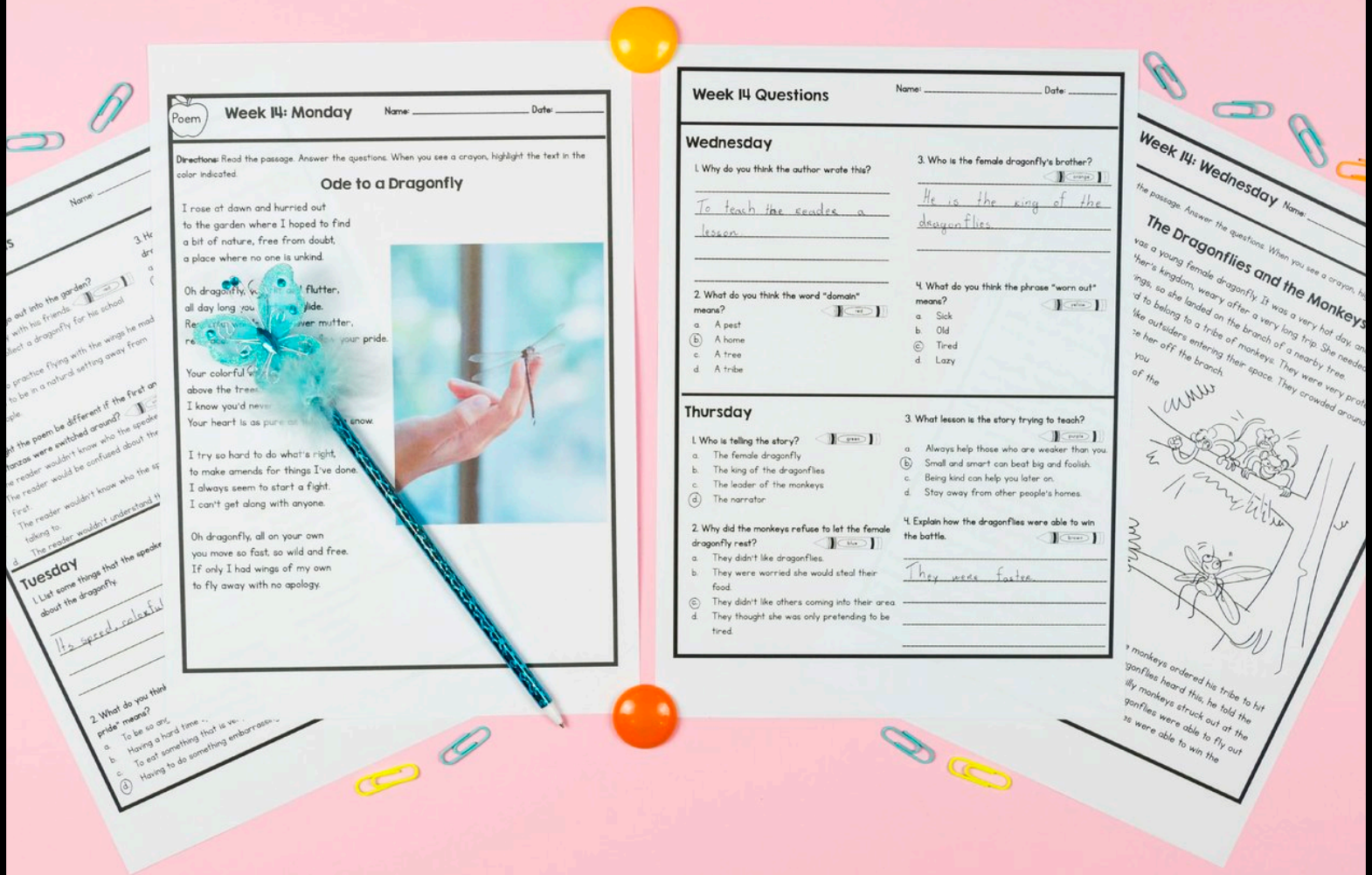
LEXILE



3RD GRADE READING SPIRAL REVIEW

QUARTER 2

MagiCORE

Week 14: Monday

Name: _____ Date: _____

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

Ode to a Dragonfly

...ose at dawn and hurried out
... the garden where I hoped to find
... bit of nature, free from doubt,
... a place where no one is unkind.

Oh dragonf... flit and flutter,
all day long y... rt and glide.
Regretful wor... 'd never mutter,
red-faced and ... to swallow your pride.

Your colorful wing... never halt
above the trees, or... below.
I know you'd never b... fault.
Your heart is as pure ... driven snow.

I try so hard to do what ...ht,
to make amends for things ... done.
I always seem to start a fi...
I can't get along with anyone.

Oh dragonfly, all on your own
you move so fast, so wild and fre...
If only I had wings of my own
to fly away with no apology.

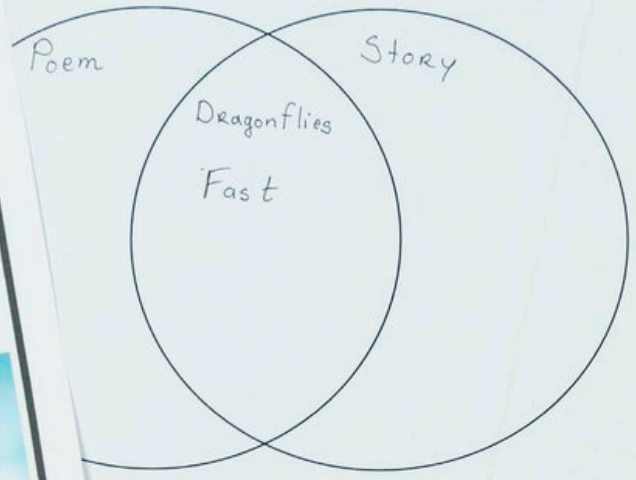


Week 14: Friday

Name: _____ Date: _____

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

Ode to a Dragonfly | Both | The Dragonflies and the Monkeys





Week 14: Wedne...

...ead the passage. Answer the ...ed.

The Dragon...

there was a young female ...
her ... ther's kingdom, wea...
...est ... wings, so she landed ...
...e h... ...ed to belong to a ...
...nd ... ...t like outsiders en...
...trie... ...force her off the ...
...y fr... ...ere, you ...
...ed ... ...ader of the ...

" be... ...f the ...
... res... ...re for a ...
...orn ... from my ...
...onke... ...efused, ...
...fly t... ... home, ...

...nfly ... other ...
...s' cr... ..., he ...
...ged ... ... to a ...
... All ... ...
...erea... ...
...much... ...ger ...

...the battle, the leader of the ...
...bs. When the king of the dra...
...nkeys' foreheads. When the ...
...people instead. The nimble d...
...e hit. In this way the dragon...

660L

Week 13: Wednesday

Name: _____ Date: _____

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

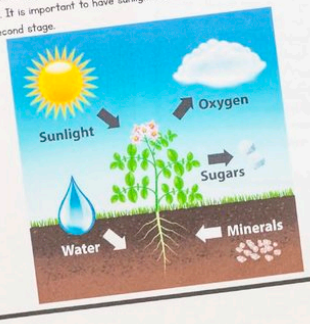
Photosynthesis

Have you ever wondered why a greenhouse has glass walls and a glass ceiling? It's to let in as much sunlight as possible. That's because plants need sunlight to live. Photosynthesis is how plants get energy from sunlight and turn it into food.

Plants also need two other things to survive. They need water and carbon dioxide. They get water from rain and carbon dioxide from the air.

Plants use something called chlorophyll to capture sunlight. Chlorophyll makes plants look green. That is because it is green. The chlorophyll is stored inside the plant in structures called chloroplasts.

Photosynthesis has two main steps, or stages. In the first stage, the captured sunlight is changed into energy. That energy is kept in a chemical called ATP. In the second stage, the ATP makes sugar and other substances. In other words, the sunlight turns into food for the plant. It is important to have sunlight for the first stage to work, but it is not needed for the second stage.



660L

Week 13: Monday

Name: _____ Date: _____

...questions. When you see a crayon, highlight the text in the

Plant Facts

...resting organisms on the planet. Even though they ...ing things that grow and react.



Ferns are nonvascular plants.

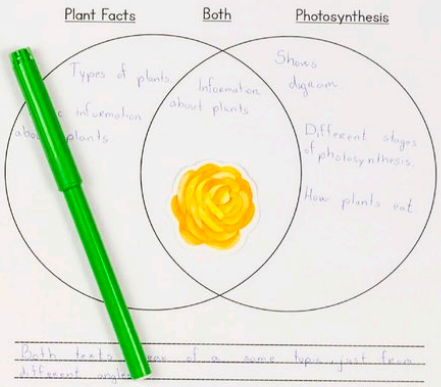


Trees are vascular plants.

Week 13: Friday

Name: _____ Date: _____

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



Both texts ... of a ... topic, plant facts ... different ways ...

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 400L-750L, with one passage at 470L.
- 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."

610L

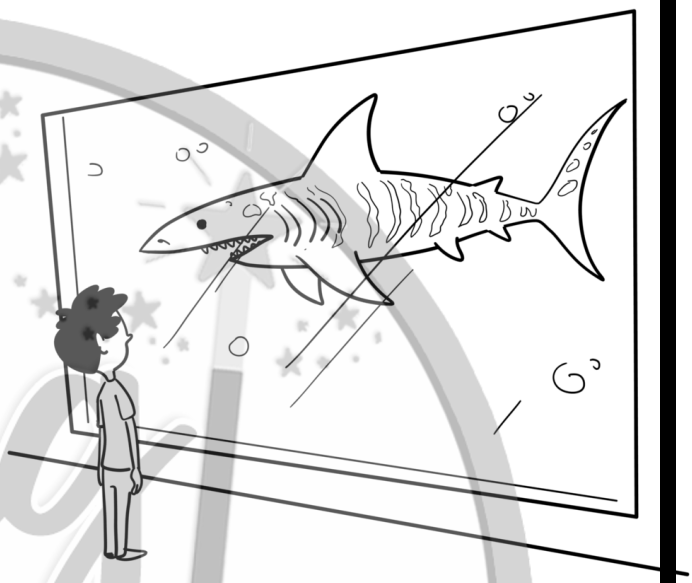
Week 10: Monday

Name: _____ Date: _____

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

Class Trip

The students of Miss Rachel's class all filed into the room. Eduardo looked around in wonder at all the colorful fish, but Abraham hid behind everyone else as the class approached the shark tank.

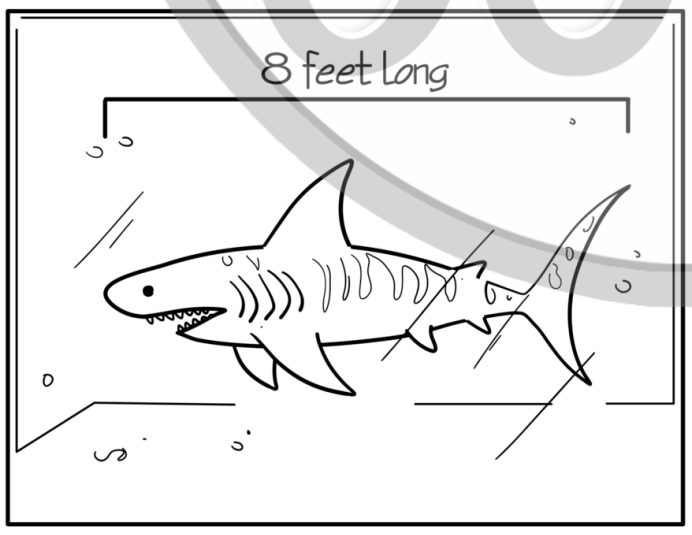


"Class, these are tiger sharks," Miss Rachel explained. "They prefer mild temperatures and will eat almost anything, although they really enjoy eating sea turtles."

"Why are they called tiger sharks, Miss Rachel?" Eduardo asked.

"Good question," Miss Rachel replied. "The younger sharks have stripes on their backs that are similar to a tiger's stripes. These disappear as the shark gets older." Eduardo moved closer to the tank as she spoke. One of the sharks swam closer, looking at him through the glass. He gazed into the shark's flat, dead eyes and held his stare.

Abraham shivered and closed his eyes. "Don't get so close, Eduardo!" he warned.



"An adult tiger shark is between ten and thirteen feet long," Miss Rachel continued as the class wandered around the room, looking at the sharks. As the class explored, a man walked up to Miss Rachel and whispered something in her ear.

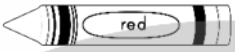
"Class, I have an announcement," Miss Rachel said. "I have just been told that it is feeding time for the sharks. One student is allowed to help with the feeding. Who would like to volunteer?"

Week 10 Questions

Name: _____ Date: _____

Monday

1. What do you think will happen next in the story?



a. Abraham will volunteer.
b. Eduardo will volunteer.
c. Abraham and Eduardo will both volunteer.
d. No one will volunteer.

2. Describe how the first picture makes you feel.

_____

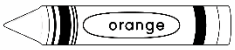
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3. Where does the story take place?



a. A museum
b. A classroom
c. An aquarium
d. A swimming pool

4. Does the second picture show an adult tiger shark or a younger tiger shark? Explain how you know.



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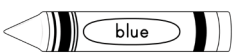
Tuesday

1. Which of the following statements about tiger sharks is correct?



a. They like warm water.
b. They eat only sea turtles.
c. They all have stripes.
d. They have whiskers like a tiger.

2. Which word best describes Eduardo's personality?



a. Clever
b. Fearful
c. Rude
d. Curious

3. Who do you think the man who talked to Miss Rachel is?



a. A police officer
b. Someone who works at the location
c. Another teacher
d. A parent of one of the students

4. How do you think Abraham feels in the story? Explain how you know.



_____

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600L

Week 10: Wednesday

Name: _____ Date: _____

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

A Day at the Amusement Park

"I'm going to ride all the roller coasters!" I said as the car pulled up to the entrance of the amusement park.

"Me too!" said my younger brother Georgie.

"You're too little," I said. "You can only go on the rides for little kids." Georgie stuck out his tongue at me as we left the car.

"Okay, you two, meet us back here at five o'clock. Don't be late! And, Steven, take care of your little brother," Mom said as we ran toward the rides. I sighed. I didn't want to supervise Georgie all day. He was slow, he complained all the time, and he wasn't tall enough for the big kid rides. Taking care of him was going to be a pain.

"Hurry up!" I yelled as I looked back at Georgie. I wanted to go on the superhero roller coaster!

All day I had to drag Georgie along with me. He really was obstructing my ability to enjoy myself. I would have had so much more fun without him slowing me down.

As the day went on, I started to pay less attention to where Georgie was. *He'll keep up with me*, I thought.

Then, as I was coming out of the snake ride, I looked around and realized that Georgie was gone. I looked everywhere, but I couldn't find him. I started running through the park, panting and sweating and shouting his name over and over. Just when I thought he was lost forever, I discovered him sitting on a bench near the park entrance.



"Georgie, there you are, thank goodness!" I ran up and gave him a huge hug. "I'm so sorry, little guy. I'll never lose you again!"

Week 10 Questions

Name: _____ Date: _____

Wednesday

1. How did Steven feel about taking care of Georgie in the beginning of the story? red

a. Confident
b. Excited
c. Annoyed
d. Anxious

2. Which sentence from the text best shows how Steven felt when Georgie was lost?

a. "...I looked around and realized that Georgie was gone."
b. "I looked everywhere, but I couldn't find him."
c. "I started running through the park, panting and sweating and shouting his name over and over."
d. "Georgie, there you are, thank goodness!" I ran up and gave him a huge hug.

3. What lesson did Steven learn? orange

a. Always pay attention to things around you.
b. Protect the people who are important to you.
c. Spending time with your family can be fun.
d. Rides for little kids are better than roller coasters.

4. Write a short retelling of the story here.

_____

_____

_____

_____

_____

Thursday

1. What do you think "supervise" means? yellow

a. Annoy
b. Be late
c. Play with
d. Watch

2. *As the day went on, I started to pay less attention to where Georgie was.* He'll keep up with me, *I thought.* How does this part of the story connect to what happens later? green

a. It hints that Georgie is going to get lost.
b. It helps you understand that Steven doesn't want to take care of Georgie.
c. It shows that Steven doesn't care about his brother.
d. It gives a reason for why the brothers were late meeting their parents.

3. Based on context clues, what does the word "obstruct" mean? blue

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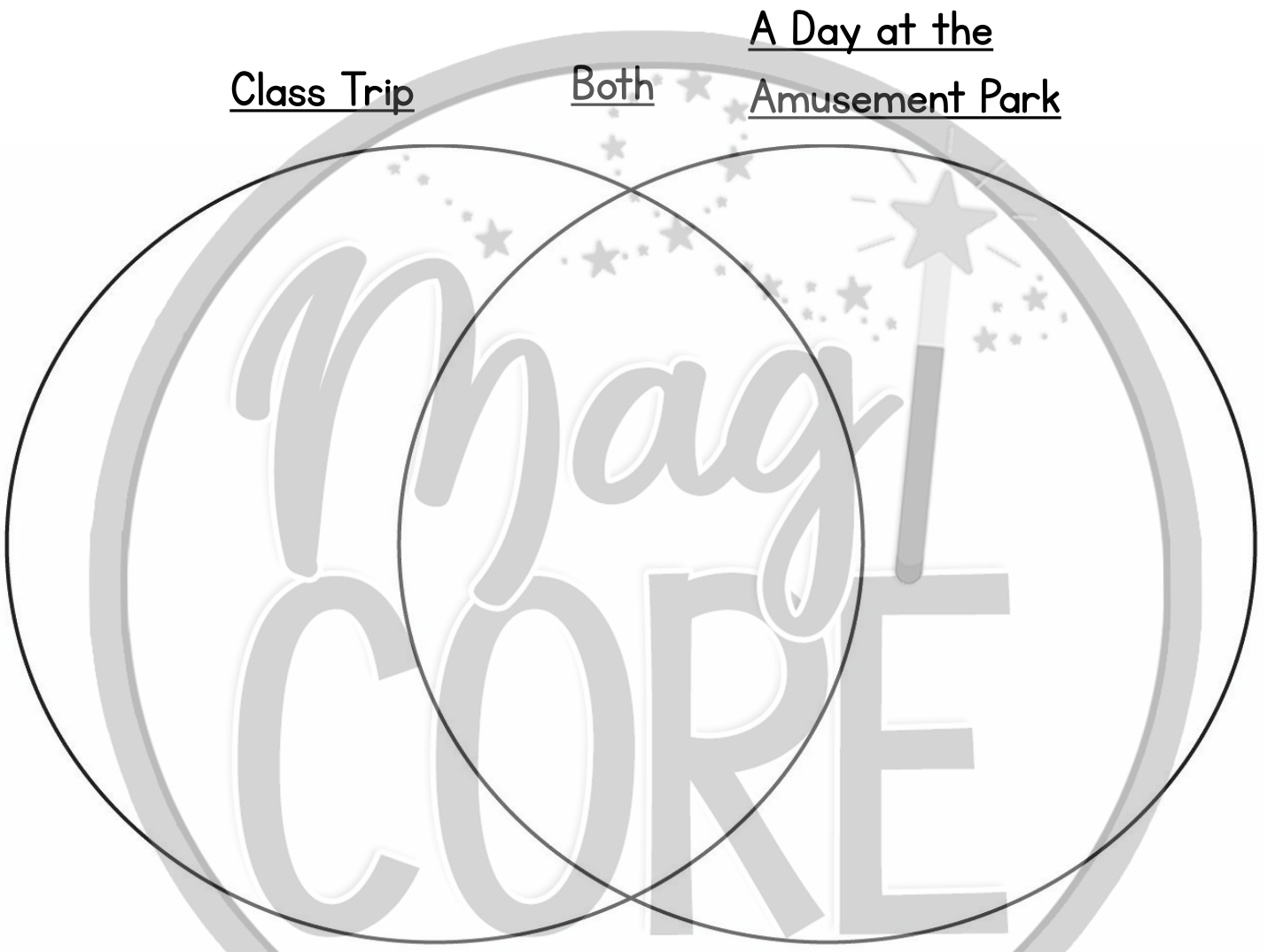
4. Whose point of view is the story told from? purple

a. Steven
b. Georgie
c. The mom
d. The narrator

Week 10: Friday

Name: _____ Date: _____

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



Magic CORE

660L

Week 11: Monday

Name: _____ Date: _____

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

Women in Ancient Rome

Have you ever wondered what life was like for women in ancient Rome? There is not a lot of information about their lives. That is because Roman society was controlled by men. Men were the ones who wrote about Roman history.

The oldest man in the house would **determine** who a woman married. He might decide to marry her off when she was as young as twelve! Women from rich families sometimes had servants to do their work for them. Unfortunately, poor women weren't so lucky. They had to spend all day working. They would wash laundry, clean, and shop for food. Sometimes they had to do this for two different families!

Women in Rome were not allowed to vote or make decisions. They had to be careful if they wanted to talk about laws in the community. If their opinion was too strong, they could be accused of **treason**! A woman could get in big trouble for not supporting her city's laws.

Roman women had to be sneaky about getting what they wanted. If a woman wanted to make changes in the community, she had to talk to a powerful man. She had to make sure she had a good argument. Then the changes she asked for might happen.



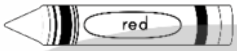
Statue of a Roman woman

Week II Questions

Name: _____ Date: _____

Monday

1. Explain why there isn't a lot of information about women in ancient Rome.



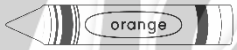
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2. Why do you think poor women had to do the work for two families?

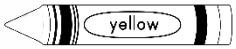


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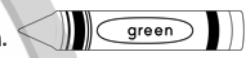
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3. What is something that women in ancient Rome got to decide?



a. Who they married
b. What age they got married
c. Who the leaders of the community were
d. They couldn't make any decisions.

4. A woman might get what she wanted if...



a. She had a strong opinion.
b. Her husband let her vote.
c. She got a man to do something.
d. She was rich.

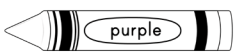
Tuesday

1. What detail from the passage best supports the idea that men had power over women?



a. "He might decide to marry her off when she was as young as twelve!"
b. "...poor women weren't so lucky."
c. "There is not a lot of information about their lives."
d. "Roman women had to be sneaky about getting what they wanted."

2. Based on the context of the passage, what is another word for "determine"?



a. Serious
b. Choose
c. Argue
d. Support

3. What would be another good title for this passage?

a. Voting in Ancient Rome
b. The Lives of Ancient Women
c. Daughters of Rome
d. Roman Society

4. What do you think "treason" means?



a. Voting without permission
b. Having a strong opinion
c. Getting in trouble
d. Not supporting your city's laws

680L

Week 11: Wednesday

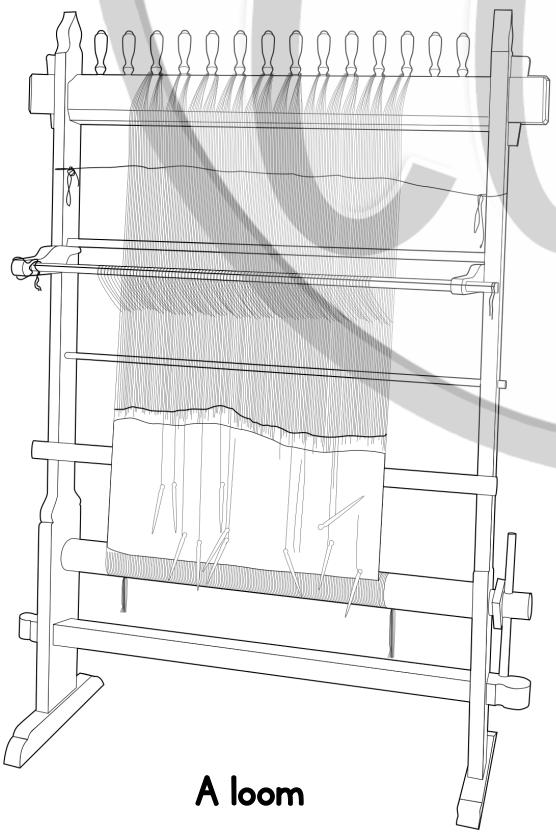
Name: _____ Date: _____

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

The History of Silk

The process for making silk was first discovered by a woman in China. This happened around 2696 BC. The woman was called Leizu. She was the wife of a Chinese emperor. One day, she saw a silkworm cocoon in her tea. She noticed that there was a strong thread coming out of the cocoon. She decided to spin many threads together to make them stronger. Then she figured out how to make the thread into cloth. She made a special machine called a loom that helped her spin the thread. Then she found out that silkworms ate mulberries. She grew a forest of mulberry trees for the silkworms to eat.





A loom

The people of ancient China decided to export some of their silk. This meant that they sent it to other countries. Those countries paid them for the silk. However, this meant that other countries knew about silk. The Chinese were very careful about keeping the secret of silk-making. They wanted to be the only ones who knew how to make it. Anyone who tried to sneak any silkworms out of China was killed.

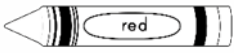
That all changed in AD 550. That was when two monks decided to hide silkworm eggs inside of their walking sticks. They made it out of the country with the hidden eggs. That is how the secret of silk spread to other countries.

Week II Questions

Name: _____ Date: _____

Wednesday

1. Which happened first?



a. Leizu made a loom.
b. Leizu decided to spin many threads together.
c. Leizu grew a mulberry forest.
d. Leizu figured out how to make the thread into cloth.

2. Look at the first paragraph. What word or phrase helps you know what came next?



a. This happened
b. Then
c. One day
d. She

3. Why did Leizu grow a forest of mulberry trees?



a. She wanted a bigger garden.
b. She wanted to hang silk on the tree branches.
c. She found out that silkworms ate mulberries.
d. She found out that silkworms made their nests in mulberry trees.

4. List some of the effects of the Chinese deciding to export silk.



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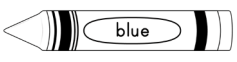
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Thursday

1. Which of the following would be a good heading for paragraph two?

a. Keeping the Secret
b. Ancient Chinese Exports
c. The Discovery of Silk
d. Money from Silk

2. Explain why it was dangerous for the monks to hide the silkworms in their walking sticks.



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3. Look at the first picture. What does it help you understand?

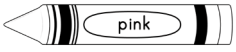


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4. How did the secret of silk-making spread to other countries?



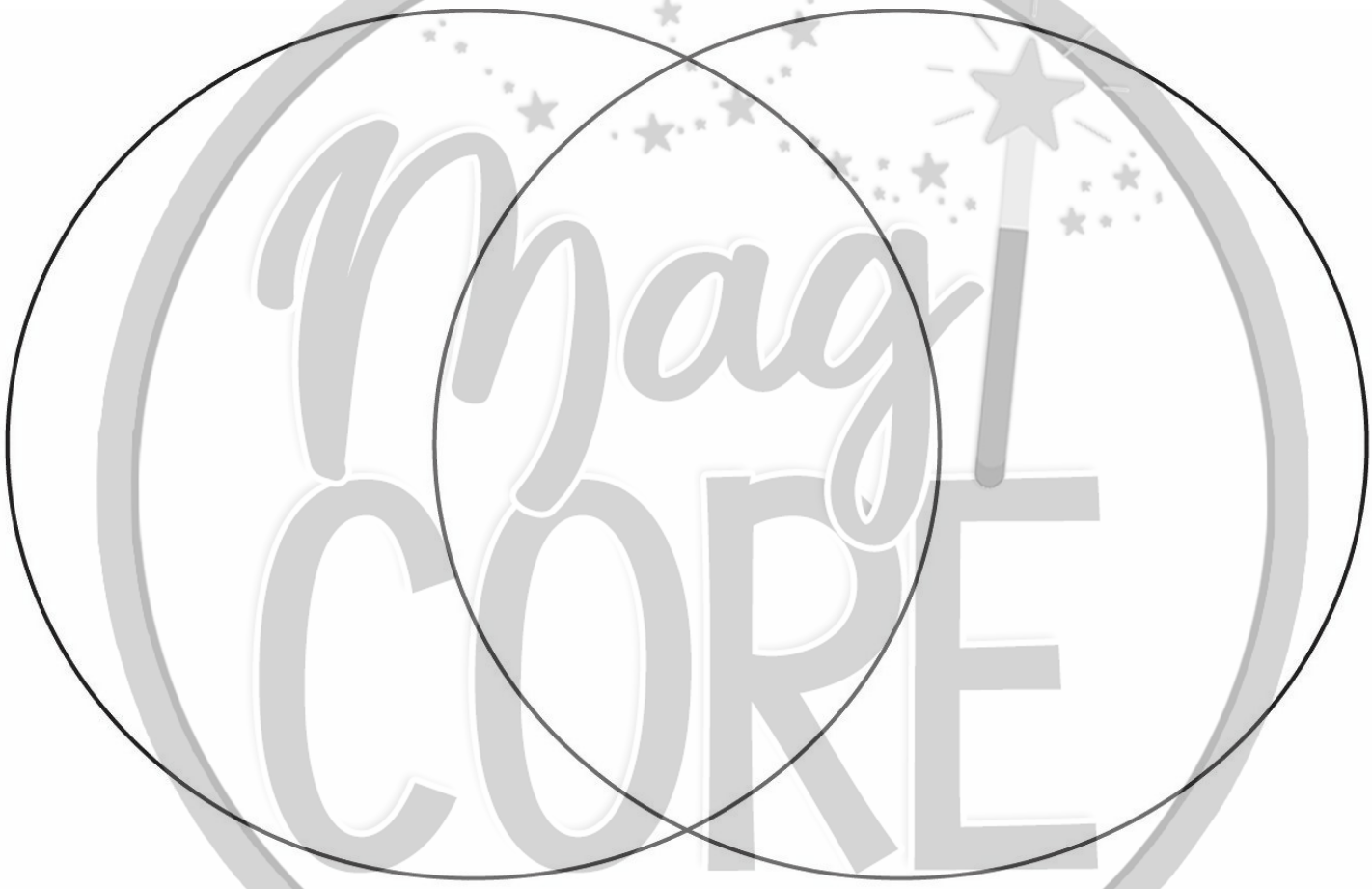
a. The people of China decided to export the silk.
b. Silkworms were secretly taken out of the country.
c. Leizu decided to share the secret with the world.
d. Other countries paid to know the secret.

Week II: Friday

Name: _____ Date: _____

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

Women in Ancient Rome Both The History of Silk



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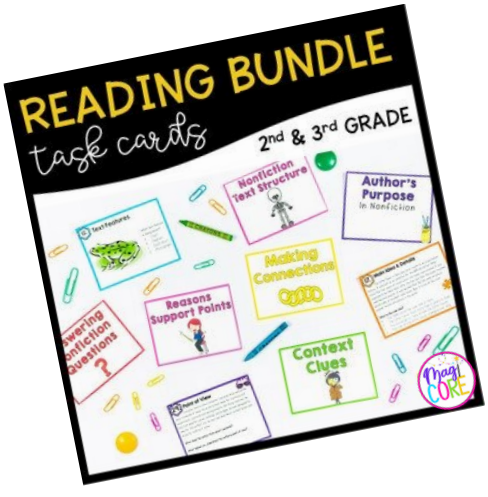
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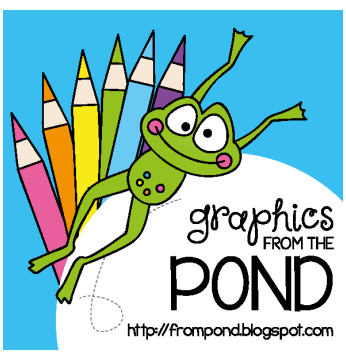
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