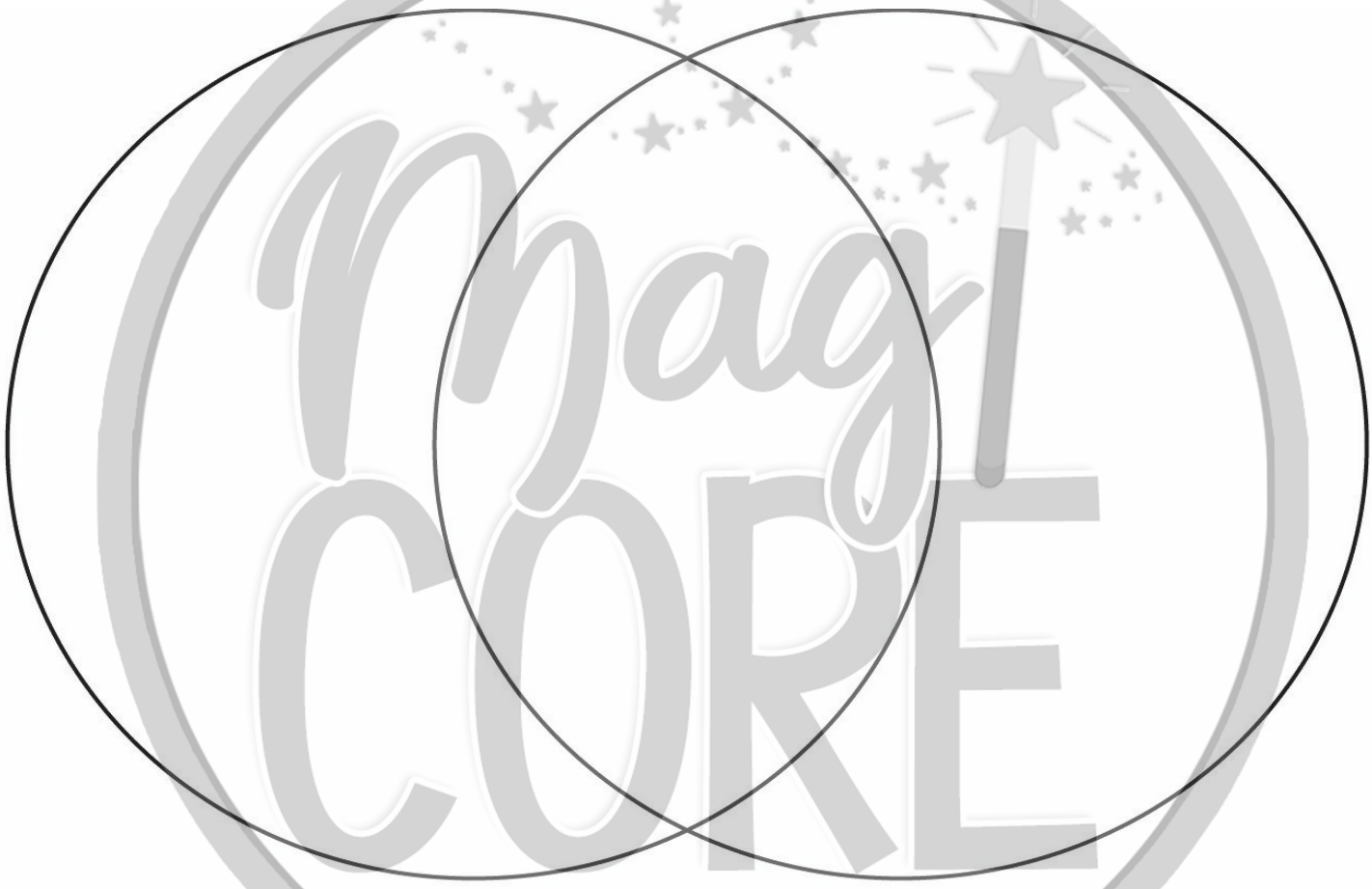
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Week 2: Friday

Name: _____ Date: _____

Directions: Reread each text. Complete the Venn Diagram below to compare and contrast the two passages. Then, use the graphic organizer to write a paragraph comparing and contrasting them.

Susan B. Anthony | Both | Women's Rights



Magic CORE

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Good to Go

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- Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
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Not O.K.

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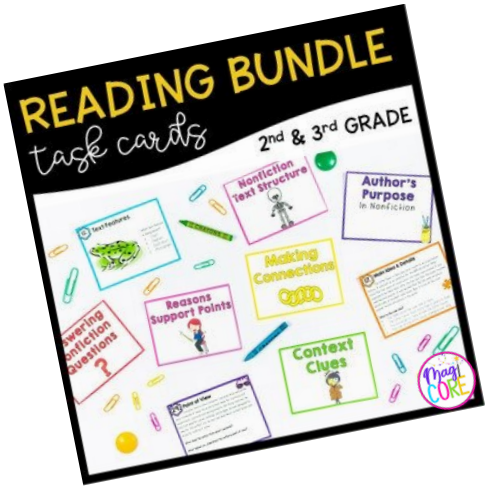
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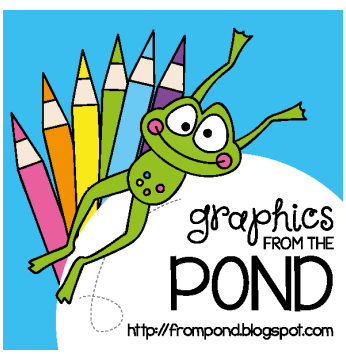
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