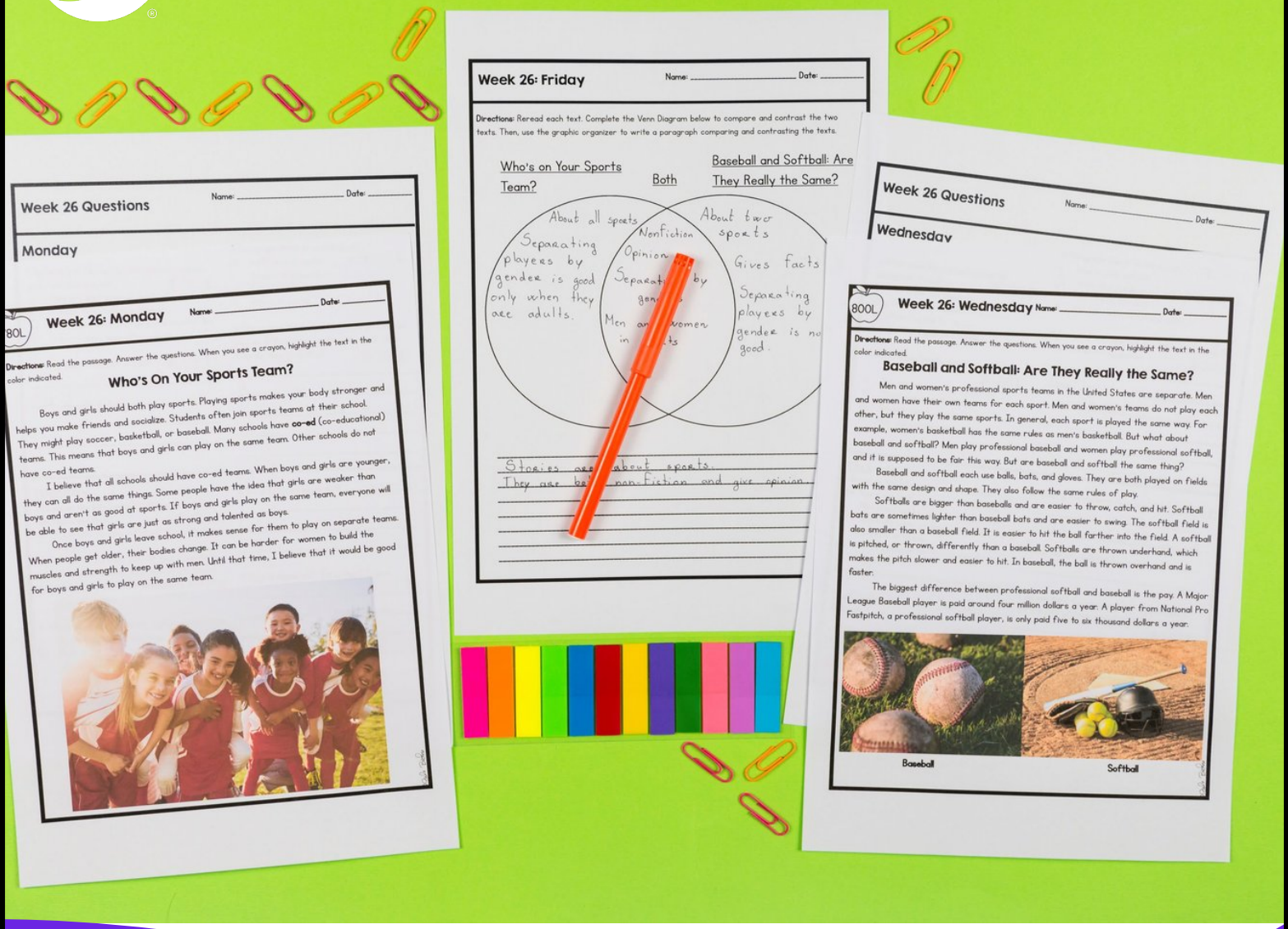
LEXILE



2ND GRADE READING SPIRAL REVIEW

QUARTER 3

MagiCORE

READING SPIRAL REVIEW

2nd grade

Table of Contents

1. How to Use Spiral Review
2. Week 19: 740L, 700L
3. Week 20: 760L, 750L
4. Week 21: 760L, Poem
5. Week 22: 770L, 790L
6. Week 23: Poem, 790L
7. Week 24: 790L, 790L
8. Week 25: Play, 790L
9. Week 26: 780L, 800L
10. Week 27: 800L, 790L
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.

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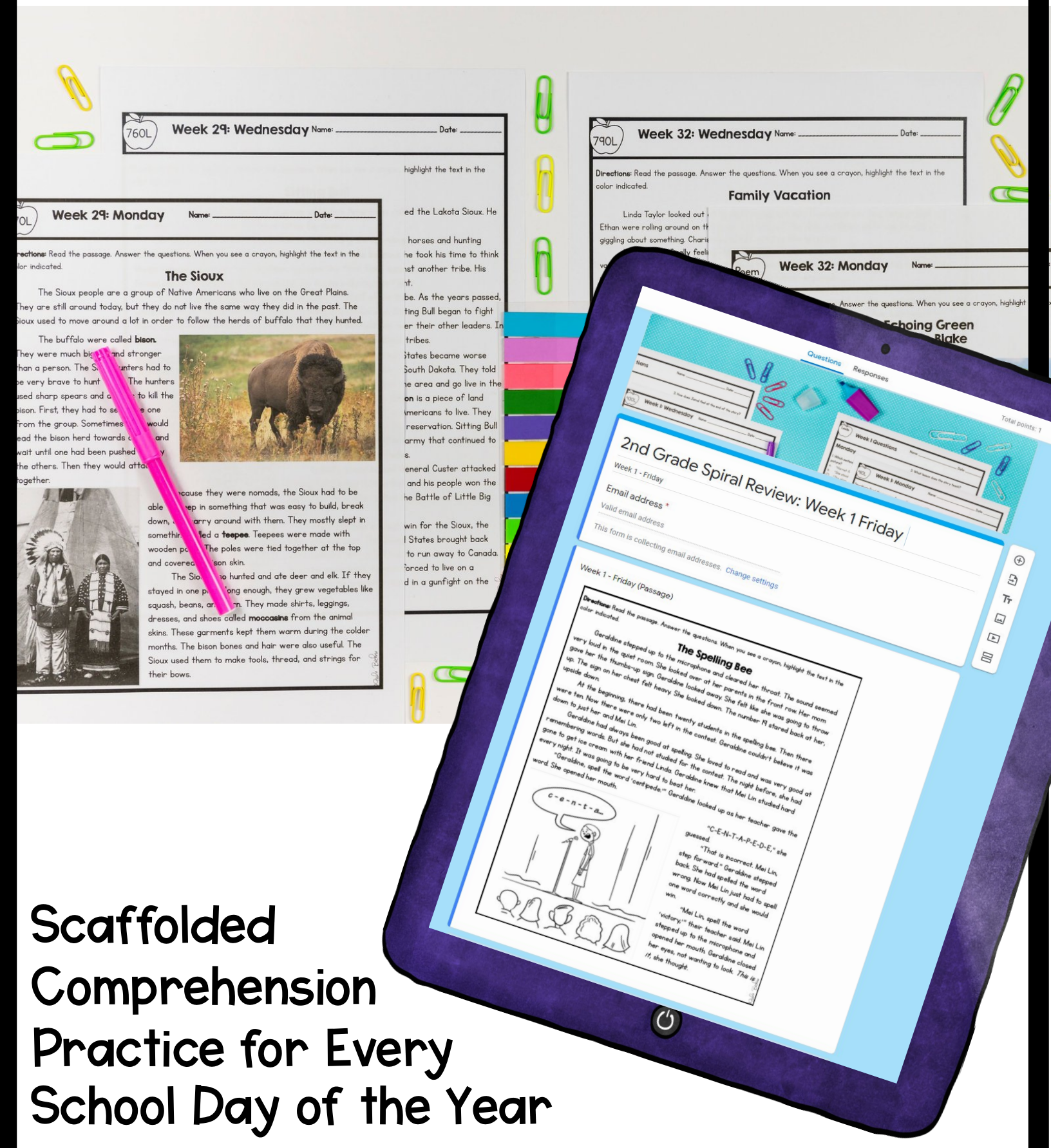

Scaffolded Comprehension Practice for Every School Day of the Year

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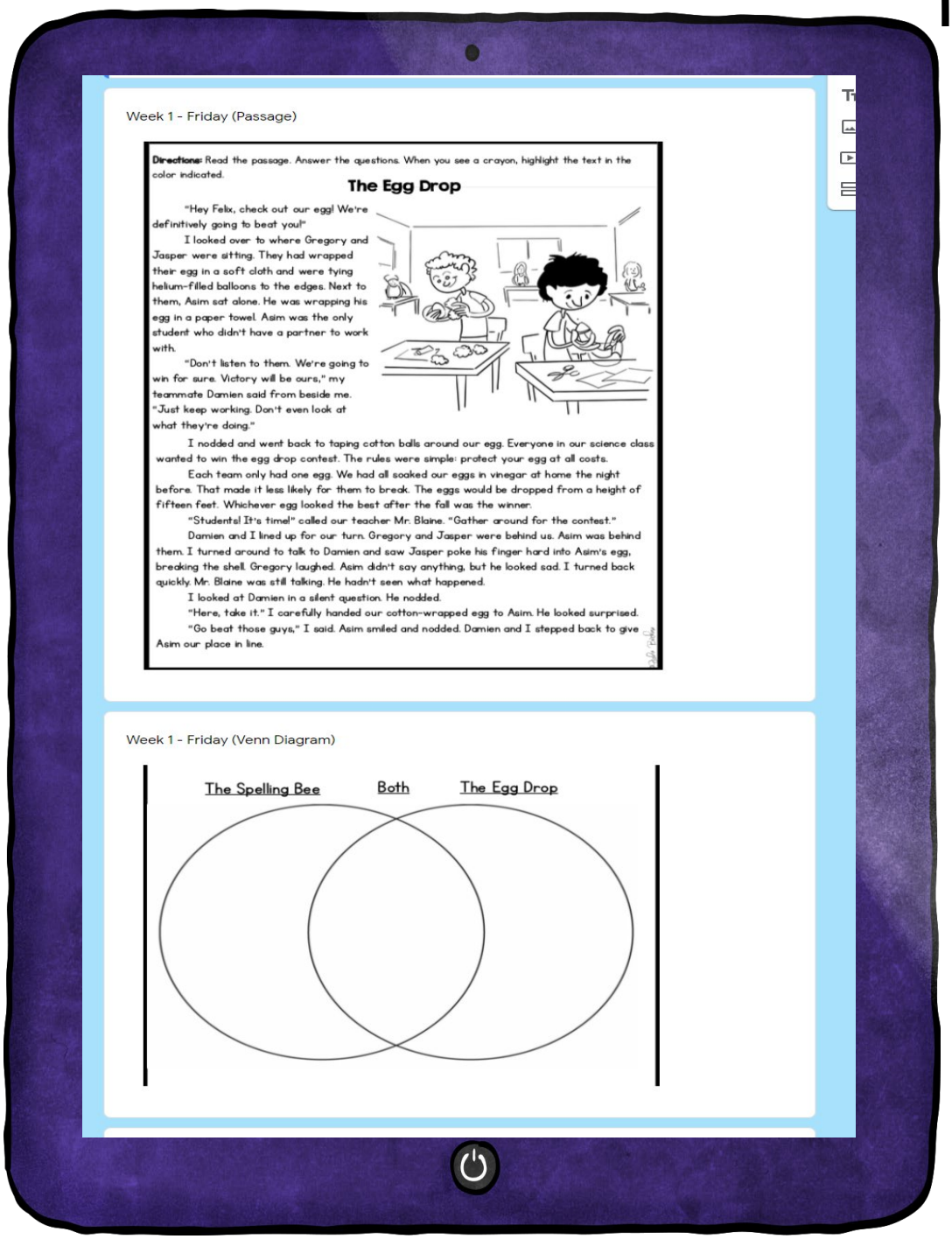

Two Passages Per Week

Balance Between Fiction & Nonfiction

Purposefully Scaffolded with Lexile Levels

LEXILE®

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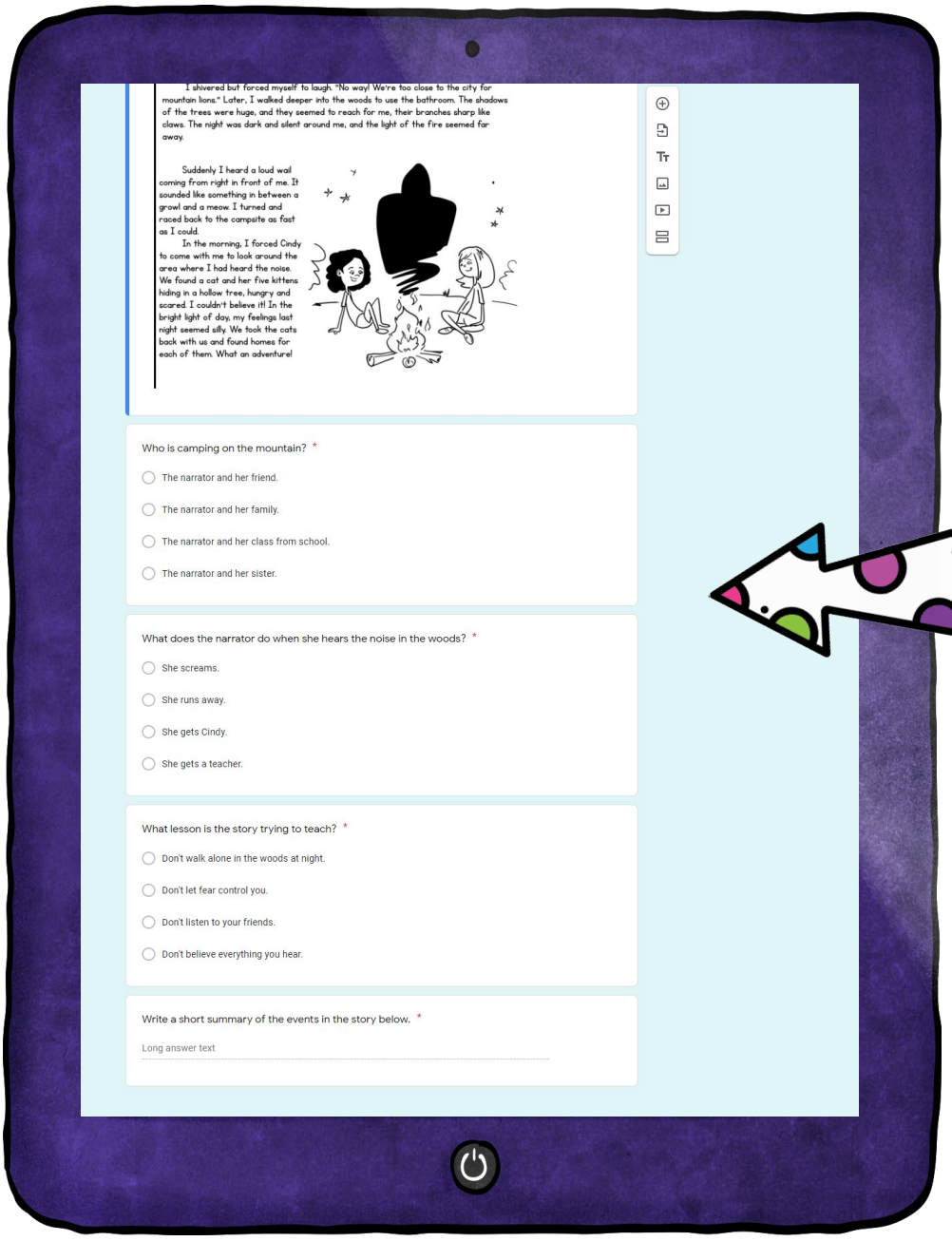


Four Questions Per Day

Mix Between Multiple Choice & Short Response

Multiple Choice Questions are Self-Grading

740L

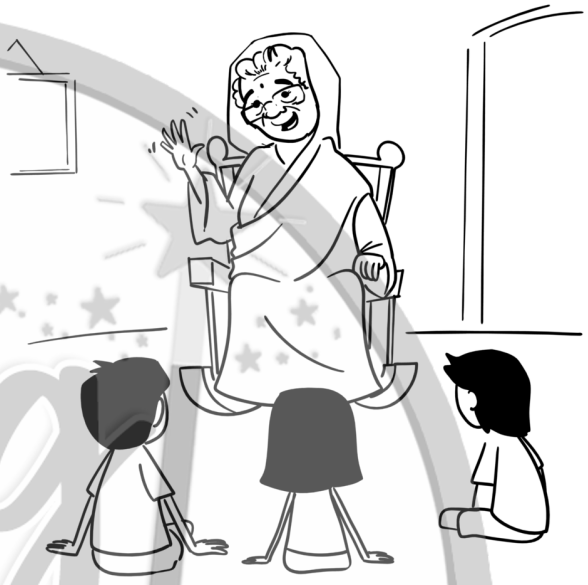
Week 19: Monday

Name: _____ Date: _____

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

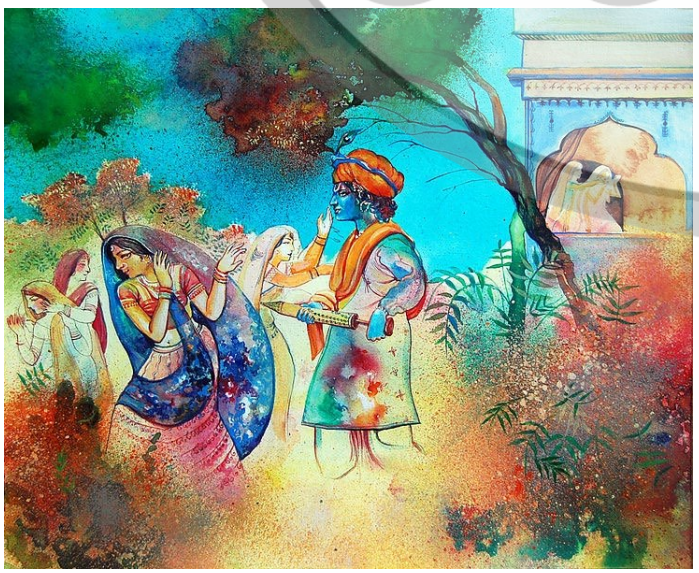
Nani's Stories

I always looked forward to Wednesday nights. On Wednesdays, we would all crowd around on the living room floor and listen to Nani tell us stories about India. Nani was our mother's mother, and she ruled our family. She was the only one who had grown up in India. When my mother was three years old, Nani had packed up her family and moved from the loud and busy streets of Delhi to a quiet neighborhood just outside of Chicago. Our uncle Ravi says that he remembers India, but our mother was too young to remember anything.



Tonight, Nani was telling us about the Indian festival called Holi.

"Holi happens every March," she said slowly. She knew she did not have to rush, as she had our complete attention. "It is a celebration of spring. The story goes that the god Krishna followed the goddess Radhi and her friends one day and threw colored water on them. Now, the people of India put on old clothes and throw colored powder on each other. It's great fun. My friends and I would run around the city all day, so dirty and completely covered in the powder. The adults all do it too." She smiled, remembering.



"Can we do it here, Nani?" asked the youngest family member, my sister Janya. "I want to play with the powder!"

Nani's smile faded. "Of course we could, of course, Janya," she said. "But it wouldn't quite be the same. Nothing is as good here as it is in India."

Nani went to bed early that night. I stayed up for a long time, then fell asleep dreaming of the mysterious, colorful land called India.

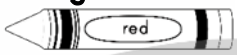
Mag CORE

Week 19 Questions

Name: _____ Date: _____

Monday

1. Explain what people in India do during Holi.



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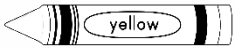
2. The narrator thinks that India is...



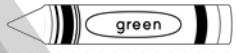
a. Scary
b. Exciting
c. Boring
d. Made up

3. Look at the first picture. The children are most likely...



a. The narrator with friends.
b. Nani with friends.
c. The narrator with family members.
d. Nani with family members.

4. Write a short summary of the story.



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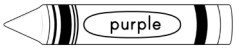
Tuesday

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



a. The narrator only has one sister.
b. The narrator has never been to India.
c. The narrator is Nani's favorite grandchild.
d. The narrator has celebrated Holi before.

2. How does Nani feel when she is telling the story? How does she feel at the end? Explain.



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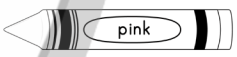
3. Based on the information in the passage, you can figure out that...



a. The narrator is a boy.
b. Janya is Uncle Ravi's daughter.
c. The family in the story is very small.
d. Uncle Ravi is older than the narrator's mother.

4. Look at the second picture. Explain who each person is and what is happening.



_____

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_____

©Gayle Bachus

700L

Week 19: Wednesday

Name: _____ Date: _____

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

Dazed In Dehli

"Hurry, up, Sasha, we have to stay together!" I ran as fast as I could to keep up with my mother and father, but I was still behind. It was getting harder and harder to see them in the crowd. When we'd first arrived in Bahapur, New Delhi, I had been shocked at how many people there were everywhere. It was like a sea of people wherever you looked.

I remembered how excited I had felt on the plane ride. I had never been out of the country before, and India sounded like an amazing, beautiful place. But ever since we'd arrived here, everything had been crazy, scary, and loud.

Rickshaws were everywhere, their drivers going in every direction as they carried people through the traffic. Horns honked and people yelled at each other out of car windows. Street beggars pulled at my shirt, asking for money, and people pushed and shoved as they tried to squeeze past me. Trash and litter was scattered all over the street and piled up in corners.

I looked around again, trying to spot my parents. There they were! I ran up to my mother and grabbed her skirt, deciding not to let go for the rest of the day.

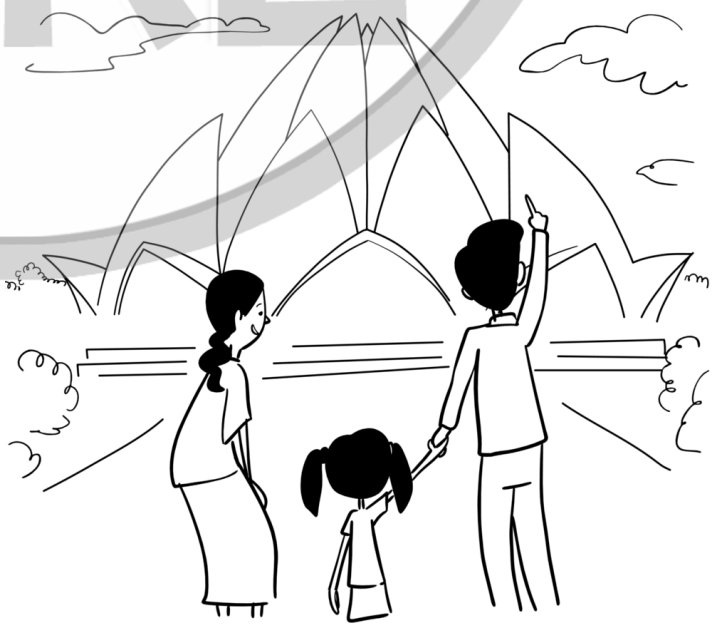
"Sasha, there you are. You must stay close or we will lose you in this crowd," my mother warned. "Anyway, we're here at the entrance now."

I looked up and saw a beautiful building shaped like a flower. Trees, plants, and flowers grew on the path leading up to the temple.

"Wow," I breathed. "What is that?"

"It's called the Lotus temple," my mother explained. "People travel from all over the world to see it. I feel very lucky to be one of them, don't you?"

I smiled as I looked at the temple. "Yes. Yes, I think I do," I said.



Week 19 Questions

Name: _____ Date: _____

Wednesday

1. *"Hurry, up, Sasha, we have to stay together!"* **Who is talking?**

red

a. The tour guide.
b. Sasha's mother.
c. Sasha's father.
d. One of Sasha's parents.

2. **Paragraph three helps the reader understand...**

orange

a. Who the characters are.
b. The main events in the story.
c. The setting.
d. The narrator's feelings.

3. **Why did the author include alliteration in the title?**

yellow

_____

_____

_____

_____

4. **At the end, the narrator says, "Yes. Yes, I think I do." Why does she say "yes" twice?**

green

a. Her mother didn't hear her the first time.
b. She is just realizing how she feels and needs to repeat it.
c. Her feelings are very strong.
d. She wants to convince her mother she is telling the truth.

Thursday

1. **Describe how Sahsa feels about India before she arrives in Dehli and when she first arrives.**

blue

_____

_____

_____

_____

2. **How does Sasha's mother feel when Sasha is falling behind?**

purple

a. She is very anxious.
b. She is angry.
c. She is a little bit worried.
d. She doesn't care at all.

3. **How does Sasha feel about India at the end of the story?**

pink

_____

_____

_____

_____

4. **What lesson could you learn from this story?**

brown

_____

_____

_____

_____

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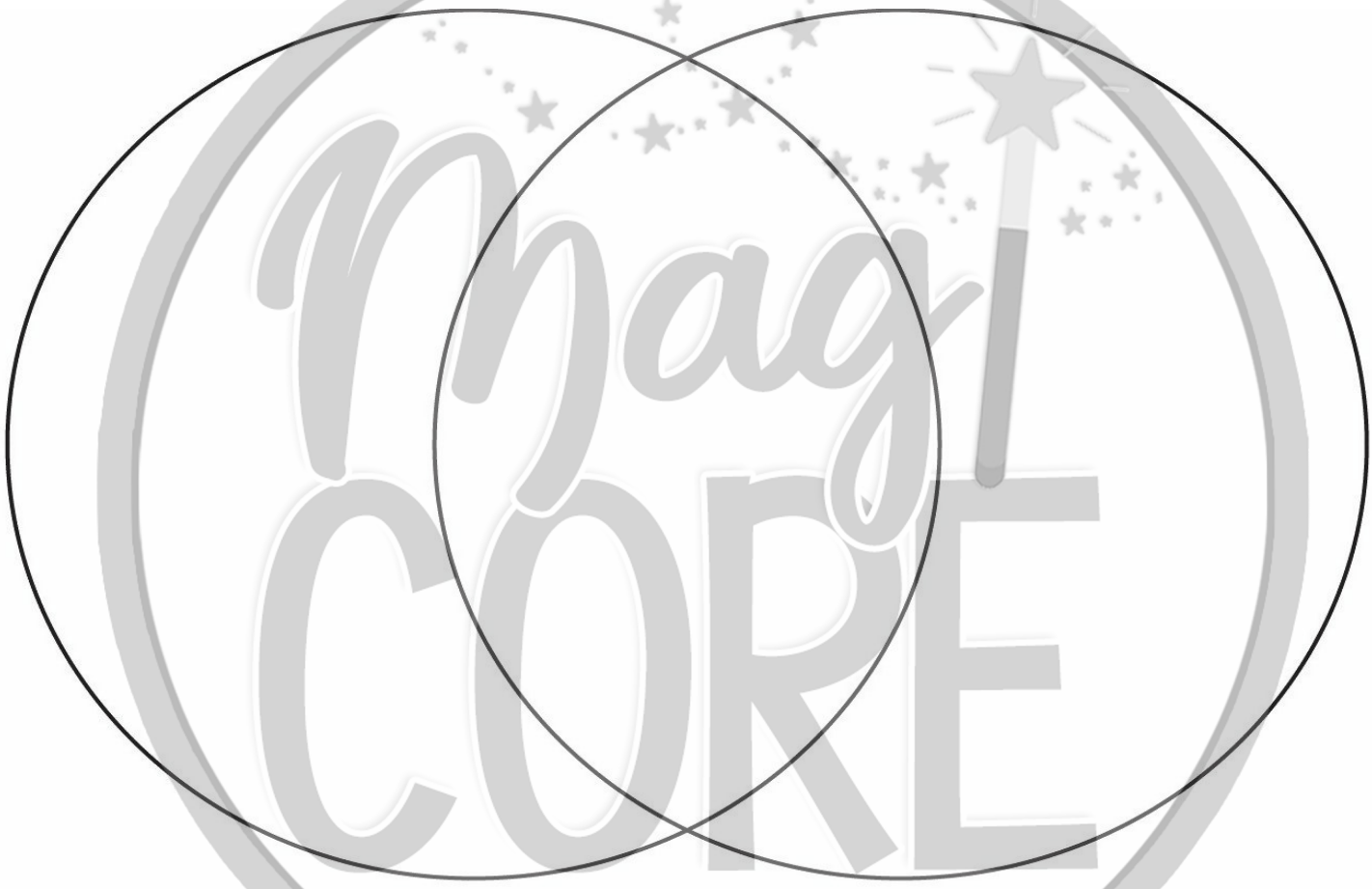
Week 19: Friday

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.



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760L

Week 20: Monday

Name: _____ Date: _____

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

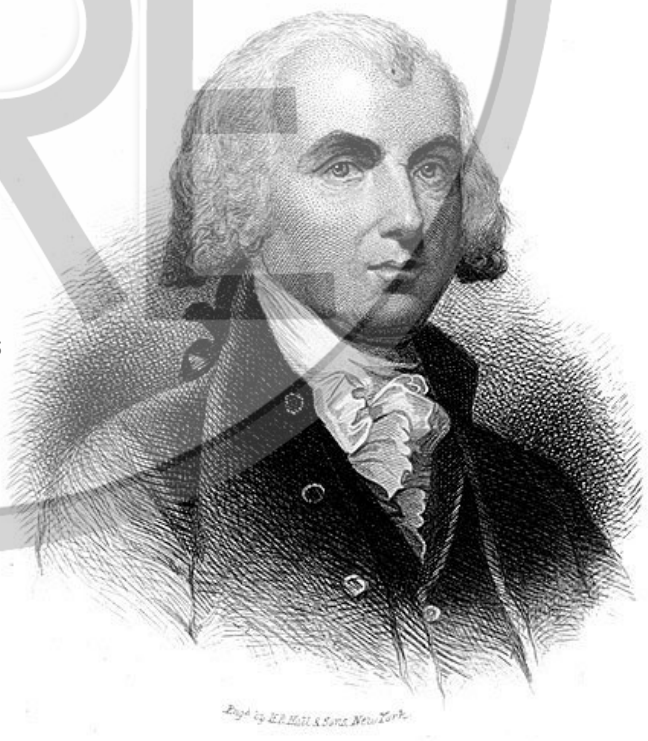
James Madison

James Madison was President of the United States from 1809-1817. He was the fourth president. He is known for helping to create the Constitution and the Bill of Rights. These are both very important to the United States government today.

Madison was born in 1751 in Port Conway, Virginia. As a child, he was very small and feeble and didn't go outside much. He liked to stay at home to rest and read. Madison was very good in school. He graduated from the College of New Jersey in just two years! He studied law and then became interested in politics.

Madison was involved in government at the time that people were living in colonies in the United States after leaving England. They did not have a fully formed government like we do today. Madison slowly became more powerful until he was a member of the Continental Congress. This was a group of men who made important decisions for the colonies at that time.

Madison wanted to write out a set of rules and laws for the United States government. He was one of the people who helped to form the Constitution. The people of the United States still follow these laws today. He helped to write something called the Federalist Papers. These were a set of essays that tried to get the states to agree to join together and follow the Constitution. He also helped to pass the Bill of Rights, laws that gave colonists basic rights as people who lived in the United States.



Madison married Dolley Payne Todd in 1794 and became president in 1809. He was president during the war of 1812 and was forced to go to war with Britain. Madison died in 1836 at the age of 85.

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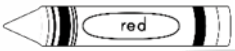
Week 20 Questions

Name: _____ Date: _____

Monday

1. Why did the author write this passage?



a. To make the reader agree with them about something.
b. To entertain the reader.
c. To give the reader information about something.
d. The author didn't have a reason.

2. What is the Constitution?



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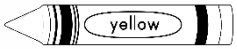
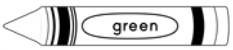
3. The last paragraph is mainly about...



a. Madison's wife Dolley.
b. Other important events in Madison's life.
c. The War of 1812.
d. The years that Madison was president.

4. Explain how Madison was important to United States history.



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Tuesday

1. What does "feeble" mean?



_____

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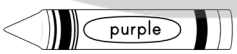
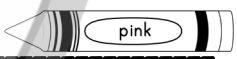
2. Based on the information in the passage, you can figure out that...



a. Most people take longer than two years to graduate college.
b. Madison was the most important US president.
c. The Bill of Rights is not used in today's government.
d. Madison wrote the Federalist Papers by himself.

3. What is another word for "politics"?



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



a. The Continental Congress is still an important part of the US government.
b. Madison died during his presidency.
c. Most US presidents were also lawyers.
d. Madison didn't want to enter the war with Britain.

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750L

Week 20: Wednesday Name: _____ Date: _____

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

The Constitution of the United States

The Constitution is a very important piece of paper. It was written and signed in order to form the laws of the United States government. It also decided who would make the important decisions for the country. Finally, it made sure that the people of the United States would be protected and given human rights.

The Constitution was first written in 1781. It has been changed a lot since then. The first Constitution was called the Articles of Confederation. It lasted for seven years. Many people were not happy with it. The Articles did not have a way for the government to get money. The soldiers in the army were angry because they weren't getting paid. The government also couldn't pay back the money they had borrowed from other countries.

In 1787, the leaders of the US government decided to meet to discuss changes to the Articles. Their meeting was later called the Constitutional Convention. They all agreed that they needed to write a new Constitution. The new one was written and signed by 39 of the 55 leaders who were there. Many refused to sign it because it did not have a part that protected the rights of the people. James Madison fixed this problem by writing The Bill of Rights, which was later added to the Constitution in 1791.

The Constitution is the oldest constitution in the world that is still used by a country's government. There have been 27 changes, or amendments, made since it was first written. It can be seen at the National Archives in Washington, DC.



Page CORE

Week 20 Questions

Name: _____ Date: _____

Wednesday

1. Why is the Constitution important?

red

_____

_____

_____

_____

2. Why did the Constitutional Convention meet?

orange

_____

_____

_____

_____

_____

3. What happened at the Constitutional Convention?

yellow

a. A new Constitution was written.
b. The leaders all signed the new Constitution.
c. The Bill of Rights was written.
d. All of the above.

4. The Articles did not have a way for the government to get money. Describe the effects of this problem.

green

_____

_____

_____

_____

_____

Thursday

1. Why didn't some of the leaders sign the new Constitution?

blue

a. They were not getting paid.
b. There wasn't enough space on the paper.
c. They did not agree with the new laws.
d. They wanted a Bill of Rights.

2. Look at the picture. What would be the best caption?

purple

a. The Constitution is signed at the Constitutional Convention.
b. The United States government is formed.
c. The Articles of Confederation are written and signed.
d. James Madison explains the new Bill of Rights.

3. What did the Bill of Rights do?

pink

a. It decided who would make the important decisions for the country.
b. It protected the people of the United States.
c. It gave the government a way to make money.
d. It stopped people from making any more changes to the Constitution.

4. Look at the picture. What are some things you notice about the people and/or time period?

brown

_____

_____

_____

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_____

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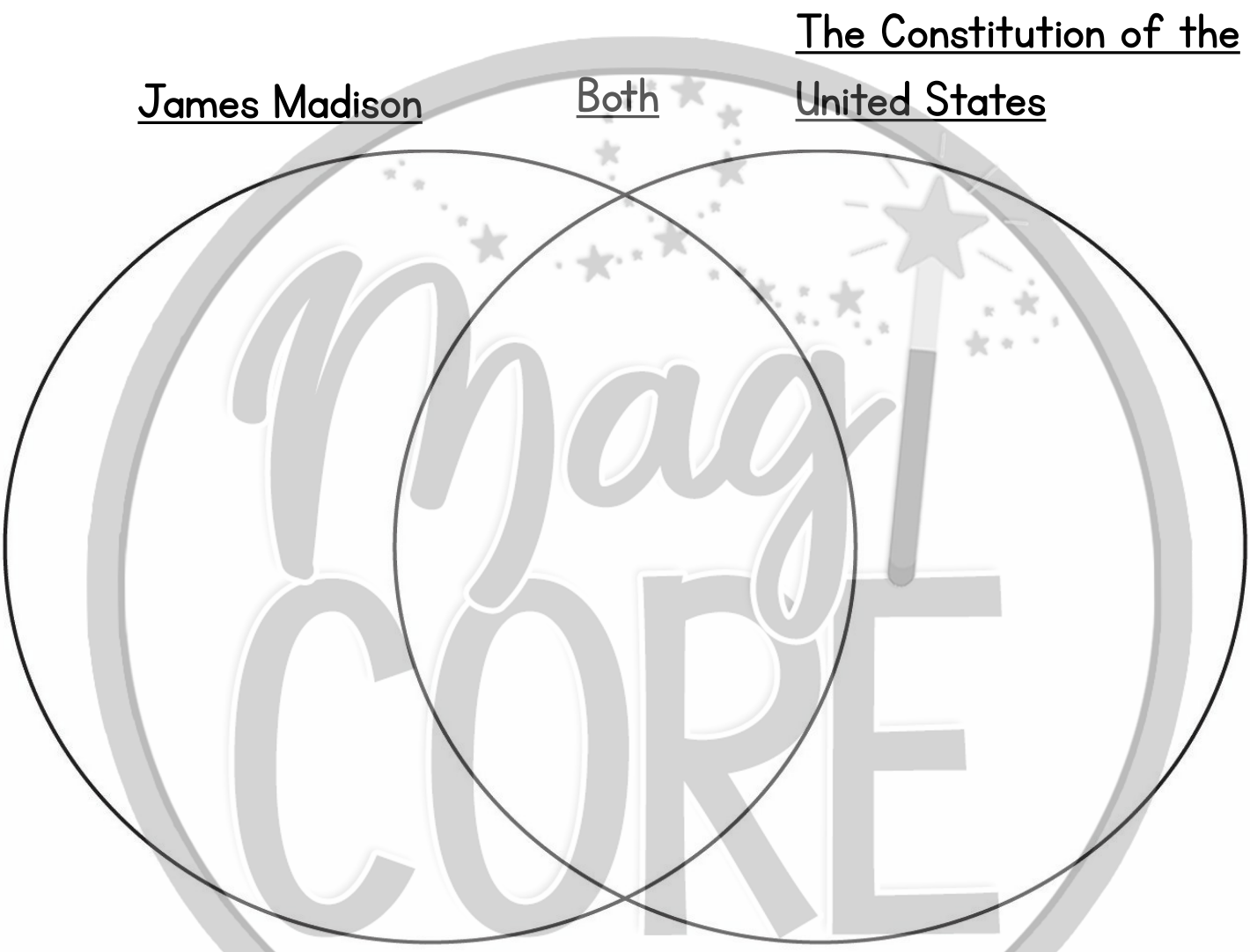
Week 20: Friday

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.



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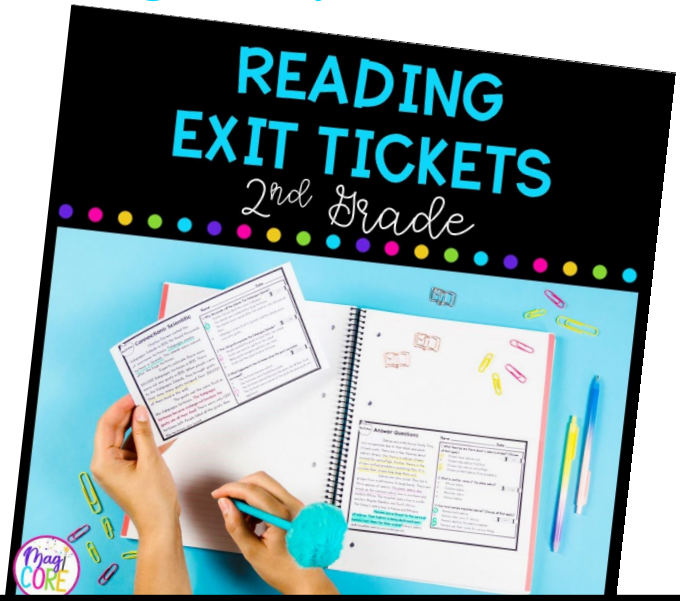

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