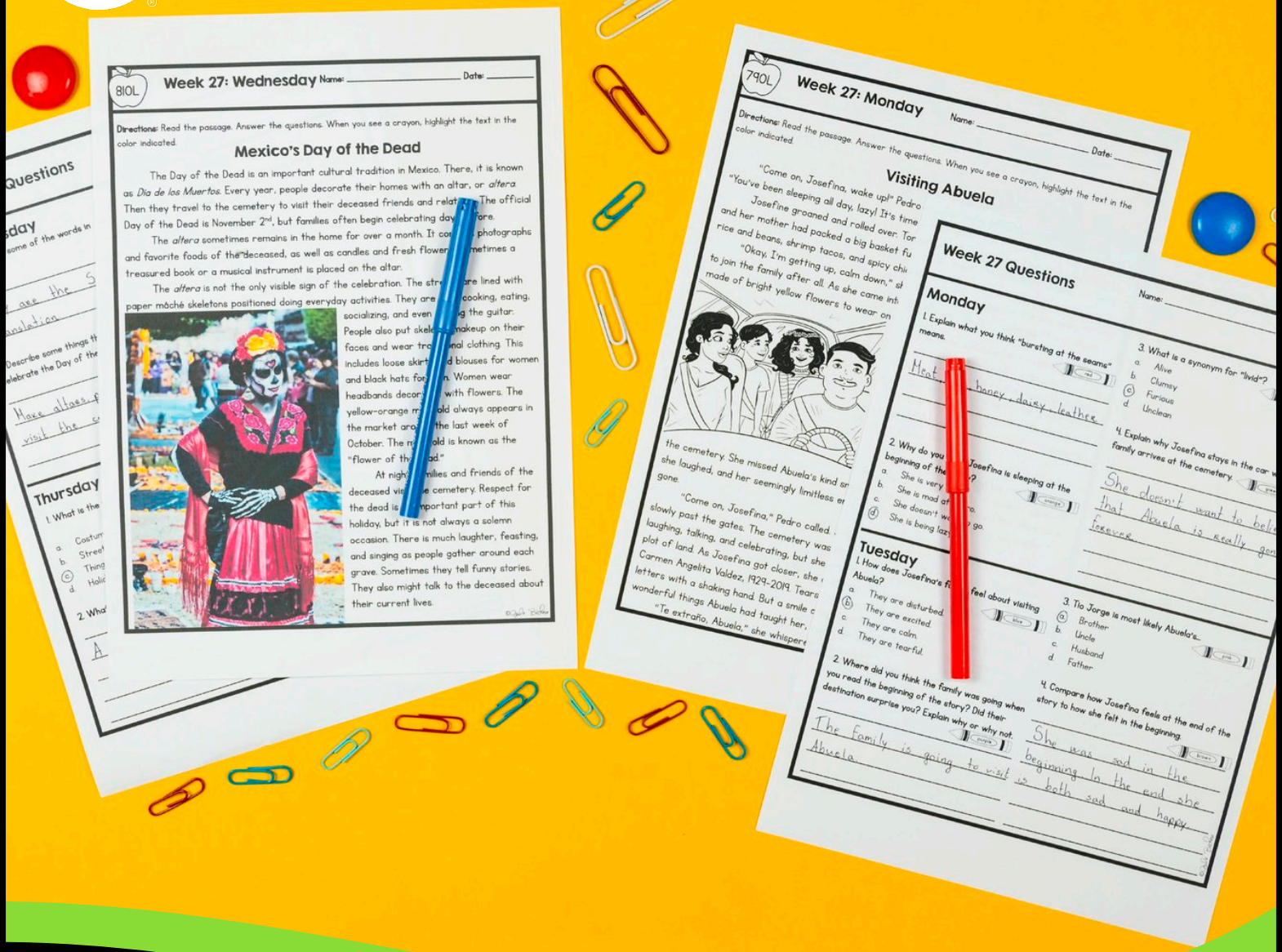
LEXILE



READING SPIRAL REVIEW

QUARTER 3

MagiCORE

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 third nine weeks is leveled 660L-820L.
- 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.

How to Use Spiral Review

How to Use Spiral Review

My reading spiral review is developed to begin with review skills and strategies from the previous grade. These spiral review worksheets should be given as a "warm up" before regular instruction or at a different block of time during the day.

The passages and questions were developed to increase in difficulty as the year goes on. At the beginning of the year, passages and questions fit with the previous grade-level text complexity and standards. Students do not need "new instruction" to complete these passages and questions. As the year progresses, the passages and questions increase in complexity. More challenging skills are addressed, and passages are leveled at increasingly more complex levels.

Be sure you are holding your students accountable for their work. Monitor completion, students use of strategies such as underlining text evidence, and correct work whole class or after completion. Provide quick feedback and hold students accountable for correcting errors.

How can I use this resource effectively?

- To ensure this resource is effective, I recommend following the passages in order. They are specifically designed to increase in difficulty while building on skills and in increasing student confidence.
- Hold students accountable. Make it a priority to check student answers daily. One way to do this is correct answers whole class. I recommend grading student answers daily. Require students to correct mistakes with teacher assistance before they move on to the next day's assignment.

Differentiation

- Since this resource is intentionally scaffolded, you will find that many of your students, even those slightly below level, are able to successful complete each day. However, for students who are well below level, or ESOL, I recommend you have a peer or adult read aloud the passages and questions.

How NOT to Use Spiral Review

Spiral review should NOT

1. be "busy work." Use spiral review as a tool to inform instruction and hold students accountable.
2. your only reading instruction. Spiral review should only take about 10 minutes to complete. I recommend doing this at a separate time from your reading instruction.
3. a formal assessment.

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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."

660L

Week 19: Monday

Name: _____ Date: _____

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

Visiting Mount Rushmore



"There it is, guys!" Mr. Davis grinned and pointed at the mountain before us. I stumbled out of the van, yawning and stretching my legs. It had been a long drive from Chicago to the famous Mount Rushmore in South Dakota, and I was ready to see this thing.

"Watch it!" Deandra shoved past me and I stumbled. Glaring at her back, I pushed my long hair out of my eyes and looked around to see if anyone had seen the push. Deandra Davis and I had grown up together, as our fathers were close friends, and had spent hours and hours of our childhood together. Too many hours, in my opinion.

I tried to ignore her, looking out at the incredible view. Four presidents' heads were carved into the mountain. I recognized George Washington on the far left and Thomas Jefferson next to him, with Abraham Lincoln on the far right.

"Who's the second one from the right?" I asked Mr. Davis.

"That's Theodore Roosevelt, Carla," he replied.

"Oh, of course!" I remembered studying the different presidents in school, but the name had slipped my mind. I did remember a few things about the memorial. It had taken 14 years for the construction to finish after builders started it in 1927. Over 400 people had worked on the carvings, and the result was pretty amazing.

As I stared out at the faces on the mountain, I felt a hard tug on my hair.

"Ow," I exclaimed as I turned around. Deandra was looking innocently out at the view, but it seemed that luck was on my side this time.

"Deandra! What has gotten into you? Go sit and wait in the van. We're going to have a serious talk later!" Mr. Davis frowned fiercely at Deandra until she scowled and walked back to the van.

"Sorry about that, Carla," Mr. Davis apologized. "I guess she still has some growing up to do."

Week 19 Questions

Name: _____ Date: _____

Monday

1. When did construction on Mount Rushmore end?
   a. 1927
   b. 1931
   c. 1941
   d. There is not enough information to answer this.

2. Look at the picture. How does it help you?
   a. It helps me visualize the setting.
   b. It helps me learn the presidents' names.
   c. It helps me understand how Carla is feeling.
   d. It helps me put myself in the characters' place.

3. Look at the picture again. Which of the presidents has a beard?
   a. George Washington
   b. Abraham Lincoln
   c. Thomas Jefferson
   d. Theodore Roosevelt

4. Explain what happened at the end of the story.

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Tuesday

1. Based on the information in the passage, you can figure out that...
   a. Mr. Davis is the girls' teacher.
   b. Mr. Davis likes Carla better than Deandra.
   c. Mr. Davis is Deandra's father.
   d. Mr. Davis has never been to Mount Rushmore.

2. Which sentence from the passage best shows Carla's feelings toward Deandra?
   a. "Deandra Davis and I had grown up together..."
   b. "Too many hours, in my opinion."
   c. "As I stared out at the faces on the mountain, I felt a hard tug on my hair."
   d. "Deandra was looking innocently out at the view..."

3. What word would you use to describe Deandra?
   a. Honest
   b. Jealous
   c. Pitiful
   d. Childish

4. What do you think Carla means by *"it seemed that luck was on my side this time"*?

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730L

Week 19: Wednesday

Name: _____ Date: _____

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

The Exam



"Psst! Hey Sharon! What answer did you get for question four?" Portia murmured the question so the teacher wouldn't hear, her lips barely moving. We were sitting in the back of the room during the final exam of the year, and Mr. Heins was currently at his desk at the front.

I was shy compared to Portia. She always had a crowd around her, and she sat at the popular kids table in the cafeteria. I had a smaller group of friends who all lived in my neighborhood, and I was quiet most of the time at school. While Portia was having big parties and sleepovers at her house, I was enjoying a good book at home.

When Portia first started asking me for help during exams, I wasn't sure how to feel. I mean, at least she was talking to me! But I refused. Cheating gave me a queasy feeling in my stomach. She persisted, asking me every day. She even started making fun of me in front of our classmates, calling me a teacher's pet and a goody-goody.

In the end, I agreed, but I was terrified of getting caught. Usually I wrote the answers on a piece of paper and handed them to her, but now, she wanted me to whisper the answer to her. What if Mr. Heins heard me? Suddenly I realized I couldn't do it anymore. I didn't care what Portia said about me. This was wrong.

"I'm not helping you anymore, Portia," I hissed. "You should have studied for the exam like everyone else." Portia glared at me and turned away, her nose in the air.

"You'll be sorry," she warned me, but somehow, I knew she wouldn't do anything. I smiled to myself and went back to my own test. I guess I was stronger than I thought.

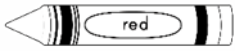
Final CORE

Week 19 Questions

Name: _____ Date: _____

Wednesday

1. How are Portia and Sharon different?



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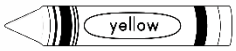
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2. Explain Sharon's reaction when Portia first asks her to help her cheat.



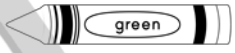
a. She considers it for a little while, but never actually agrees to help Portia.
b. She agrees immediately because she wants Portia and the popular kids to like her.
c. She enjoys the attention but says no because doesn't want to break the rules.
d. She feels sick and ignores Portia for days.

3. What is the main lesson that the story is trying to teach?



a. It's important to stand up for yourself.
b. Cheating is never okay.
c. Popular kids sometimes need help too.
d. It's better to be shy than popular.

4. How does Sharon change from the beginning of the story to the end?



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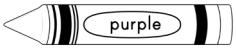
Thursday

1. What point of view is the story told from?



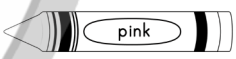
a. First person
b. Second person
c. Third person
d. It is impossible to tell

2. What is another word for "murmured"?



a. Coughed
b. Whispered
c. Yelled
d. Whistled

3. Why did the author pause the scene in the beginning and then go back to it in the end?



a. To provide more information about the characters.
b. To help the reader visualize the setting better.
c. To show how the characters acted during two different exams.
d. To make the order of events in the story clearer.

4. What do you think it means to "persist"?



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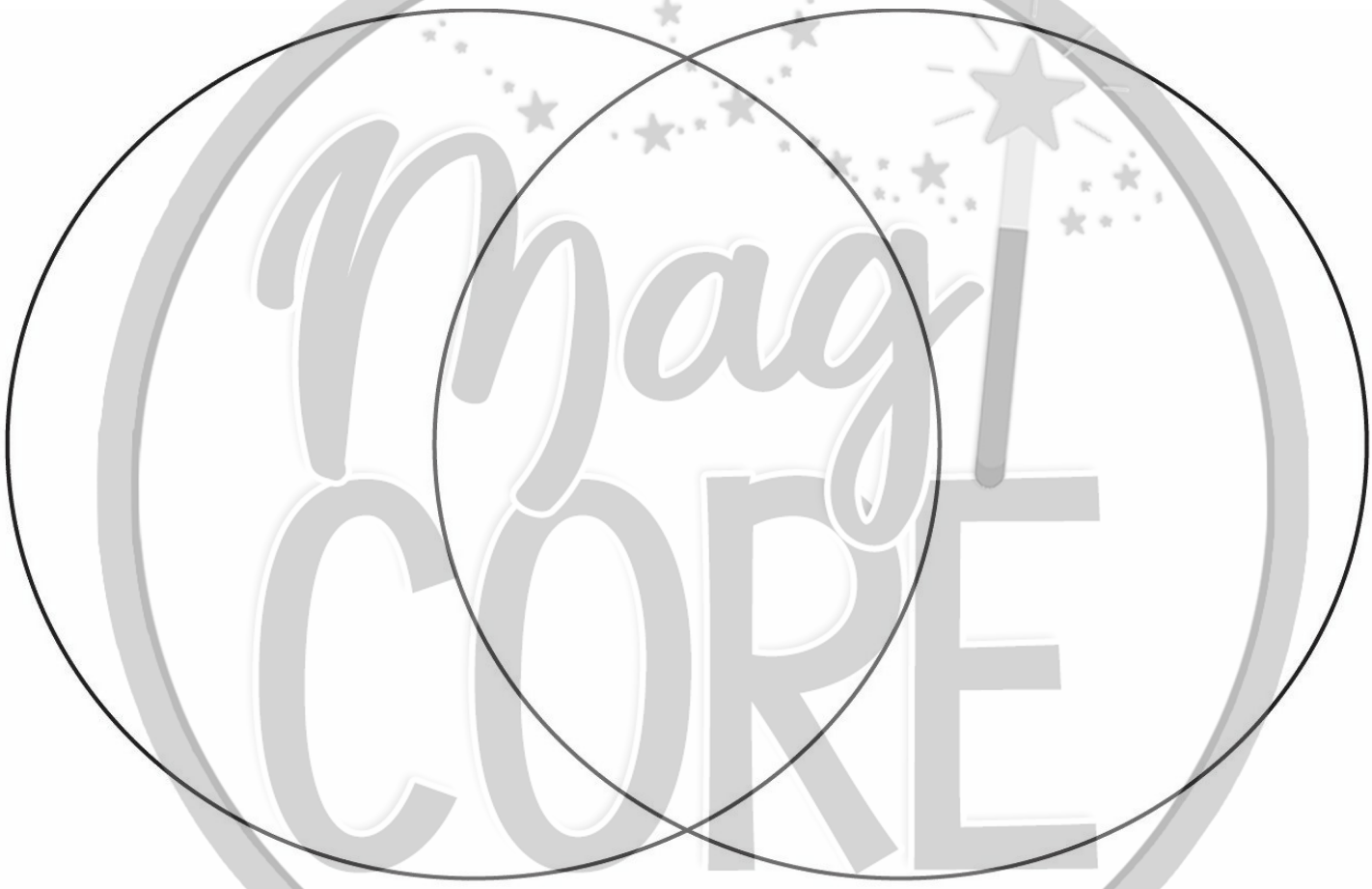
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Week 19: Friday

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.

Visiting Mount Rushmore Both The Exam



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720L

Week 20: Monday

Name: _____ Date: _____

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

Early Explorers

World exploration began in the 15th century and continued through the 17th century. Explorers from Europe set out on the sea. They wanted to discover new territory and find other cultures to trade with. They also wanted to search for treasure! Life as an explorer sometimes led to great discoveries and rewards, but it wasn't easy. Life at sea came with many hazards for early explorers.



Explorer Vasco da Gama landing at Calicut.

Powerful storms could arrive without any warning. A ship could be seriously damaged by the wind and waves. Many explorers never returned home. They were thought to have drowned at sea.

It was very difficult to plan for the distance and length of a journey. It was often the first time that anyone had sailed through an area. Sometimes ships would become lost as they tried to navigate to where they were going.

If ships were lost for a long time, they could run out of food and fresh water. This led to sickness and starvation. When sailors become sick far from a hospital, they often did not recover. One illness that was very common was scurvy. Scurvy is when a person's gums become sore and bleed. Any wounds they have take longer to heal. Scurvy is caused by a lack of vitamin C. Vitamin C comes from foods such as oranges, lemons, limes, and tomatoes.

Other people could also be dangerous to an explorer. When Europeans arrived at a new place, they would meet people with very different cultures and beliefs. Sometimes these differences led to fighting. A crew could also turn against their captain and take over a ship. Life was certainly not easy for these early explorers!

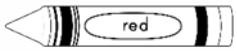
Paula Bacon

Week 20 Questions

Name: _____ Date: _____

Monday

1. What were some reasons for exploration?



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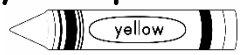
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2. Which of the following was most likely true, based on the information given?



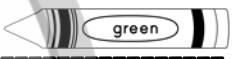
a. European explorers never found any treasure.
b. The crew sometimes drank seawater to stay alive.
c. World exploration was too dangerous after the 17th century.
d. Many ships did not have a doctor on board.

3. According to the passage, why did ships sometimes get lost?



a. No one else had taken the same route before.
b. Ships didn't have good tools to help them find their way.
c. Storms could push them off course.
d. The captain was sometimes bad at directions.

4. Why do you think many explorers got scurvy?



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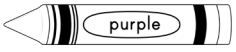
Tuesday

1. What is the passage mainly about?



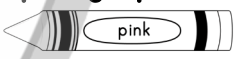
a. Challenges that early explorers faced.
b. Good and bad things about being an early explorer.
c. The places that early explorers traveled to.
d. The reasons why people wanted to explore the world.

2. What is a synonym for the word "hazards"?



a. storms
b. sickness
c. dangers
d. trips

3. What is the main idea of the last paragraph?



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4. What is the meaning of the word "navigate"?



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740L

Week 20: Wednesday Name: _____ Date: _____

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

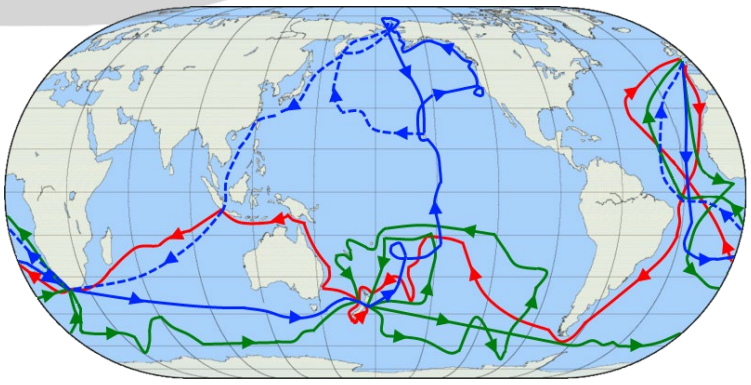
Captain James Cook

James Cook was born on October 27, 1728 in Marton, England. He is famous for exploring and mapping the region of the South Pacific. He went on three total expeditions, or trips. When Cook was eighteen, he joined the royal navy and become an expert map-maker. Soon he was made captain of his first ship, the Endeavour. Cook was a strict captain who made sure his crew washed themselves and the ship daily. This helped prevent the crew from getting sick.

The ship left England for Cook's first voyage on August 26, 1768. This trip took three years and is shown in red on the map below. During this first trip, Cook visited Tahiti, New Zealand, and then the east coast of Australia. It wasn't an easy trip. There were mosquitos on Australia's coast. Many crew members got malaria, a serious illness, after being bitten. After that, the Endeavor also crashed into some coral and had to be fixed. The Endeavour returned to England in 1771.

Cook's second expedition was also about three years long. He and his crew left a year after they returned from the first voyage. This time, he captained two ships, the Resolution and the Adventure. Cook broke a record on this trip. He traveled further south than any other European before him. This trip is shown in green below.

Cook's final voyage was from 1776 to 1779 and is shown in blue on the map. He was trying to find a way to go northwest through North American and into Asia. While he was not successful, he did discover the islands of Hawaii. The natives of the island were very friendly at first. However, they later decided to steal a sailboat from the explorers. Cook became very angry. He tried to capture the chief of the natives to trade for the boat. Sadly, he was killed by the natives before he could.



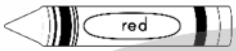
The three voyages of Captain James Cook.

Week 20 Questions

Name: _____ Date: _____

Wednesday

1. How are paragraphs two, three, and four connected?



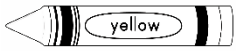
a. They describe three different steps.
b. They all describe the effects of a cause listed earlier.
c. They are comparing and contrasting three things.
d. They each describe first, second, and third in a sequence.

2. Which happened first?



a. Cook broke a record.
b. Cook went to New Zealand.
c. Cook discovered the Hawaiian islands.
d. The Endeavour crashed into coral.

3. *The natives of the island were very friendly at first. However, they later decided to steal a sailboat from the explorers.*



How are these two sentences connected?

a. They describe two different steps.
b. The first is cause and the second is an effect.
c. The second sentence contrasts with the first sentence.
d. They are first and second in a sequence.

4. Explain why Captain Cook was killed.



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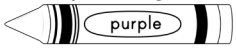
Thursday

1. What year did Cook leave for his second expedition?



a. 1771
b. 1772
c. 1774
d. 1776

2. Explain how the map helps you better understand the information in the passage.



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3. List one reason why some of the crew got sick, and one reason why some of them didn't.



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4. Look at the map. Why do you think part of the blue line is shown in dashes?



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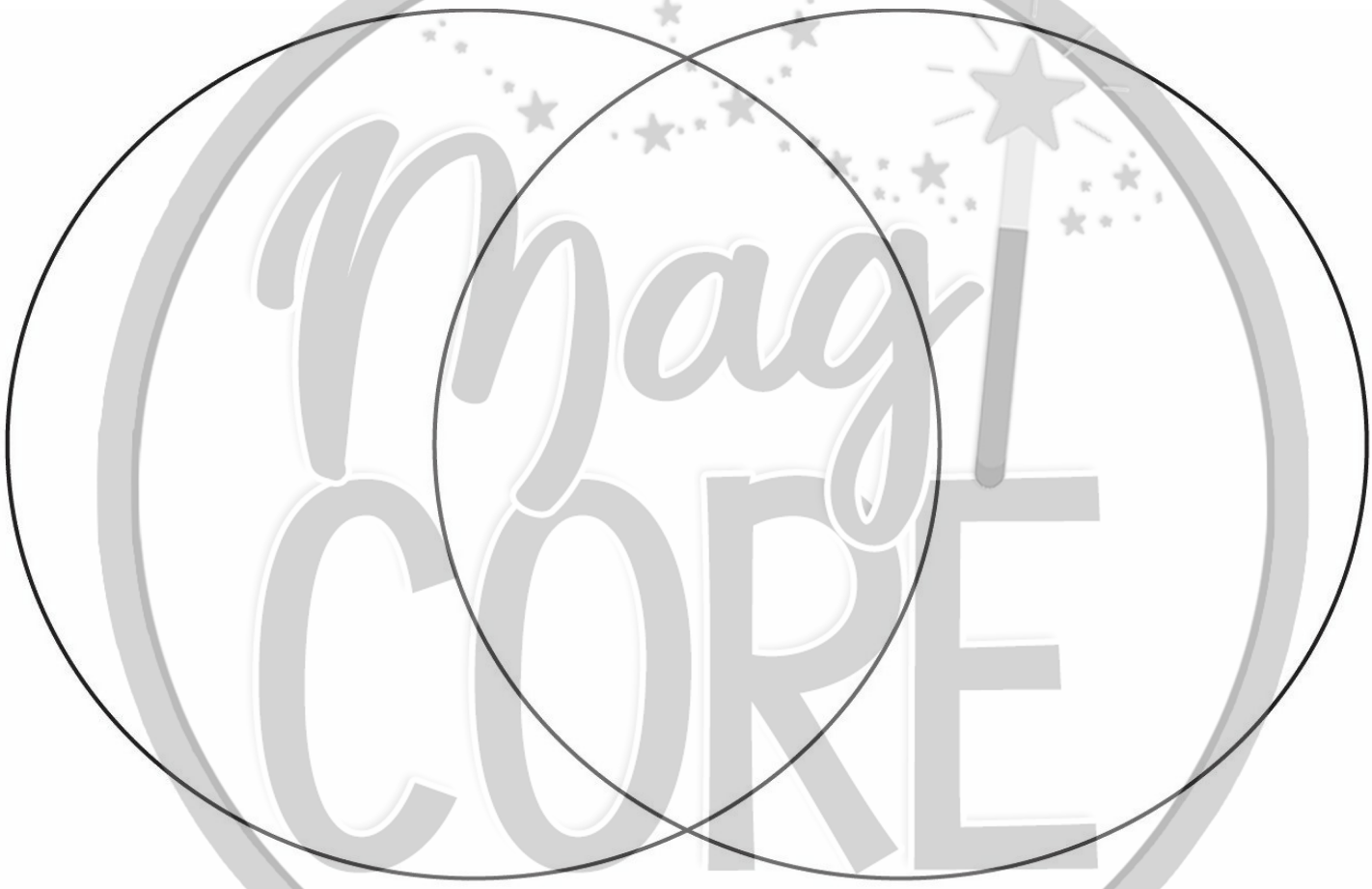
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Week 20: Friday

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.

Early Explorers | Both | Captain James Cook



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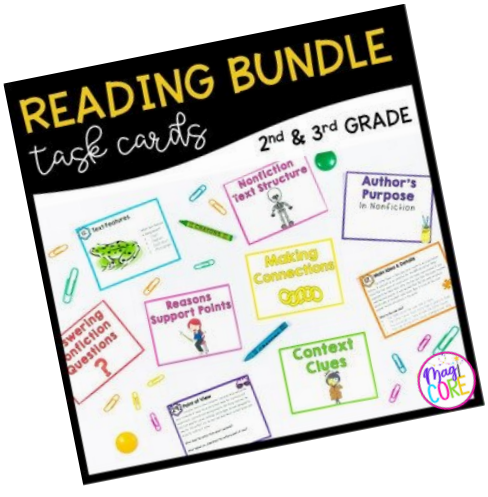
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