

2ND GRADE READING SPIRAL REVIEW

QUARTER 1

MagiCORE

READING SPIRAL REVIEW

2nd grade

Table of Contents

1. How to Use Spiral Review
2. Week 1: 400L, 440L
3. Week 2: 460L, 500L
4. Week 3: 460L-500L
5. Week 4: 510L-530L
6. Week 5: 560L & Poem
7. Week 6: 630L - 640L
8. Week 7: 660L and Play
9. Week 8: 680L - 710L
10. Week 9: 620L, 750L
11. Answer Key

Each story includes:

- 1 page of multiple choice and short response questions

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 use Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college- and career-ready by the end of twelfth 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	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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."

How to Use Spiral Review

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

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.

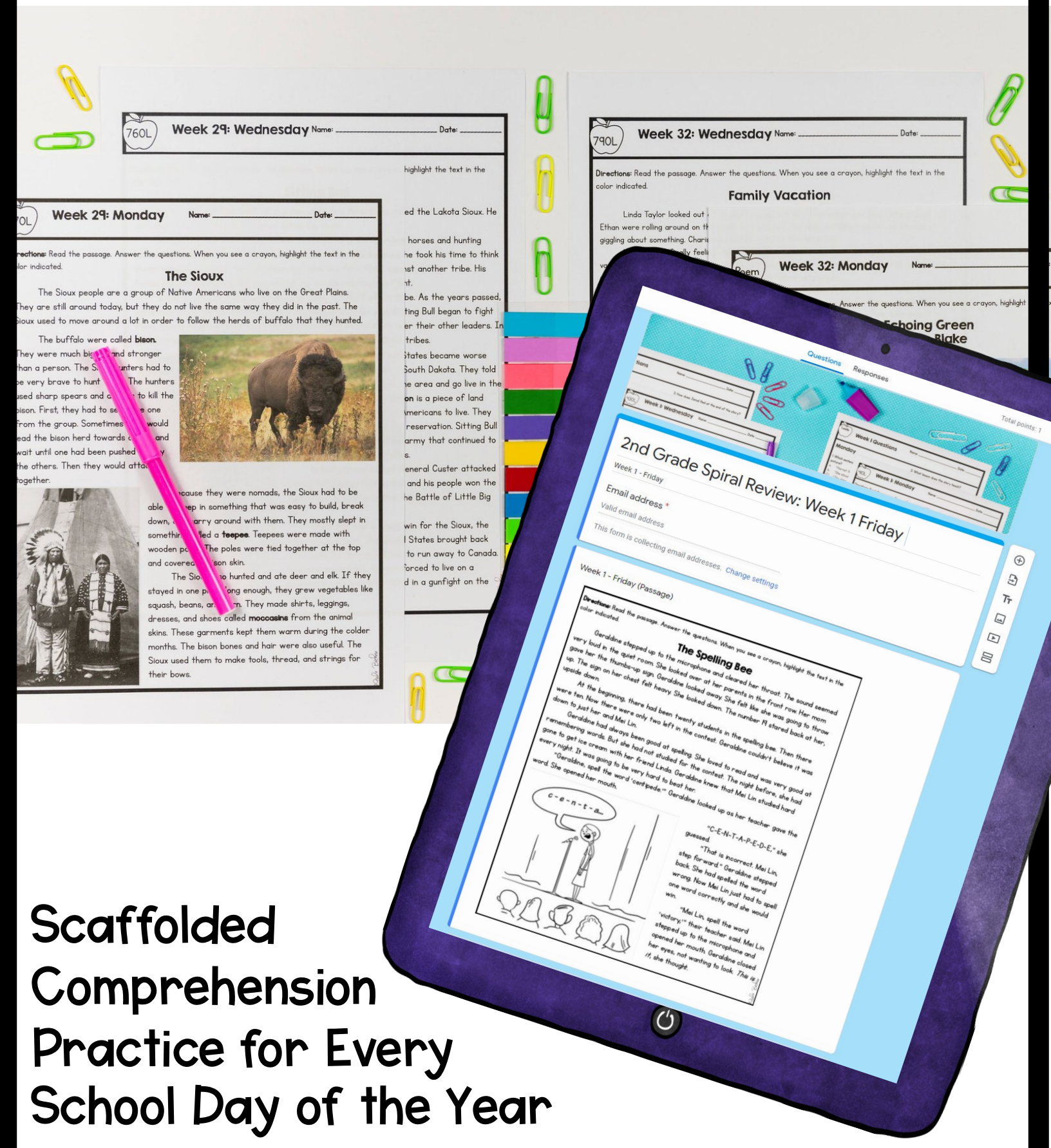
How NOT to Use Spiral Review

Spiral review should NOT

1. be "busy work." Use spiral review as a tool to inform instruction and hold students accountable.
2. be 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. be a formal assessment.

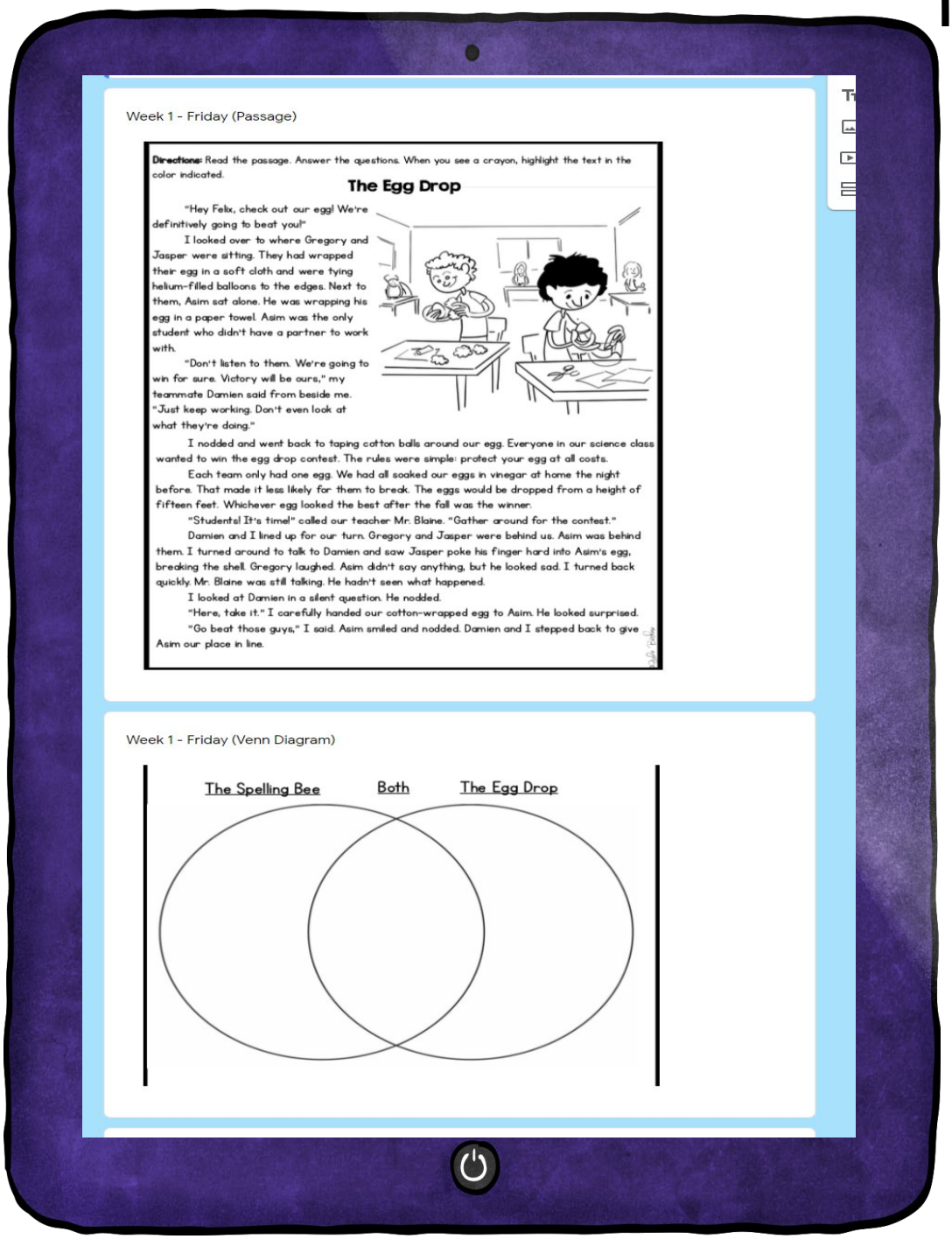
©Julie Bochorse

GOOGLE FORMS & PDF



Scaffolded Comprehension Practice for Every School Day of the Year

GOOGLE FORMS



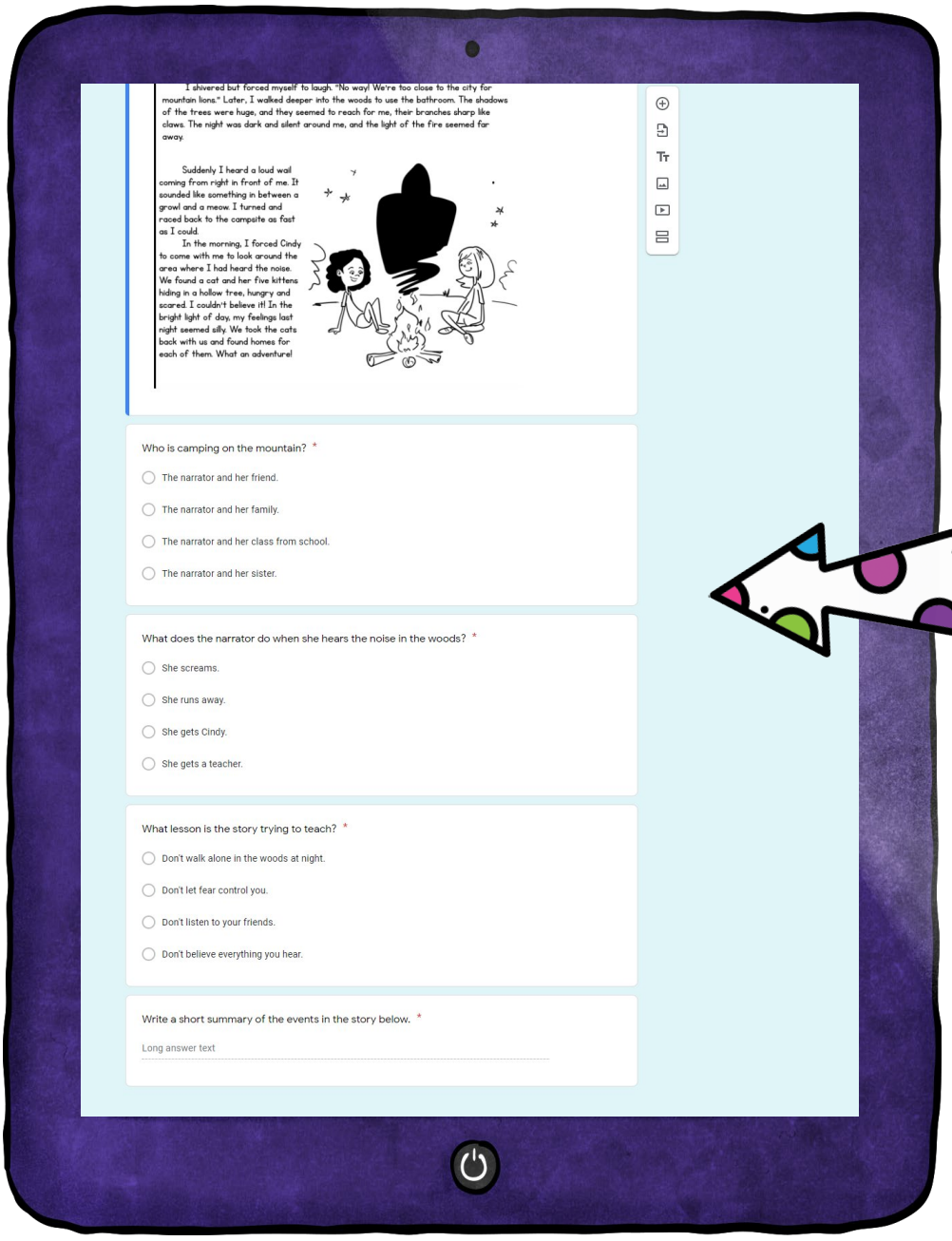
Two Passages Per Week

Balance Between Fiction & Nonfiction

Purposefully Scaffolded with Lexile Levels

LEXILE®

GOOGLE FORMS



Four Questions Per Day

Mix Between Multiple Choice & Short Response

Multiple Choice Questions are Self-Grading

400L

Week 1: Monday

Name: _____ Date: _____

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

The Spelling Bee

Geraldine stepped up to the microphone and cleared her throat. The sound seemed very loud in the quiet room. She looked over at her parents in the front row. Her mom gave her the thumbs-up sign. Geraldine looked away. She felt like she was going to throw up. The sign on her chest felt heavy. She looked down. The number 19 stared back at her, upside down.

At the beginning, there had been twenty students in the spelling bee. Then there were ten. Now there were only two left in the contest. Geraldine couldn't believe it was down to just her and Mei Lin.

Geraldine had always been good at spelling. She loved to read and was very good at remembering words. But she had not studied for the contest. The night before, she had gone to get ice cream with her friend Linda. Geraldine knew that Mei Lin studied hard every night. It was going to be very hard to beat her.

"Geraldine, spell the word 'centipede.'" Geraldine looked up as her teacher gave the word. She opened her mouth.



"C-E-N-T-A-P-E-D-E," she guessed.

"That is incorrect. Mei Lin, step forward." Geraldine stepped back. She had spelled the word wrong. Now Mei Lin just had to spell one word correctly and she would win.

"Mei Lin, spell the word 'victory,'" their teacher said. Mei Lin stepped up to the microphone and opened her mouth. Geraldine closed her eyes, not wanting to look. *This is it*, she thought.

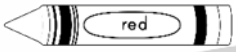
Chagi CORE

Week 1 Questions

Name: _____ Date: _____

Monday

1. Where does this story take place?



a. At a school.
b. At a summer camp.
c. At a birthday party.
d. At a library.

2. What did each girl do the night before the spelling bee?



_____

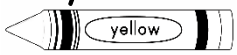
_____

_____

_____

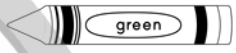
_____

3. During the story, Geraldine mostly feels...



a. Hopeful
b. Excited
c. Nervous
d. Angry

4. What was wrong with Geraldine's spelling of "centipede"?



_____

_____

_____

_____

_____

Tuesday

1. Look at the picture. Explain what is happening.



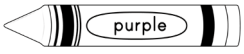
_____

_____

_____

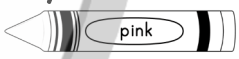
_____

2. How many students were in the spelling bee at first?



a. Two
b. Ten
c. Nineteen
d. Twenty

3. Write a short summary of the story.



_____

_____

_____

_____

4. Make a prediction about what happened at the end of the story. Explain why you made this prediction.



_____

_____

_____

_____

©Gabi Barbosa

440L

Week 1: Wednesday

Name: _____ Date: _____

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

The Egg Drop



"Hey Felix, check out our egg! We're definitively going to beat you!"

I looked over to where Gregory and Jasper were sitting. They had wrapped their egg in a soft cloth and were tying helium-filled balloons to the edges. Next to them, Asim sat alone. He was wrapping his egg in a paper towel. Asim was the only student who didn't have a partner to work with.

"Don't listen to them. We're going to win for sure. Victory will be ours," my teammate Damien said from beside me. "Just keep working. Don't even look at what they're doing."

I nodded and went back to taping cotton balls around our egg. Everyone in our science class wanted to win the egg drop contest. The rules were simple: protect your egg at all costs.

Each team only had one egg. We had all soaked our eggs in vinegar at home the night before. That made it less likely for them to break. The eggs would be dropped from a height of fifteen feet. Whichever egg looked the best after the fall was the winner.

"Students! It's time!" called our teacher Mr. Blaine. "Gather around for the contest."

Damien and I lined up for our turn. Gregory and Jasper were behind us. Asim was behind them. I turned around to talk to Damien and saw Jasper poke his finger hard into Asim's egg, breaking the shell. Gregory laughed. Asim didn't say anything, but he looked sad. I turned back quickly. Mr. Blaine was still talking. He hadn't seen what happened.

I looked at Damien in a silent question. He nodded.

"Here, take it." I carefully handed our cotton-wrapped egg to Asim. He looked surprised.

"Go beat those guys," I said. Asim smiled and nodded. Damien and I stepped back to give Asim our place in line.

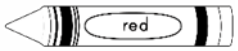
Mad CORE

Week 1 Questions

Name: _____ Date: _____

Wednesday

1. What is a "victory"?



a. A win.
b. A contest.
c. An egg.
d. A task.

2. Look at the description of Asim in the beginning. How does this connect to the end of the story?



_____

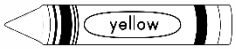
_____

_____

_____

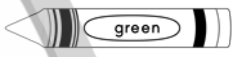
_____

3. Which is true about the characters?



a. Jasper is mean, but Gregory is not.
b. Damien gets mad when Felix tries to help Asim.
c. Asim is too shy to stand up for himself.
d. Felix tells Mr. Blaine what happened to Asim's egg.

4. What is a "partner"?



_____

_____

_____

_____

Thursday

1. Make a prediction about who won the contest.



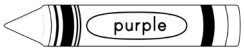
_____

_____

_____

_____

2. Why couldn't Asim get another egg from Mr. Blaine?



a. It wouldn't be cooked.
b. He didn't want Mr. Blaine to know that he broke his egg.
c. It wouldn't be soaked in vinegar.
d. There wasn't enough time.

3. What lesson is the story trying to teach?



a. Winning isn't everything.
b. Always have an extra egg.
c. Stand up to mean people.
d. Always solve your problems yourself.

4. Look at the picture. How do you think it's connected to the story?



_____

_____

_____

_____

_____

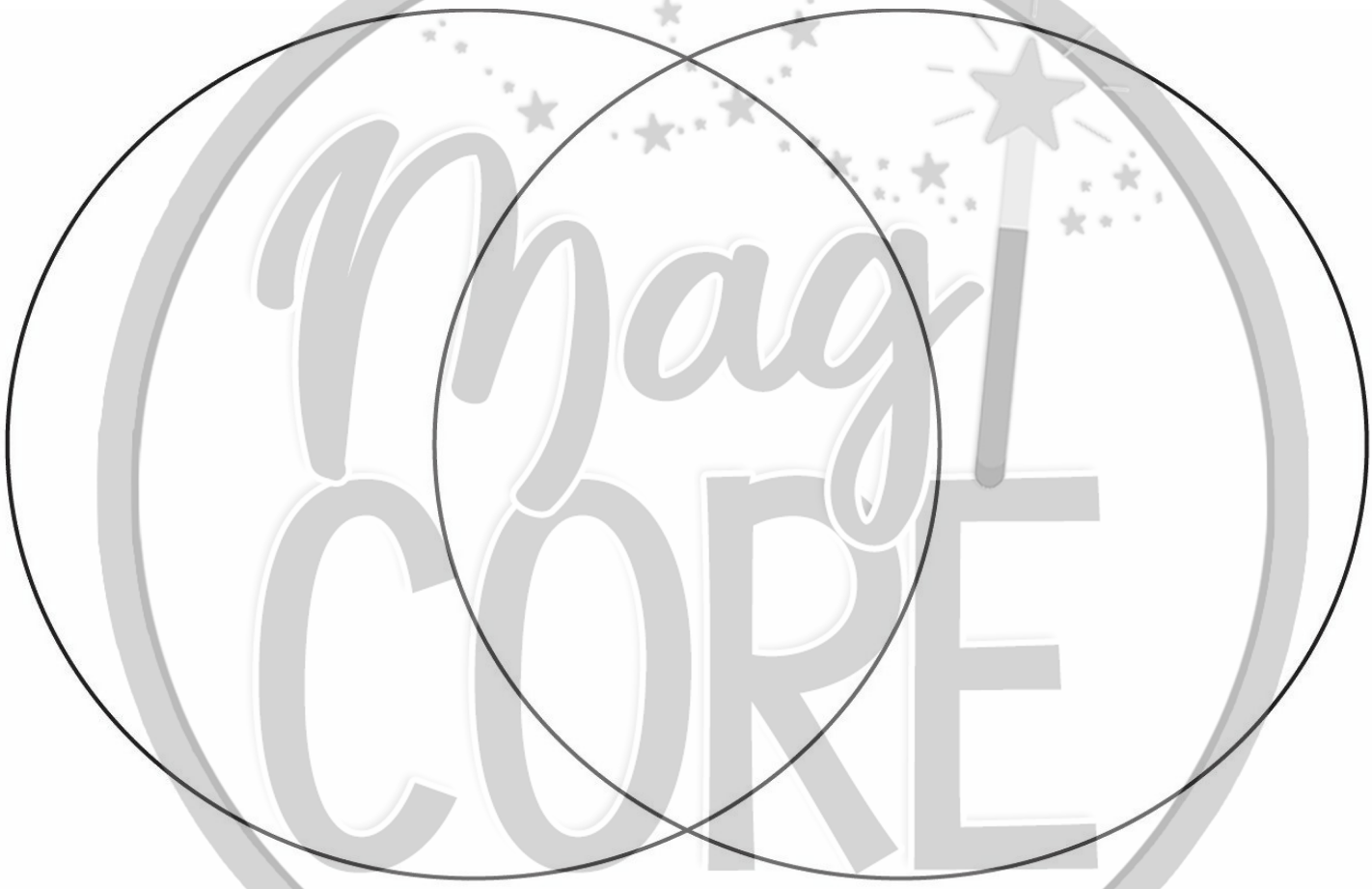
_____

©Gayle Bowers

Week 1: 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.



_____

_____

_____

_____

_____

_____

_____

_____

Julie Bochese

630L

Week 6: Monday

Name: _____ Date: _____

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

Erosion

What is erosion? Erosion happens when land is slowly worn away by natural forces. Erosion can be caused by wind or ice. It can also be caused by water. Water is the biggest cause of erosion.

Rivers are bodies of water that can cause a considerable amount of erosion. This happens when small particles of earth break off from the bottom of the river and the riverbank. These little bits of dirt are carried along by the movement of the water. A lot of particles are moved over time. This is because the river water never stops moving.

The land can also be worn down by acid in the river water. The acid can dissolve or break down rock and soil.

One example of river erosion is the Grand Canyon. The Grand Canyon is located in Arizona in the United States. It is a big hole in the ground. The hole is almost 300 miles long and over a mile deep! The Grand Canyon was formed over millions of years. It was created through the erosion of the Colorado River.



Dogi CORE

Week 6 Questions

Name: _____ Date: _____

Monday

1. What is erosion? red

_____

_____

_____

2. Based on the information in the passage, you can figure out that… orange

a. Most of the erosion in the world is caused by rivers.
b. The Grand Canyon is deeper than it is wide.
c. Rivers aren't the only bodies of water that can cause erosion.
d. Erosion is only caused by water.

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

a. Erosion does not happen quickly.
b. Acid is only found in river water.
c. Ice causes more erosion than wind.
d. River water moves very slowly.

4. Explain how erosion happens in rivers. green

_____

_____

_____

_____

_____

_____

Tuesday

1. What is another word for "considerable"? blue

a. Dangerous
b. Large
c. Important
d. Modest

2. What could be another good title for the passage? purple

a. The Three Types of Erosion
b. How the Grand Canyon Was Formed
c. How Water Causes Erosion
d. Erosion in Rivers

3. What is a "particle"? pink

_____

_____

_____

4. Based on the passage, what do you think is shown in the picture? brown

_____

_____

_____

_____

©Julie Bochese

640L

Week 6: Wednesday

Name: _____ Date: _____

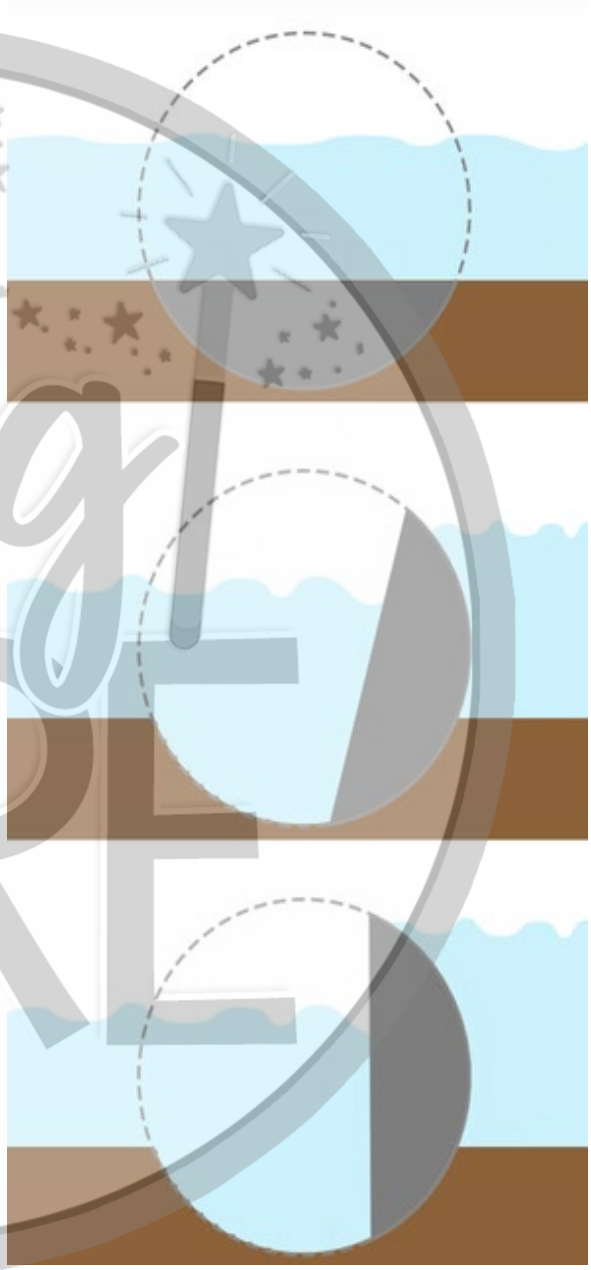
Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

The Thames River Barrier

The Thames River barrier is a system of gates in London, England. It is located at the edge of the River Thames. It was designed to control the water in the North Sea. Sometimes the water in the North Sea will get too high or too strong. Then too much of it will go into the River Thames. The water in the river might spill into the city and cause problems. The barrier was built so that the water could be stopped.

The barrier has ten gates made of steel. Steel is a very strong metal. The gates can be turned to open or close them. This way, ships can still go through the barrier when it is open. The barrier is closed during high tide or during big rainstorms. This is when the river is more likely to flood the city. The barrier is open during low tide. When it is open, it lies flat on the bottom of the river.

The barrier was built in 1982. A man named Charles Draper thought of making the gates turn. It cost millions of pounds to build. The gates stretch across 1,710 feet of the river. When the gates are flat on the river bottom, they fill up with water. When they are turned, the water pours out.



Model of River Barrier

The barrier can also be closed before high tide or storms. Teddington is a town near London. The water level in Teddington is measured daily. If the river water is over 16 feet high in Teddington, people in London know there is danger. Then the barrier is closed early to make sure the water is blocked. This has happened 186 times since the barrier was built.

Page Core

Week 6 Questions

Name: _____ Date: _____

Wednesday

1. Why was the Thames River Barrier built?

red

a. To protect London from an attack.
b. To stop the water in the River Thames from going into London.
c. To separate the North Sea from the River Thames.
d. To stop the water in the River Thames from entering the North Sea.

2. What happens when the water in the North Sea gets too high or too strong?

orange

_____

_____

3. Why isn't the barrier closed all the time?

yellow

a. It isn't designed that way.
b. The people in London still need water.
c. Ships must go through the barrier.
d. The gates need to open sometimes to make sure they still work.

4. When is the river more likely to flood the city?

green

_____

_____

_____

_____

_____

Thursday

1. What might cause the barrier to be closed early?

blue

a. High tide.
b. Low tide.
c. A big rainstorm.
d. High water levels.

2. Look at the diagram. Explain what each of the three colors (blue, gray, and brown) represents.

purple

_____

_____

_____

_____

3. What happens while the gates are turning?

pink

a. Water comes out.
b. Water goes into the city.
c. The river water gets too high.
d. The water is blocked.

4. Look at the diagram. Explain what is happening in each of the three pictures.

brown

_____

_____

_____

_____

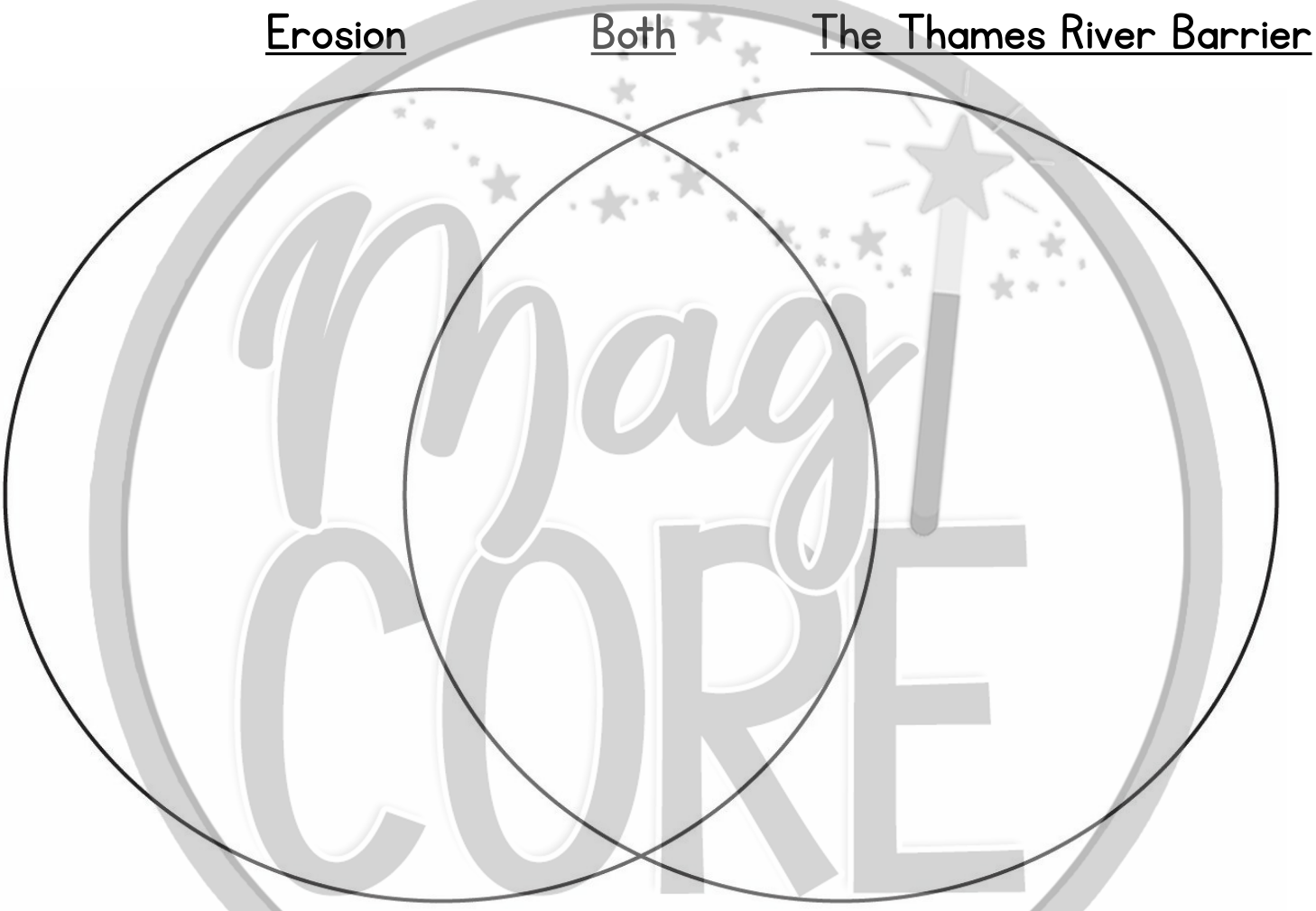
_____

©Gabi Barbosa

Week 6: 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.



_____

_____

_____

_____

_____

_____

_____

_____

_____

Mag CORE

Terms of Use

How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go

- Use this resource personally or with your own children.
- Use this resource in your own classroom with your students.
- Provide this resource to your students to use at your instruction.
- Print and/or copy for use in your own classroom.
- Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
- 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).
- Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:

https://magicorelearning.com/

https://www.teacherspayteachers.com/Store/Magicore



Not O.K.

- Share with others to use personally.
- Share with others to use in another classroom.
- Print or copy any page(s) and distribute them to other teachers or other classrooms.
- Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom., including but not limited to personal, classroom, or district websites that are accessible to the general public.
- Use this resource commercially (e.g. Outschool).
- Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

© Copyright 2020, 2022. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Using this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at https://magicorelearning.com/terms-of-use.

Let's Connect!

www.magicorelearning.com

https://www.teacherspayteachers.com/Store/Magicore

https://www.facebook.com/MagiCoreLearning/

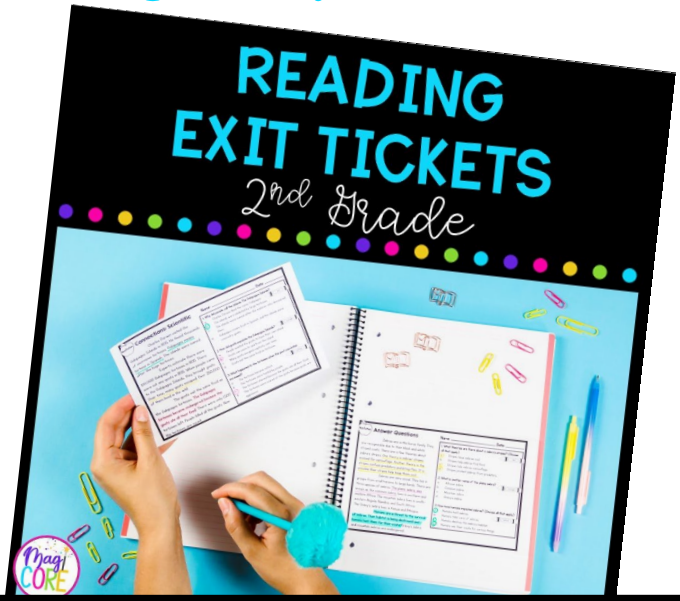
https://www.instagram.com/magicorelearning/

https://www.pinterest.com/magicorelearning/pins/

Julie@magicorelearning.com

Looking for more?





CREDITS

https://commons.wikimedia.org/wiki/File:Daniel_Boone03.jpg

https://commons.wikimedia.org/wiki/File:Scouting_for_girls,_adapted_from_Girl_guiding_-_A_Frontier-woman%27s_Ride_for_life.png

https://commons.wikimedia.org/wiki/File:Cow_(Fleckvieh_breed)_Oeschinensee_Slaunger_2009-07-07.jpg

https://commons.wikimedia.org/wiki/File:Grand_Canyon_Hopi_Point_with_rainbow_2013.jpg

https://commons.wikimedia.org/wiki/File:Thames_Barrier_-_simple_operation_diagram.png

https://commons.wikimedia.org/w/index.php?sort=relevance&search=US+penny&title=Special:Search&profile=advanced&fulltext=1&advancedSearch-current=%7B%7D&ns0=1&ns6=1&ns12=1&ns14=1&ns100=1&ns106=1#/media/File:1990-issue_US_Penny_obverse_2.jpg



