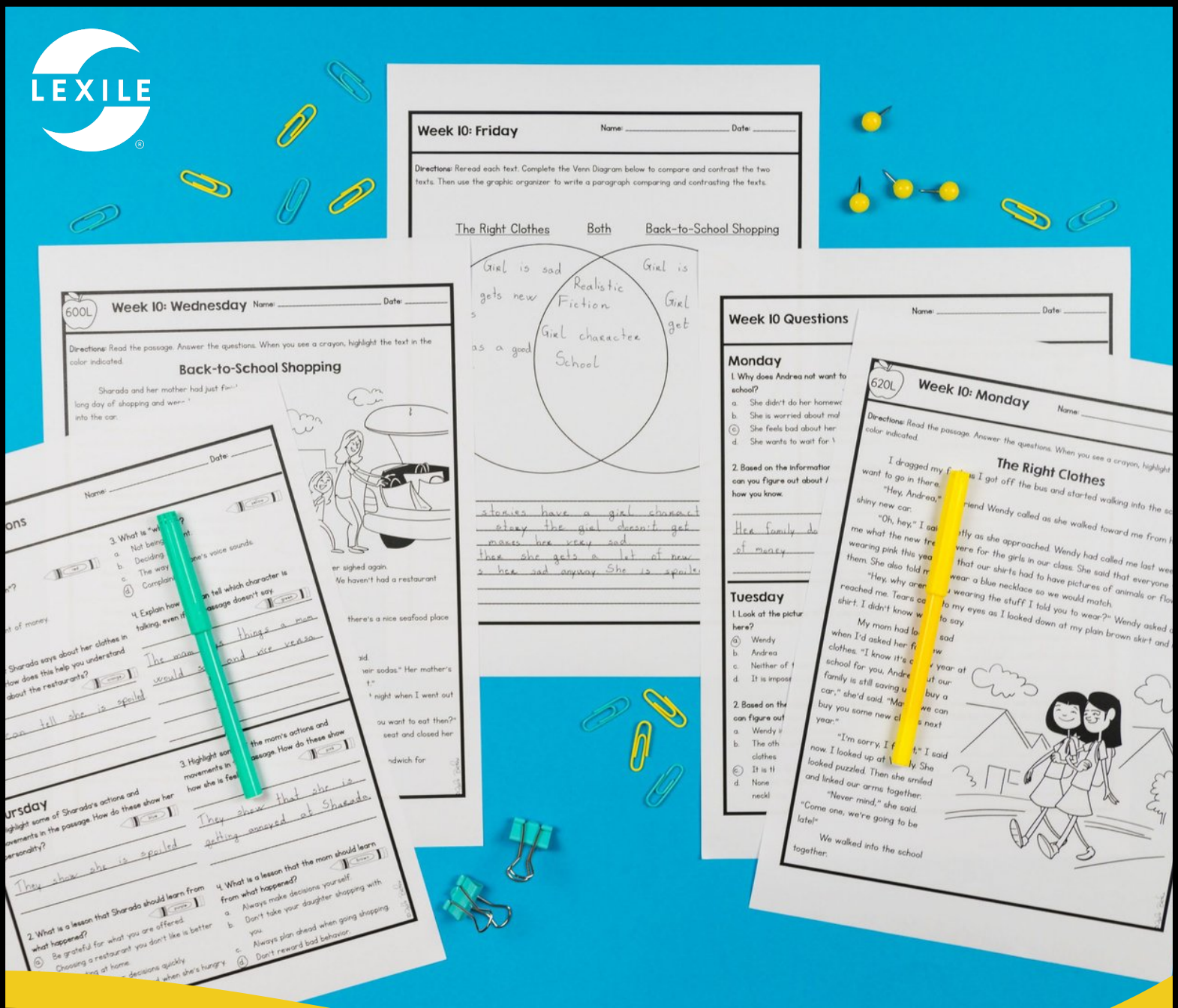


2ND GRADE READING SPIRAL REVIEW

QUARTER 2

MagiCORE

READING SPIRAL REVIEW

2nd grade

Table of Contents

1. How to Use Spiral Review
2. Week 10: 490L, 550L
3. Week 11: 530L, 640L
4. Week 12: 530L, 570L
5. Week 13: 510L, 730L
6. Week 14: 550L, Poem
7. Week 15: 560L, 520L
8. Week 16: Poem and Play
9. Week 17: 640L, 540L
10. Week 18: 750L, 680L
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.

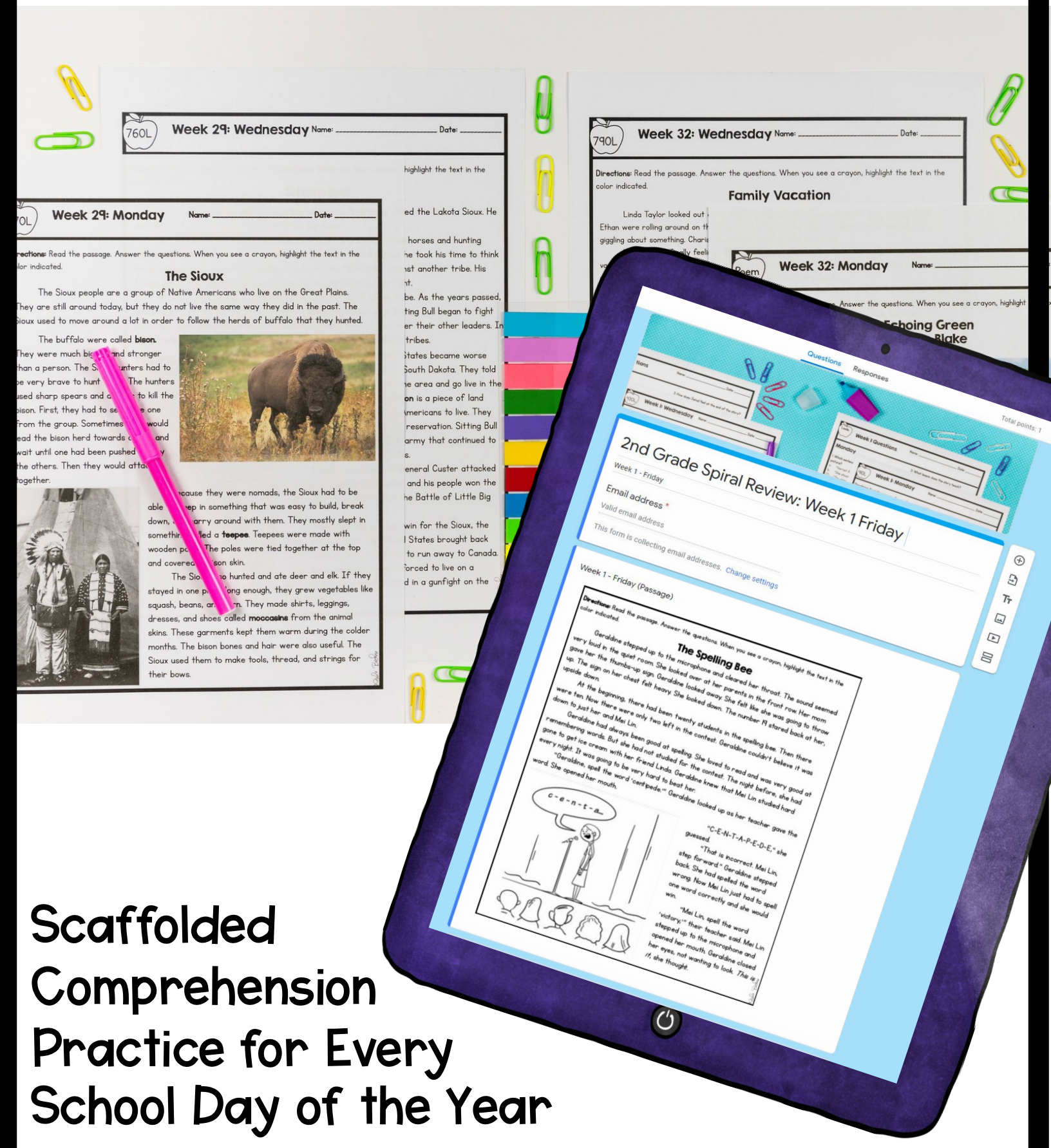
How NOT to Use Spiral Review

Spiral review should NOT be:

1. "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.

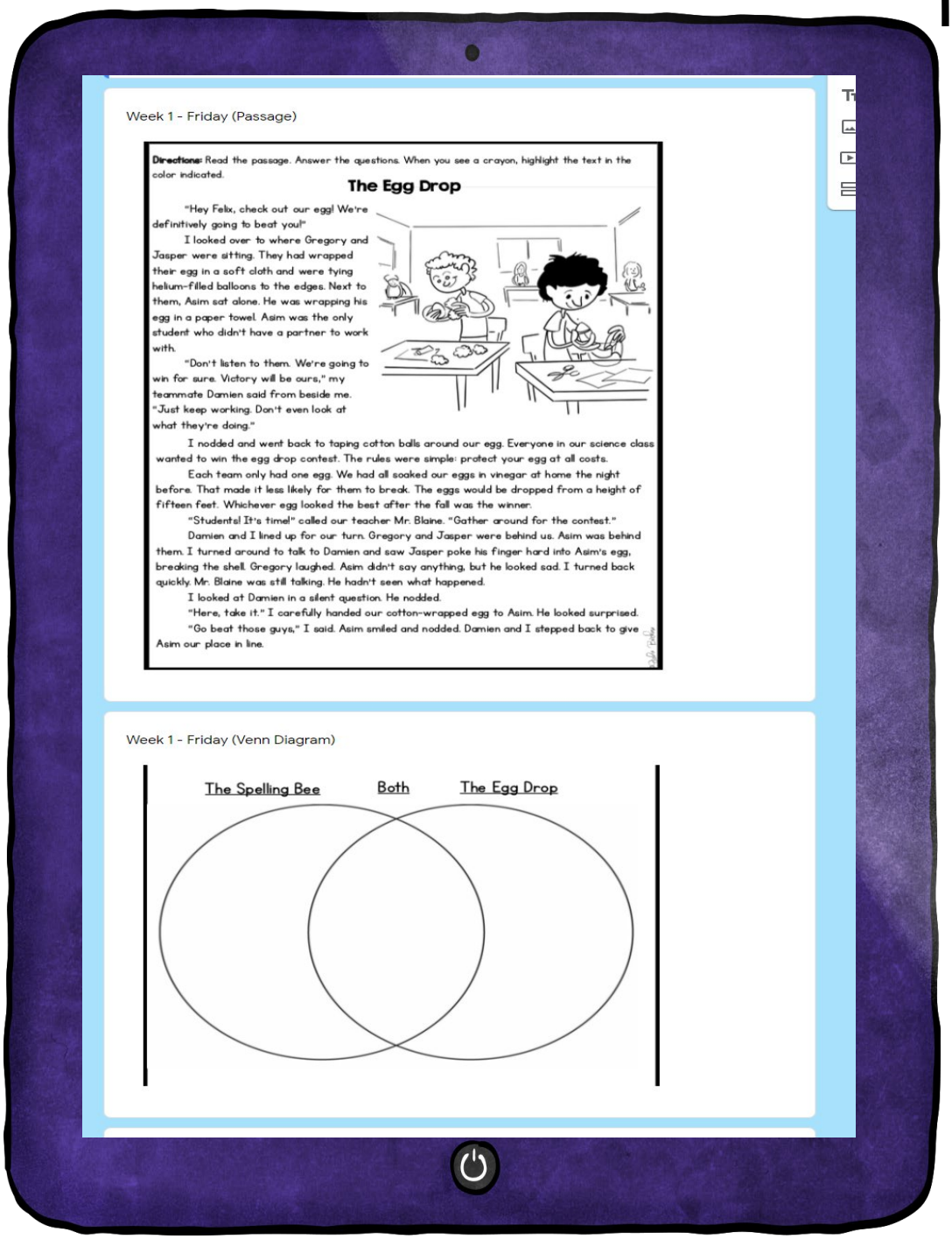
©Julie Bochorse

GOOGLE FORMS & PDF



Scaffolded Comprehension Practice for Every School Day of the Year

GOOGLE FORMS



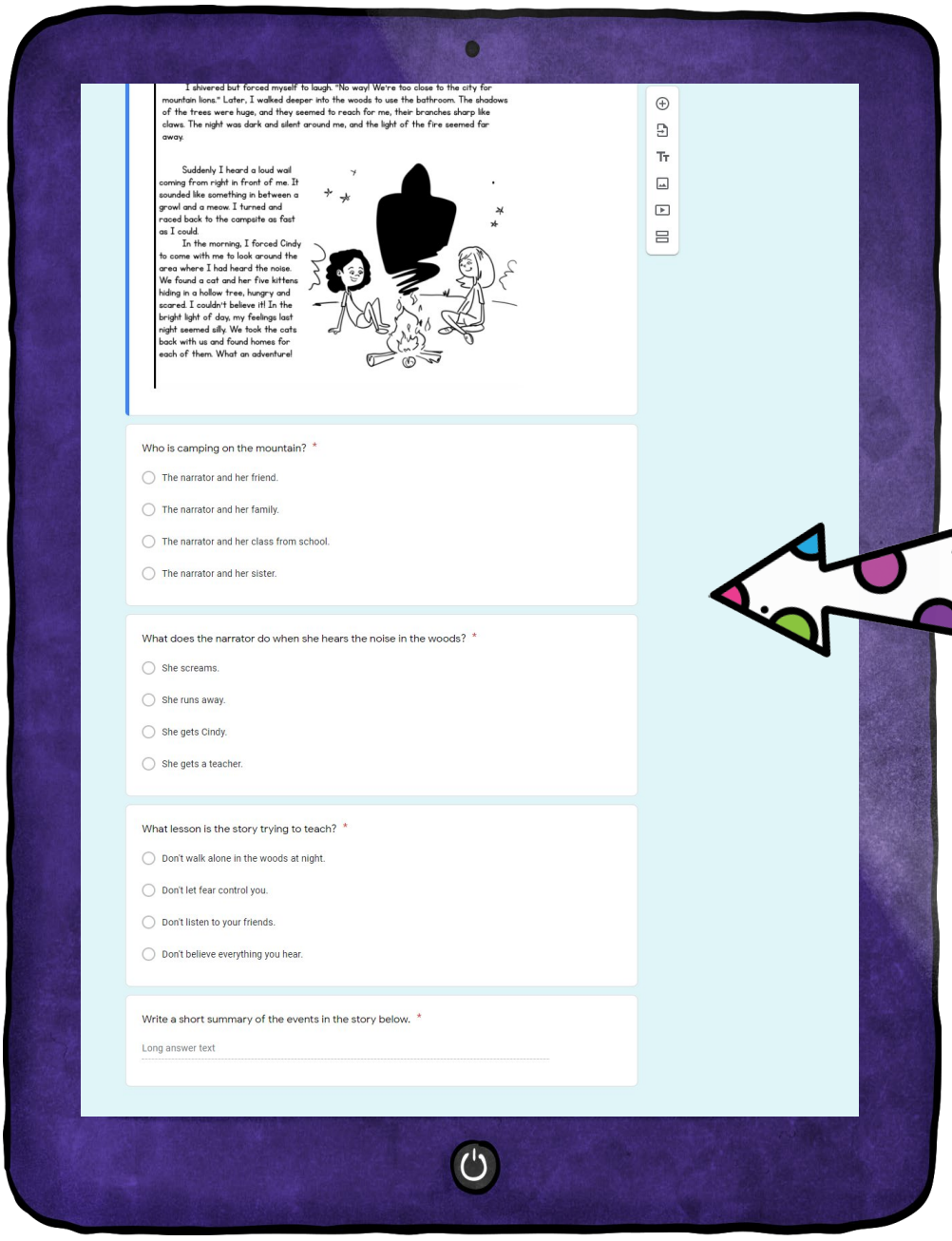
Two Passages Per Week

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

550L

Week 10: Monday

Name: _____ Date: _____

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

The Right Clothes

I dragged my feet as I got off the bus and started walking into the school. I didn't want to go in there.

"Hey, Andrea," my friend Wendy called as she walked toward me from her parents' shiny new car.

"Oh, hey," I said quietly as she approached. Wendy had called me last week to tell me what the new trends were for the girls in our class. She said that everyone was wearing pink this year and that our shirts had to have pictures of animals or flowers on them. She also told me to wear a blue necklace so we would match.

"Hey, why aren't you wearing the stuff I told you to wear?" Wendy asked as she reached me. Tears came to my eyes as I looked down at my plain brown skirt and red t-shirt. I didn't know what to say.

My mom had looked sad when I'd asked her for new clothes. "I know it's a new year at school for you, Andrea, but our family is still saving up to buy a car," she'd said. "Maybe we can buy you some new clothes next year."



"I'm sorry, I forgot," I said now. I looked up at Wendy. She looked puzzled. Then she smiled and linked our arms together.

"Never mind," she said. "Come one, we're going to be late!"

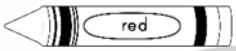
We walked into the school together.

Week 10 Questions

Name: _____ Date: _____

Monday

1. Why does Andrea not want to go into the school?



a. She didn't do her homework.
b. She is worried about making friends.
c. She feels bad about her outfit.
d. She wants to wait for Wendy to get there.

2. Based on the information in the passage, what can you figure out about Andrea's family? Explain how you know.



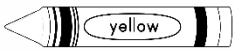
_____

_____

_____

_____

3. Describe the clothes that the girls in school were all wearing.



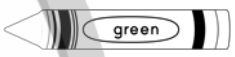
_____

_____

_____

_____

4. Based on the information in the passage, what can you figure out about Wendy's family? Explain how you know.



_____

_____

_____

_____

Tuesday

1. Look at the picture. Which character is shown here?



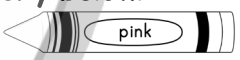
a. Wendy
b. Andrea
c. Neither of them.
d. It is impossible to tell.

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



a. Wendy is not very popular.
b. The other girls will make fun of Andrea's clothes.
c. It is the first day of school.
d. None of the other girls will be wearing necklaces.

3. Write a short summary of the story below.



_____

_____

_____

_____

4. Make a prediction about how Wendy will respond if Andrea tells her the truth about her clothes.



_____

_____

_____

_____

©Julie Bowne

490L

Week 10: Wednesday

Name: _____ Date: _____

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

Back-to-School Shopping



Sharada and her mother had just finished a long day of shopping and were loading their bags into the car.

"Well, are you happy with the back-to-school clothes you got, Sharada?" her mother asked.

"Yeah, I guess," Sharada replied. "But I only got ten shirts, five dresses, four pairs of pants, and three pairs of shoes. I really wanted that fancy blue dress also."

Her mother sighed. "I told you, you need to have an occasion to wear something that costs that much money. There is no reason to buy it if you don't have anywhere to wear it."

Sharada pouted and crossed her arms over her chest. Her mother sighed again.

"Tell you what, why don't we go out to eat somewhere nearby? We haven't had a restaurant meal in a while."

Sharada's frown disappeared. "Okay!"

Her mother began looking for restaurants on her phone. "Let's see, there's a nice seafood place down the street."

"Seafood! Yuck!" Sharada stuck out her tongue.

"Well, I know you like pizza, so how about Papa Luige's?" her mother said.

Sharada groaned. "Their pizza crust is too thin, and they water down their sodas." Her mother's lips thinned. "Okay, what about a hamburger and fries? You never say no to that."

Sharada rolled her eyes and her voice changed to a whine. "I ate that last night when I went out with Cindy!"

Her mother put her hands on her hips. "Well, why don't you tell me where you want to eat then?"

"I don't know," Sharada whined. "You decide!" Her mother got in the driver's seat and closed her door with a bang.

"Well, I've decided we're going home, where you can make a peanut butter sandwich for yourself. I've had enough of your whining."

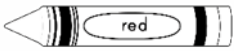
Paula Barnes

Week 10 Questions

Name: _____ Date: _____

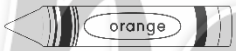
Wednesday

1. What is an "occasion"?



a. A reason.
b. An event.
c. A large amount of money.
d. A reward.

2. Look at what Sharada says about her clothes in the beginning. How does this help you understand how she acts about the restaurants?



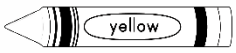
_____

_____

_____

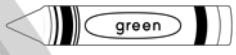
_____

3. What is "whining"?



a. Not being patient.
b. Deciding.
c. The way someone's voice sounds.
d. Complaining.

4. Explain how you can tell which character is talking, even if the passage doesn't say.



_____

_____

_____

_____

_____

Thursday

1. Highlight some of Sharada's actions and movements in the passage. How do these show her personality?

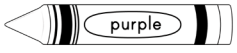


_____

_____

_____

2. What is a lesson that Sharada should learn from what happened?



a. Be grateful for what you are offered.
b. Choosing a restaurant you don't like is better than eating at home.
c. Always make your decisions quickly.
d. Don't make your mom mad when she's hungry.

3. Highlight some of the mom's actions and movements in the passage. How do these show how she is feeling?



_____

_____

_____

_____

4. What is a lesson that the mom should learn from what happened?



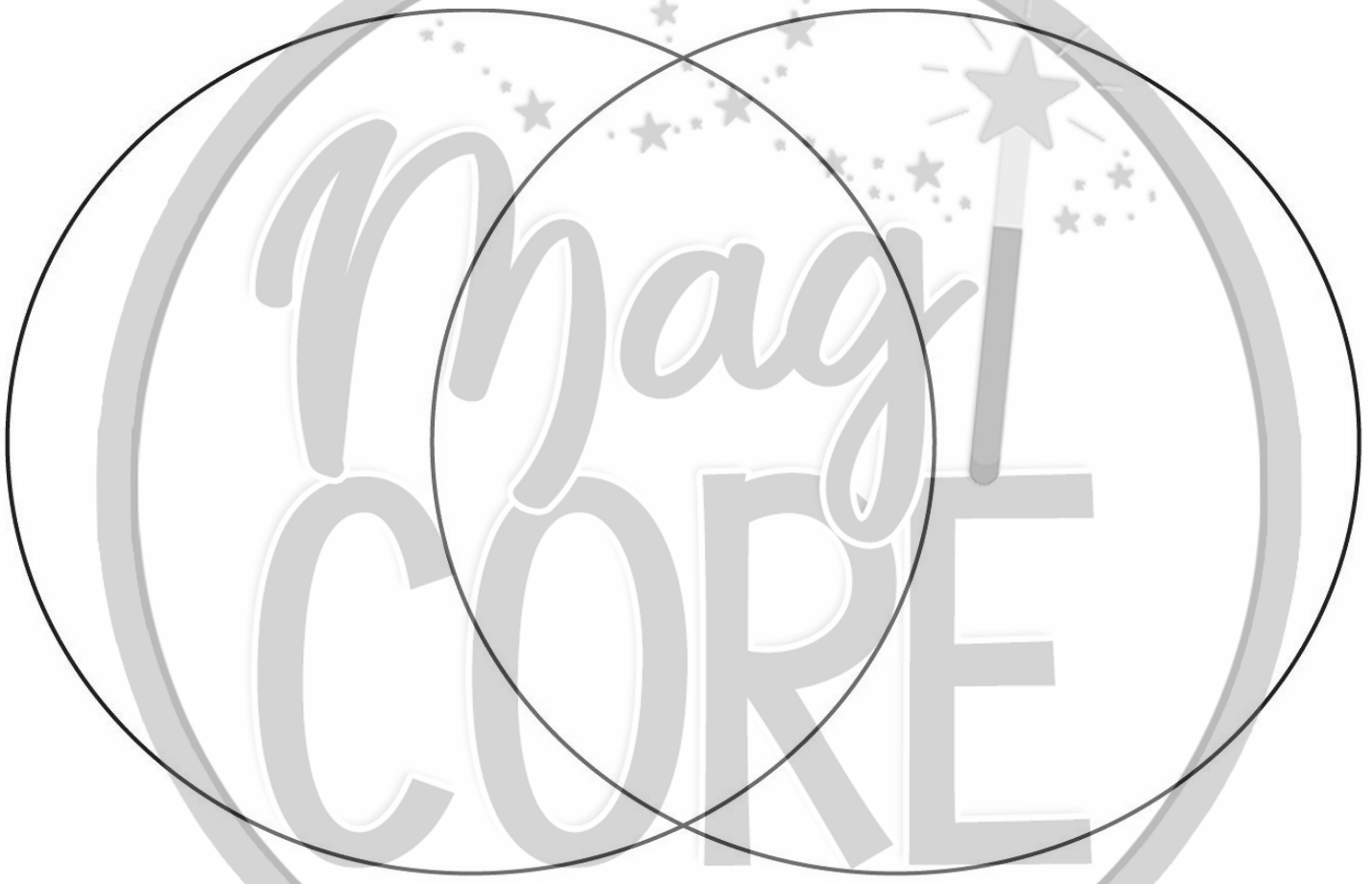
a. Always make decisions yourself.
b. Don't take your daughter shopping with you.
c. Always plan ahead when going shopping.
d. Don't reward bad behavior.

©Craig Bachus

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.



_____

_____

_____

_____

_____

_____

_____

_____

Magi CORE

640L

Week 11: Monday

Name: _____ Date: _____

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

The Mayflower

The Mayflower was the ship that carried the first colonists from England. It sailed from England to the United States in August of 1620. Back then, the United States was known as the "New World." This was because colonists had not begun to live there yet.

There were 102 passengers on the Mayflower when it left England. There were also about 30 crew members. The exact number of crew is not known because they worked on the ship and were not passengers.

The colonists were excited to move from England to the New World. They wanted to build new lives in a new land. They had to leave a lot behind. Some of them left family members back in England whom they never saw again.

The journey was very difficult for the passengers. They did not have much space to live in on the ship. They did not have bathrooms or running water. Sometimes there were storms. The passengers could not go out on the deck during a storm. They had to stay below with no fresh air.

The Mayflower landed at Cape Cod, Massachusetts in November of 1620. 103 passengers arrived at Cape Cod. When they left England, the colonists had planned to live in Virginia. They decided to stay in Cape Cod because that was where they landed.



The Mayflower Leaves England (1620)

Daily CORE

Week II Questions

Name: _____ Date: _____

Monday

1. What is a "colonist"? red

_____

_____

_____

_____

2. What is a "crew member"? orange

_____

_____

_____

_____

3. Paragraph four is mainly about... yellow

a. How hard the trip was.
b. What the passengers did on the trip.
c. How long the trip took.
d. What it was like when there were storms.

4. How long did the journey take? green

a. One month
b. Three months
c. Six months
d. It is impossible to tell.

Tuesday

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

a. The colonists never went back to England.
b. There were people from England in Cape Cod when the Mayflower arrived.
c. The colonists liked Cape Cod better than Virginia.
d. The people on the Mayflower were the only colonists of the New World.

2. Look at the picture. How does the caption help you understand what is happening? purple

_____

_____

_____

3. Think of some reasons why there could have been more passengers when the ship arrived than when it left. pink

_____

_____

_____

_____

4. Look at the picture. Why are some of the people are crying? brown

a. They don't want to leave England.
b. They are worried because the ship got lost.
c. They will miss their families.
d. Cape Cod wasn't what they thought it would be like.

©Julie Bochese

530L

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 Voyage of the Titanic

The Titanic is a very well-known ship, but not for a good reason. It is known for sinking in the early morning of April 15, 1912.

The Titanic was on its first trip ever. It was sailing from England to New York. Everyone thought the ship was very safe. It was made of strong steel and had a system of doors that could close off parts of the ship if they starting leaking.

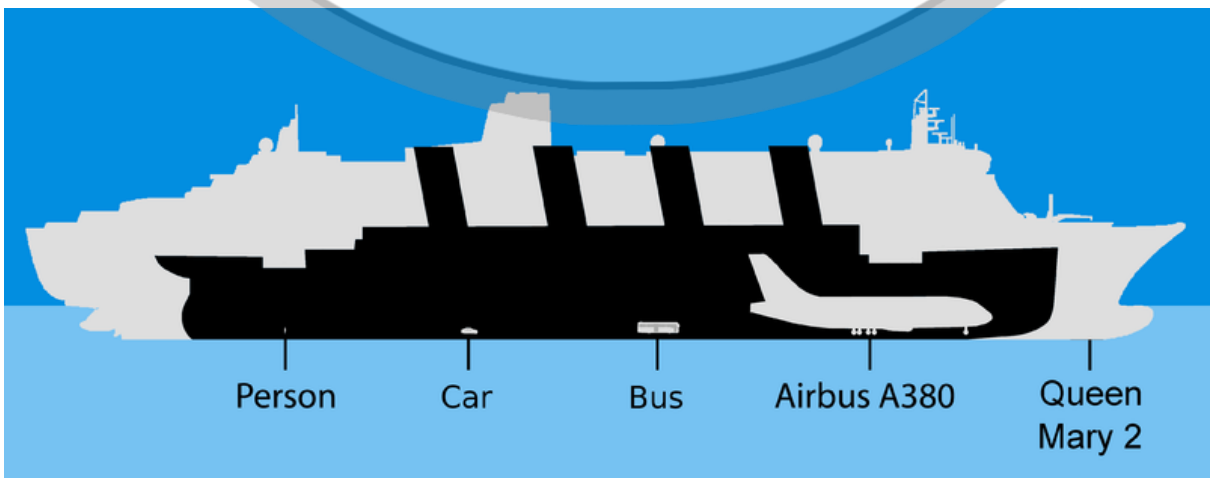
At that time, the Titanic was the largest ship in the world. Later, larger ships like the Queen Mary 2 were built. On the night of the sinking, the Titanic had people 2,229 aboard. Some of them were workers on the ship. The rest were passengers.

On the night of April 14th, the Titanic was moving quickly through the cold waters of the Atlantic Ocean. The captain had been given warnings that day about icebergs nearby. An iceberg is a big piece of ice sticking out of the water. The captain did not pay attention to the warnings. He did not slow down the ship.

The Titanic hit an iceberg at 11:40 p.m. The ship did not sink right away, but it began filling up with water. Many of the passengers were asleep. They were woken up, given lifejackets, and taken onto the deck of the ship.

The workers on the ship knew that the Titanic was going to sink. There was too much water in too many parts. The ship was getting heavier in the water. The workers started moving people into lifeboats. They knew that there weren't enough lifeboats to fit everyone.

The ship sank at 2:20 a.m. on April 15th. Many people did not get into a lifeboat. Only 705 people that were on the ship lived through the night.

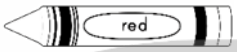


Week II Questions

Name: _____ Date: _____

Wednesday

1. Explain why people thought the Titanic was safe.



_____

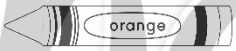
_____

_____

_____

_____

2. What was the effect of the iceberg warnings?



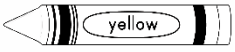
_____

_____

_____

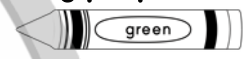
_____

3. What happened right after the Titanic hit the iceberg?



a. Water began filling the ship.
b. The ship sank.
c. The passengers were woken up.
d. The passengers were moved into lifeboats.

4. Why did the workers start moving people into lifeboats?



a. They wanted to save themselves.
b. They knew there weren't enough lifeboats for everyone.
c. They knew the ship was going to sink.
d. The ship was getting too heavy for the lifeboats.

Thursday

1. Explain how the workers knew the Titanic was going to sink.



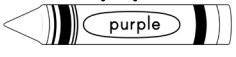
_____

_____

_____

_____

2. Look at the picture. What does it help you understand about the Titanic?



_____

_____

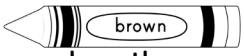
_____

3. Paragraph three is mainly about...



a. How big the Titanic was.
b. Who the people on the Titanic were.
c. Ships that were bigger than the Titanic.
d. The number of passengers on the Titanic.

4. Why did only 705 people live?



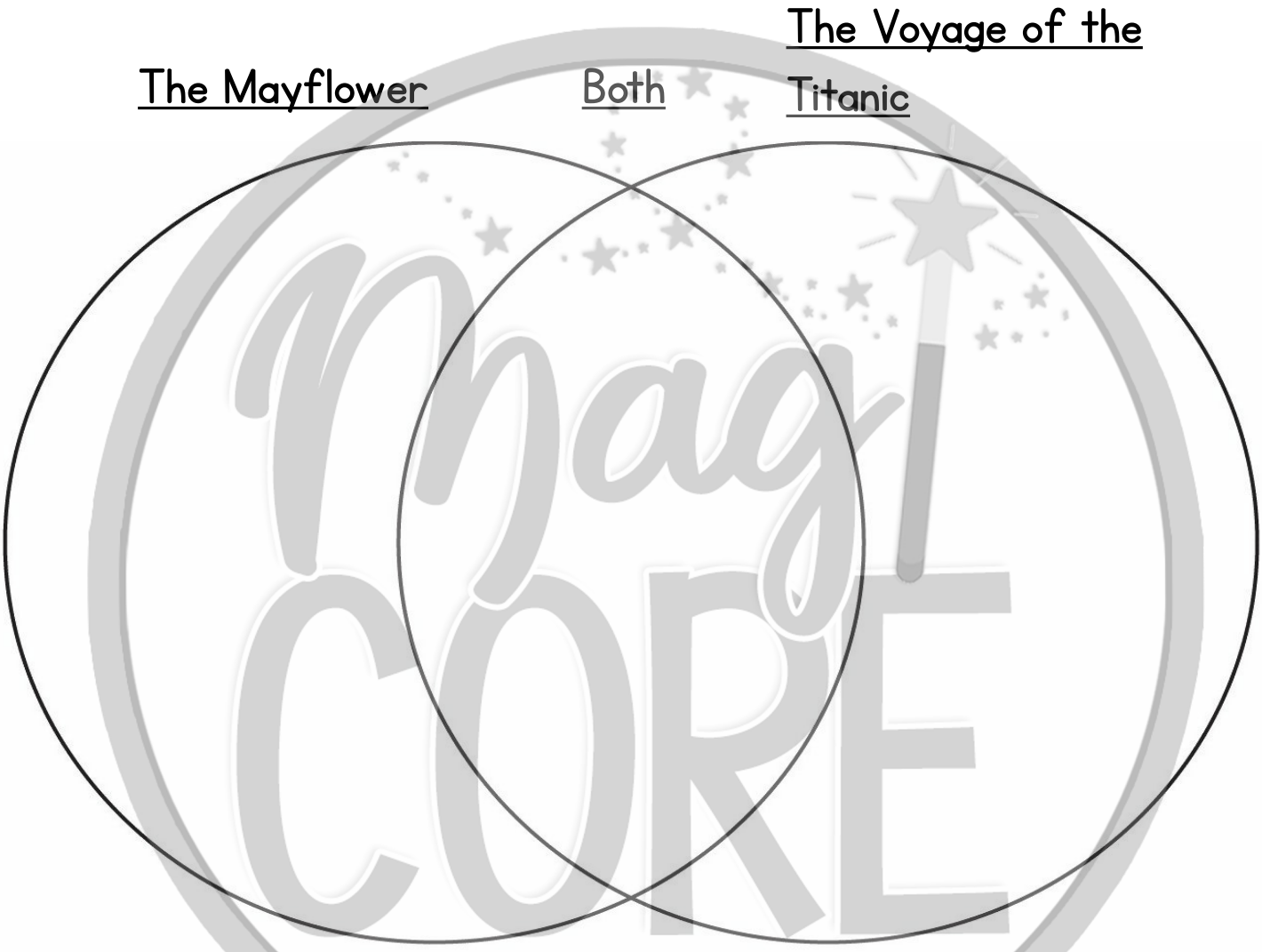
a. Many people were asleep when the ship sank.
b. There weren't enough lifeboats for everyone.
c. Some people didn't know how to swim.
d. The ship sank too quickly for everyone to get on a lifeboat.

©Gayle Bowers

Week 11: 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

©Julie Bochoso

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/

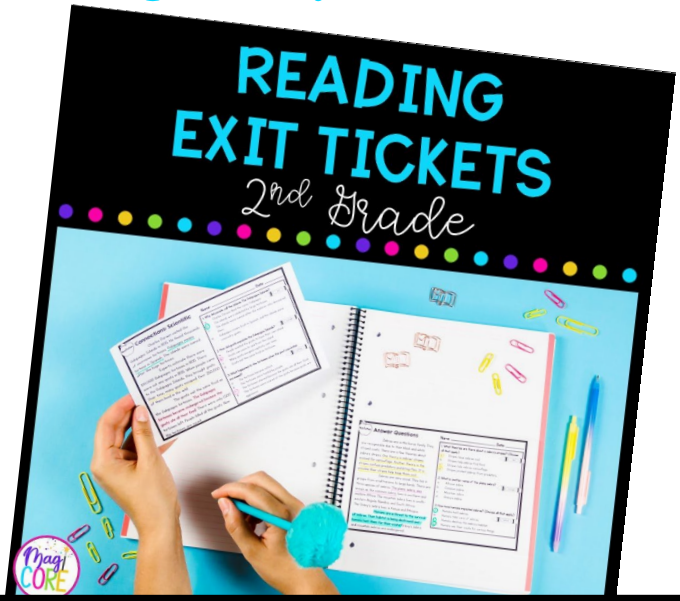
https://www.instagram.com/magicorelearning/

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

Julie@magicorelearning.com

Looking for more?





CREDITS

https://commons.wikimedia.org/wiki/File:Vergleich_Titanic.png

https://commons.wikimedia.org/wiki/File:Vertical-mass-on-spring-2.svg

https://commons.wikimedia.org/wiki/File:Diagram_of_tooth_erosion.png

https://commons.wikimedia.org/wiki/File:NSRW_Diagram_Showing_Comparative_Sizes_of_the_Sun_and_Planets.png



