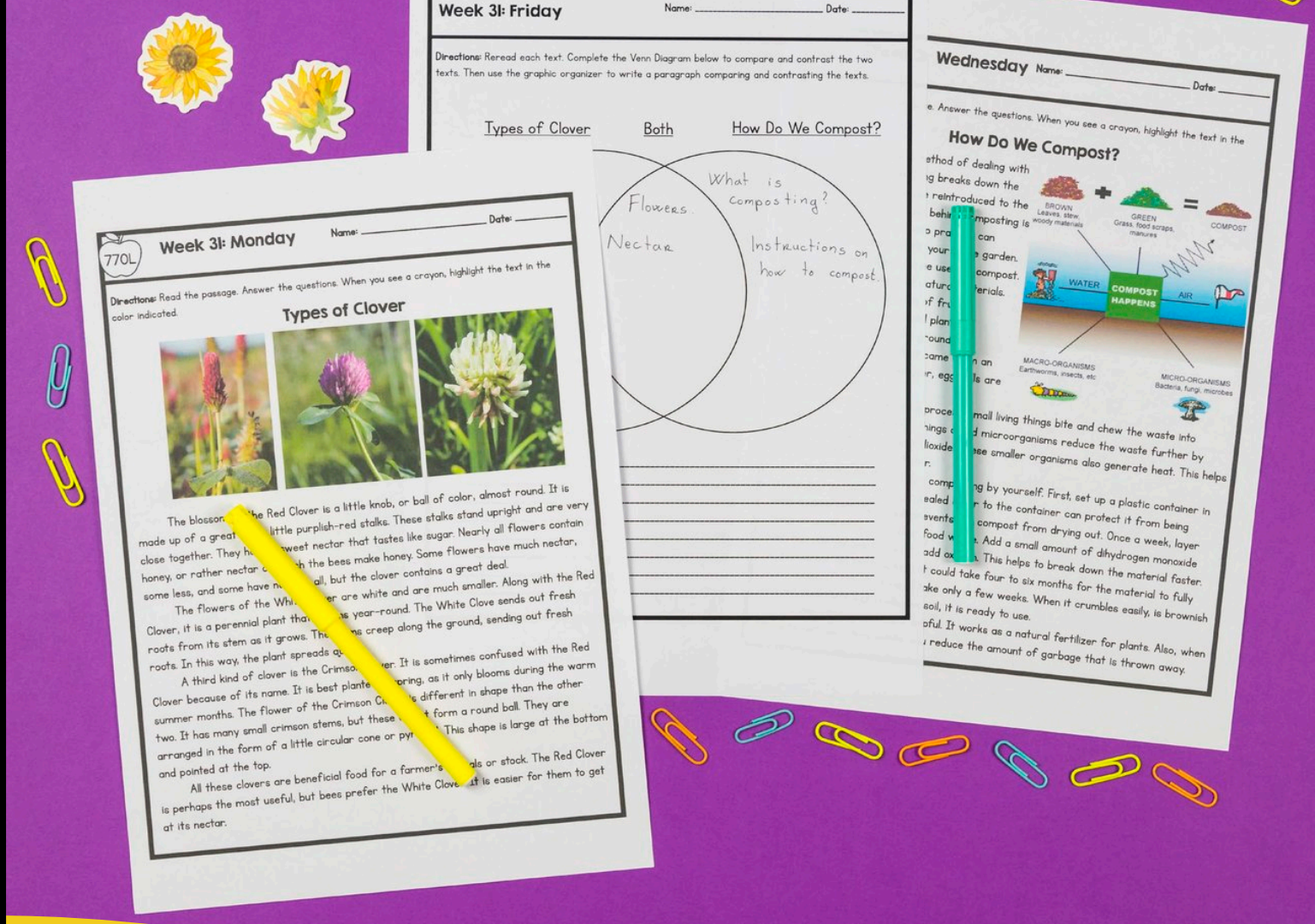
LEXILE



READING SPIRAL REVIEW

QUARTER 4

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 fourth nine weeks is leveled 750L-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."

750L

Week 28: Monday

Name: _____ Date: _____

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

Monster at the Window



"Ahhh! It's a monster!" Leo shrank back into the covers and hid his head under the blankets, figuring if the monster couldn't see him, it wouldn't try to eat him.

"What's wrong, honey?" His mother poked her head into the room, blinking sleepily as she turned on the light.

"There's a monster outside my window!" Leo cried. His mother chuckled and patted his head. "Oh, sweetie, there's no such thing as monsters," she said. "Go back to sleep now."

Leo remained frozen as she turned off the light, shocked that she had left him alone with the beast. He kept his head still and moved only his eyes to the left. It was still there, its glowing eyes mocking him, its long claws moving back and forth as it waited for its chance to swallow him whole. The monster got especially excited during thunderstorms. Its claws would scratch at the window then, so hard that Leo was sure they would finally break through the glass. Why did his mother not recognize the danger he was in? His father had always understood Leo's problems immediately and had solved them all without Leo having to explain.

The monster's eyes flashed warningly, and Leo let out a wail of fright.

"Leo? What is it, buddy?" This time it was his brother Randy. Leo couldn't speak, but he huddled in the covers and pointed to the monster with a shaking hand.

"Oh yeah, I remember when I used to sleep in this room!" Randy said. "It looks pretty scary, doesn't it? Why don't you sleep in my room tonight, and then tomorrow, when it's light out, I'll show you what it is you're afraid of."

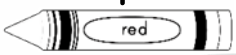
That sounded just fine to Leo. He took his brother's offered hand and they left the room together.

Week 28 Questions

Name: _____ Date: _____

Monday

1. Is Randy older or younger than Leo? Explain.



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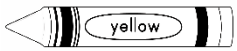
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2. Based on the information in the story, you can figure out that...



a. Only children can see the monster.
b. The boys' father is not around anymore.
c. The boys' mother cares more about Randy than Leo.
d. Leo is afraid of the dark.

3. *The monster's eyes flashed warningly.*
What is happening here?



a. The bedroom light is being turned on and off.
b. The monster is getting angry.
c. The streetlight is flickering.
d. Leo is imagining things.

4. *The monster got especially excited during thunderstorms. Its claws would scratch at the window then, so hard that Leo was sure they would finally break through the glass.*
Explain what is happening here.



_____

_____

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_____

Tuesday

1. Write a short summary of the story below.



_____

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_____

2. Look at the picture. How does it help you understand why Leo was scared?



_____

_____

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_____

3. Their mother didn't understand what was wrong, but Randy did because...



a. The boys are closer in age.
b. Randy slept in the room before.
c. Adults can't see the monster.
d. Randy is smarter than their mother.

4. Explain how the picture helps you predict what happened next in the story.



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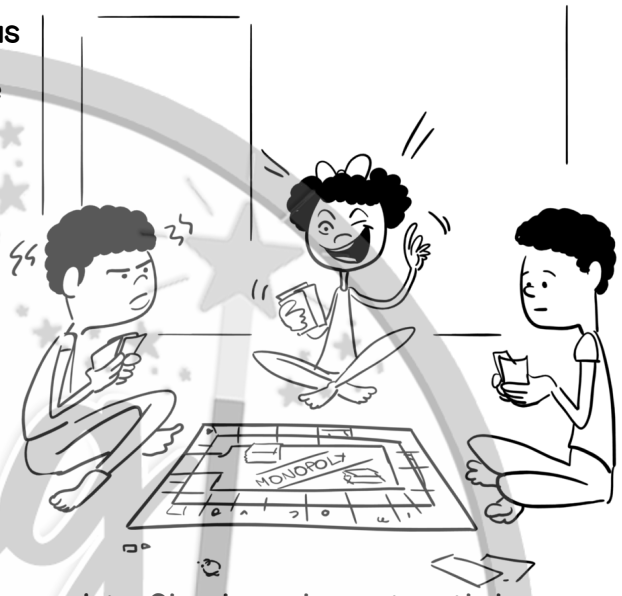
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790L

Week 28: Wednesday Name: _____ Date: _____

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

Game Night



"Woohoo! I got Park Place!" Dierdre crowed as she moved her game piece five spaces. "Now I have both blue cards, so you'll never beat me!" She beamed at her success as she handed her paper money to the banker, Peter.

Peter just smiled calmly, his face set in its usual tranquil lines. Peter always took the result of every game with good grace, regardless of who won. Monopoly wasn't even his favorite game, but Dierdre and Charlie had insisted that they play.

Not satisfied with Peter's response, Dierdre turned to Charlie, who sat with his arms folded, a scowl on his face. He had been trying to buy property the entire game but kept landing on spaces that the other two owned.

"I hate this game!" he hissed. "It's so unfair!"

"You liked it last week, when you won," Peter pointed out reasonably.

"Oh, shush, Peter, no one cares what you think," Dierdre cut in. "Hurry up and roll the dice, Charlie, unless you're chicken?" She giggled.

Charlie glared at her and picked up the dice. Gingerly, barely moving his fingers, he rolled them onto the board.

"Seven!" He gasped in horror as he realized he had landed on Dierdre's property.

"Yes, you owe me nine hundred dollars!" She stuck out her tongue at him.

Charlie's face turned red and he leapt out of his chair, lifting the game board and slamming it to the ground. Dierdre screamed with rage as fake money, cards, and game pieces scattered everywhere. She pounced on him, trying to pull his hair.

"Charlie and Dierdre!" Their mother was suddenly there, pulling them apart. "Both of you, clean up this mess right now and then go to your rooms! You're grounded for the rest of the week. Peter, dear, why don't you come have some ice cream in the kitchen?"

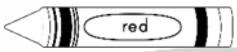
"Thanks, Mom, but I'll help them clean up first," Peter responded, bending down to help his siblings.

Week 28 Questions

Name: _____ Date: _____

Wednesday

1. What activity are the characters participating in in the story?

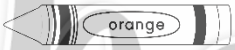


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2. Explain how Diedre's actions influenced Charlie's actions.



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3. Why is Dierdre not satisfied with Peter's response?

a. He isn't playing the game correctly.
b. She wants him to try harder to win.
c. She wants to make him mad.
d. She wants him to respond in words.

4. If you were Peter, would you have helped Dierdre and Charlie clean up? Explain why or why not.

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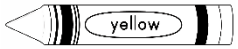
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Thursday

1. What lesson is the story trying to teach from Dierdre's behavior?

a. Never assume you're going to win.
b. Fighting doesn't solve anything.
c. Don't gloat and taunt others.
d. You should be nice to your siblings.

2. What is another word for "tranquil"?

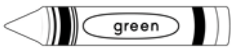


a. Tired
b. Kind
c. Relaxed
d. Honest

3. What lesson is the story trying to teach from Charlie's behavior?

a. You shouldn't play a game you don't like.
b. Don't be a sore loser.
c. You can win if you try your hardest.
d. Getting angry lets people know you care.

4. What does "gingerly" mean?



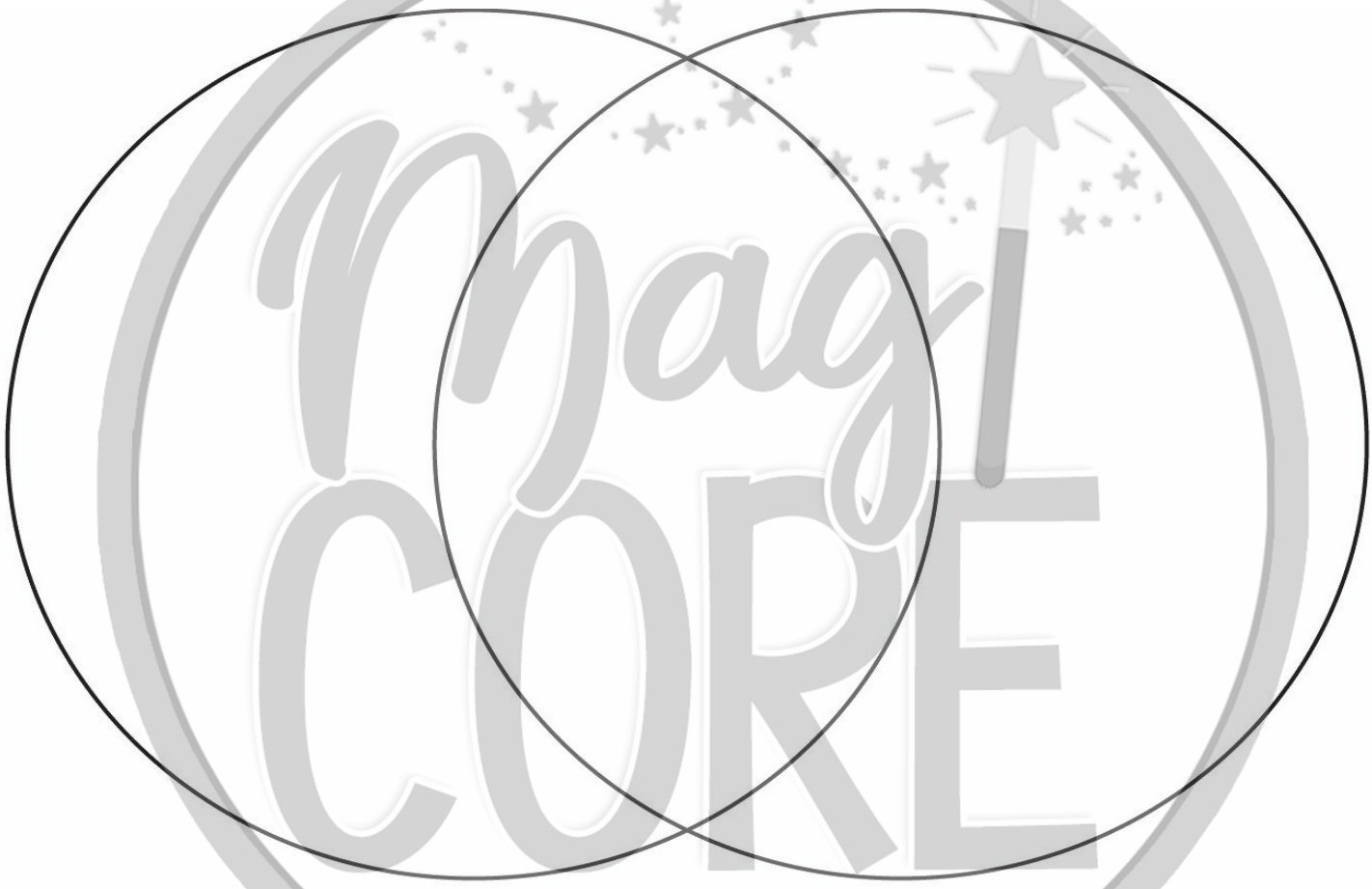
a. Carefully
b. Angrily
c. Noisily
d. Anxiously

Mag CORE

Week 28: 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.



MagiCORE

760L

Week 29: Monday

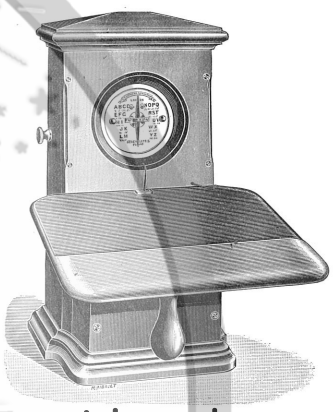
Name: _____ Date: _____

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

Untitled

Communication was very different in the time before cell phones and the internet. Most long-distance messages were sent through letter writing. Sometimes it took months to receive a letter, if it arrived at all. This was especially true if the letter had to cross an ocean. Then came the invention of electricity. People at once began conceiving and then creating tools that used electricity to communicate.

The first major invention was the telegraph. The most highly effective form of the telegraph was first used in 1844. This was a machine that used a system of dots and dashes that translated into letters and words. These messages were transmitted through electric wires. The telegraph was widely used across land and sea for over thirty years.



telegraph



The first telephone

Everything changed in 1876. This was when Alexander Graham Bell designed the first telephone. People could now talk to each other from far away instead of sending coded messages. Networks of electric wires were built throughout the world. Soon almost every modern household had a telephone.

Electricity continued to be used to improve long-range communication. In 1895, the radio was invented. Radios sent sound waves across long distances. This allowed a station to send one message that many people could hear. Radios became increasingly popular in the United States in the 1920s and 1930s.



Marine radio

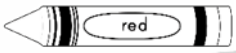
All of these important inventions led to today's everyday use of cell phones and the internet. Cell phones use radio waves to send signals through the air. The internet uses electricity to send many different kinds of communications across the world instantly.

Week 29 Questions

Name: _____ Date: _____

Monday

1. Based on the information in the passage, you can figure out that...



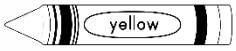
a. Letter writing was the only way to communicate before electricity.
b. Families lived closer together in the past.
c. Sometimes letters were lost on their way to someone.
d. No one writes letters anymore.

2. Which inventions used wires?



a. The Telegraph and the Radio.
b. The Telephone and the Telegraph.
c. The Radio and the Internet.
d. The Internet and the Telephone.

3. Based on the information in the passage, you can figure out that...



a. Telegraphs could only be used on land.
b. Other forms of the telegraph were used before 1844.
c. The telegraph was easier to use than the telephone.
d. Radio replaced the telephone.

4. Explain why people stopped using the telegraph as much.



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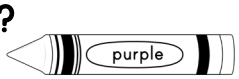
Tuesday

1. Which of the following would be the best title for the passage?



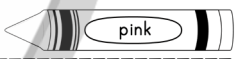
a. Inventions of the Past
b. Communication and Electricity
c. Communication Before The Internet
d. Communication in the Past

2. What does "conceive" mean?



a. To make something.
b. To improve something.
c. To think of something.
d. To communicate something.

3. What is paragraph three mostly about?



_____

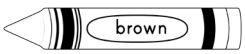
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4. What is another word for "transmitted"?



a. Sent
b. Wrote
c. Read
d. Heard

750L

Week 29: Wednesday Name: _____ Date: _____

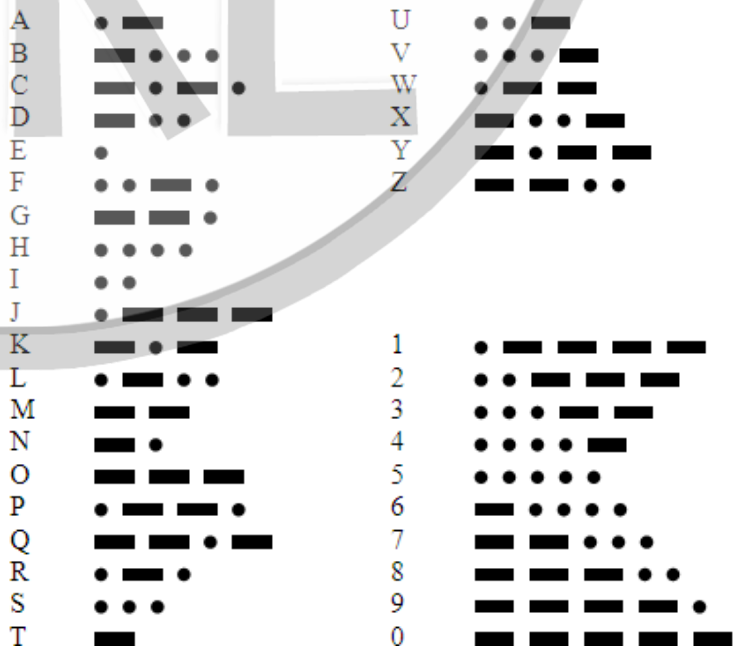
Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

Morse Code and the Telegraph

Before the invention of the telephone, many people communicated using the telegraph. The telegraph is a machine that uses electric wires. These wires send messages across long distances. The telegraph was invented in the late 1700s. However, the best design was invented by an American named Samuel Morse in 1836. Before his improvements, the telegraph used many complicated wires. His telegraph only used one wire. This made it much easier to use.

It took a few years for Morse to perfect his machine. In 1838, he and his friend Alfred Vail created something called "Morse code." This code took the English alphabet and assigned dots and dashes to each letter. Letters that were used more often were represented by fewer symbols. The telegraph made clicking sounds that represented these marks. The clicking could be heard by someone operating a telegraph in another country or state. At first, the operator would write down what they heard using the dots and dashes. Then they would copy it out and change it back into the alphabet. Later, operators began translating the clicks in their head and writing down the message directly. The machine was adjusted to make beeping sounds instead of clicks. These were easier for the operator to hear.

Morse's telegraph was first launched in 1844. Morse sent a message in Morse code from Baltimore to Washington, DC. Twenty years later, telegraph lines went from the United States all the way to Europe. Messages sent through the telegraphs were called telegrams. Telegraphs were used for many years. People later began using the telephone to communicate long-distance.

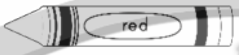


Week 29 Questions

Name: _____ Date: _____

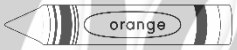
Wednesday

1. How many years were there in between Morse inventing the new telegraph and its first use?



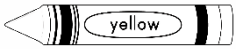
a. 2
b. 8
c. 20
d. 28

2. *Before his improvements, the telegraph used many complicated wires. His telegraph only used one wire.* How are these sentences connected?



a. By a problem/solution structure.
b. By a cause/effect structure.
c. By an order of events structure.
d. By a compare/contrast structure.

3. What was the effect of only using one wire in the new telegraph?

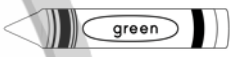


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4. *At first, the operator would write down what they heard using the dots and dashes. Then they would copy it out and change it back into the alphabet.*



How are these sentences connected?

a. By a problem/solution structure.
b. By a cause/effect structure.
c. By an order of events structure.
d. By a compare/contrast structure.

Thursday

1. Look at the image. Explain why the letter "E" uses one dot and the letter "Y" uses three dashes and a dot.

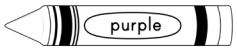


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2. Explain why the telegraph was adjusted to make beeping sounds instead of clicks.



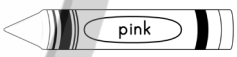
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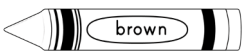
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3. Which happened first?



a. The telephone was invented.
b. Morse's telegraph was launched.
c. Morse code was invented.
d. Operators listened to beeps.

4. Look at the image. Spell out the word "wire" in Morse code. Leave a space between each represented letter.



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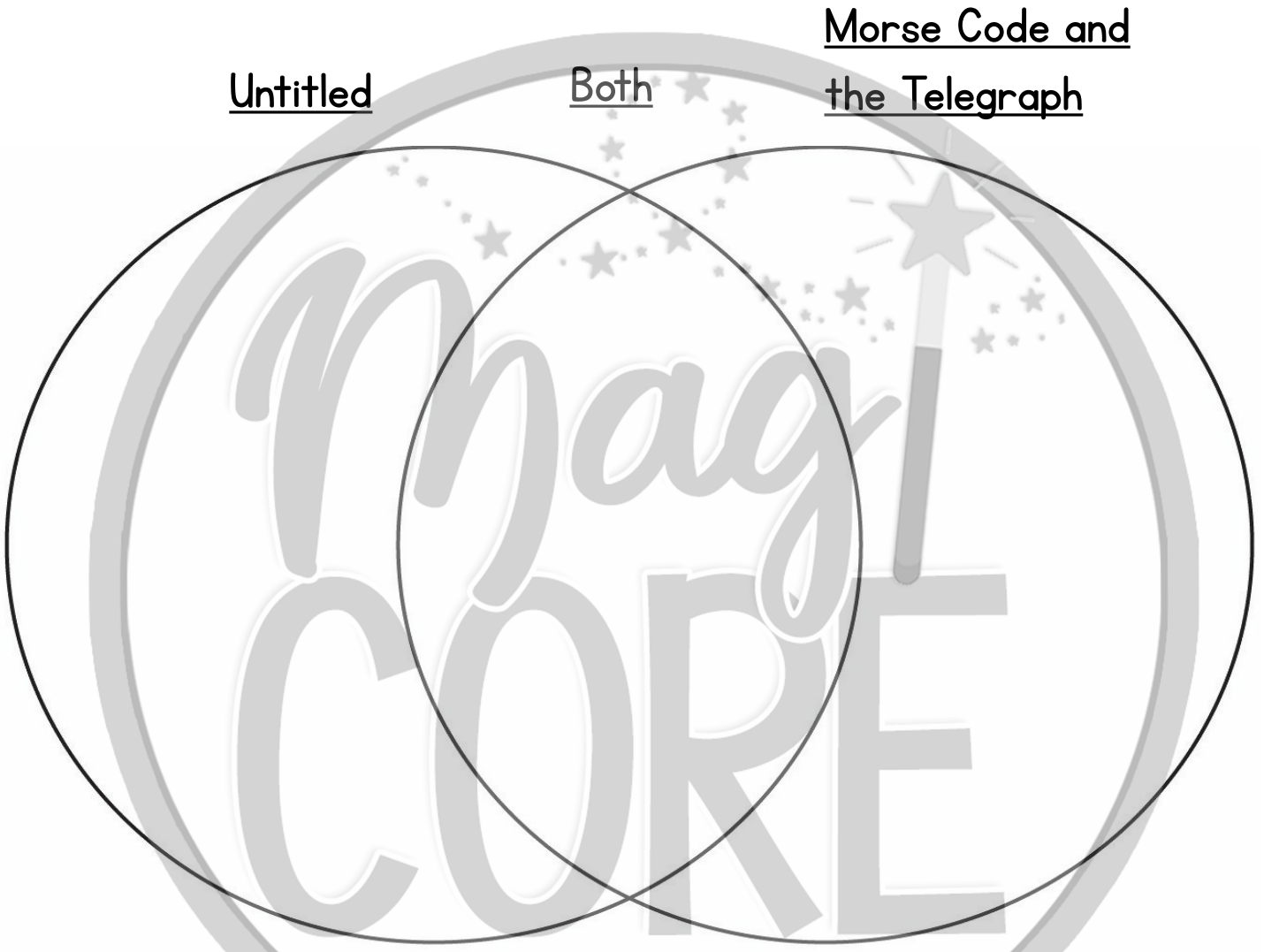
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Week 29: Friday

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.



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Not O.K.

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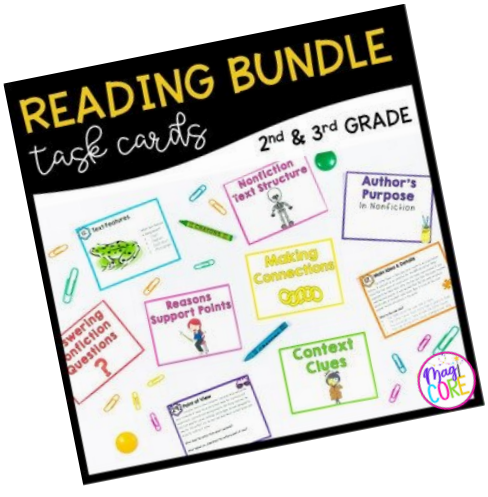
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