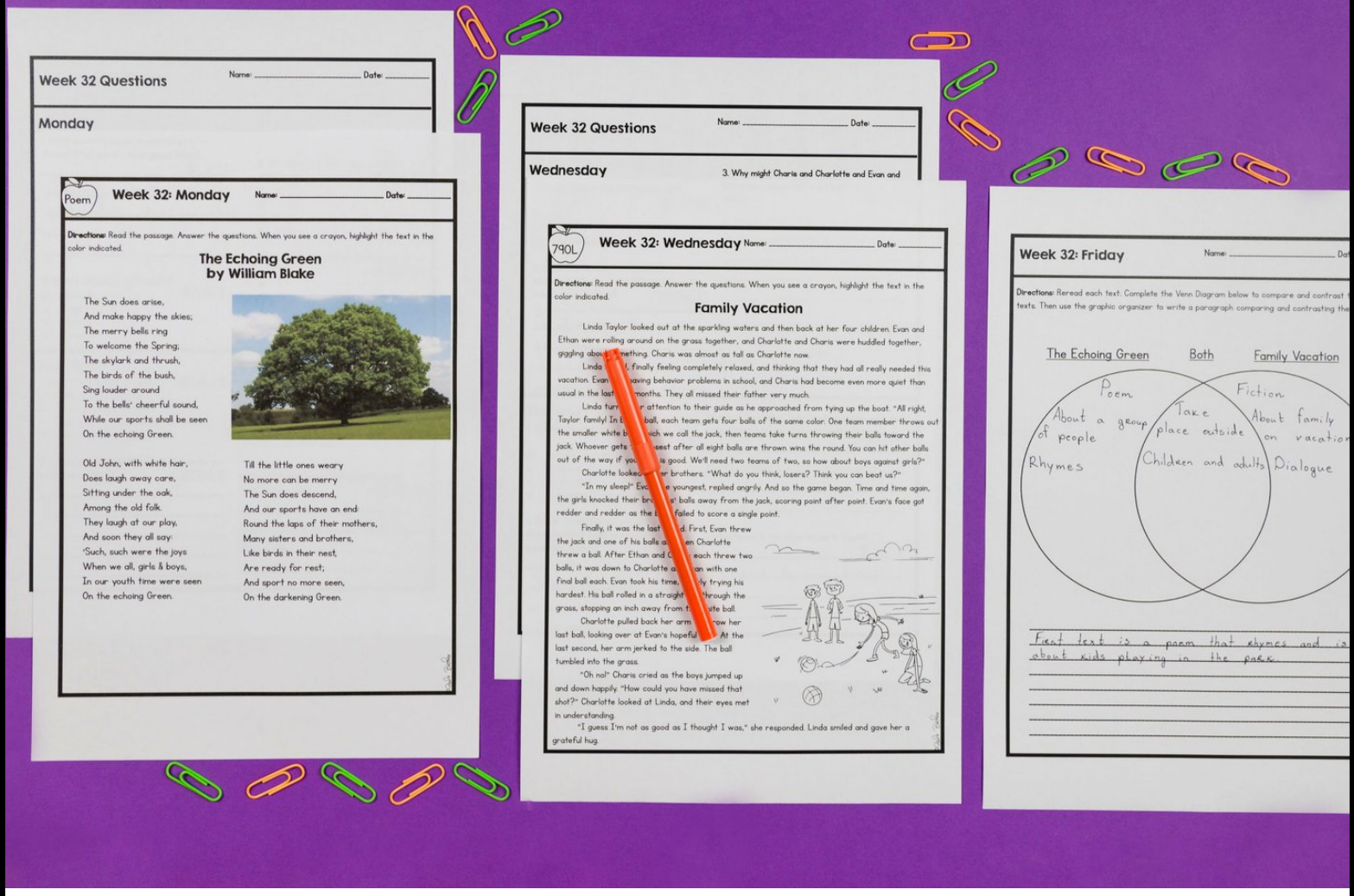

2ND GRADE READING SPIRAL REVIEW

QUARTER 4

READING SPIRAL REVIEW

2nd grade

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10. Week 36: Poem, 830L
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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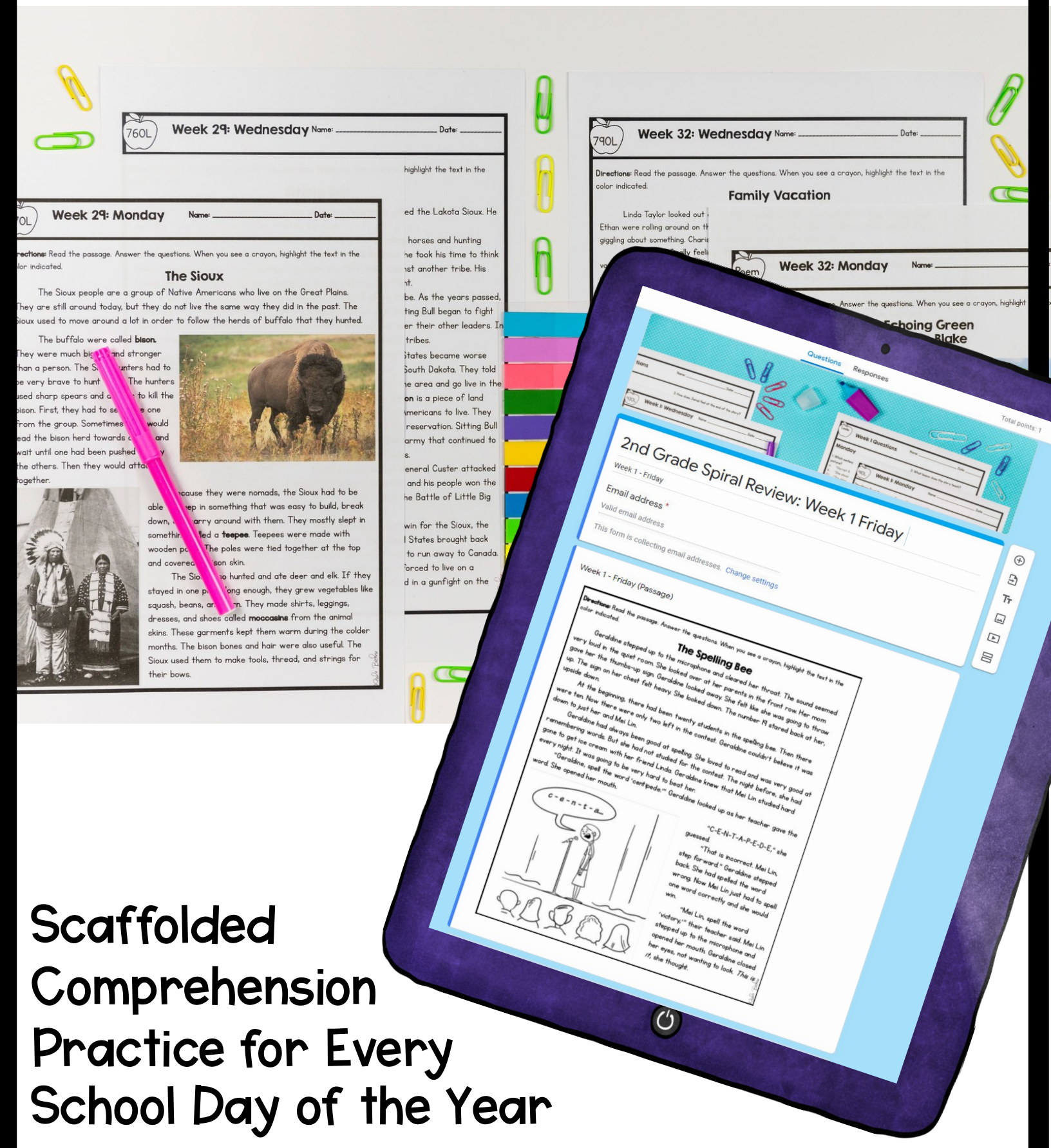

Scaffolded Comprehension Practice for Every School Day of the Year

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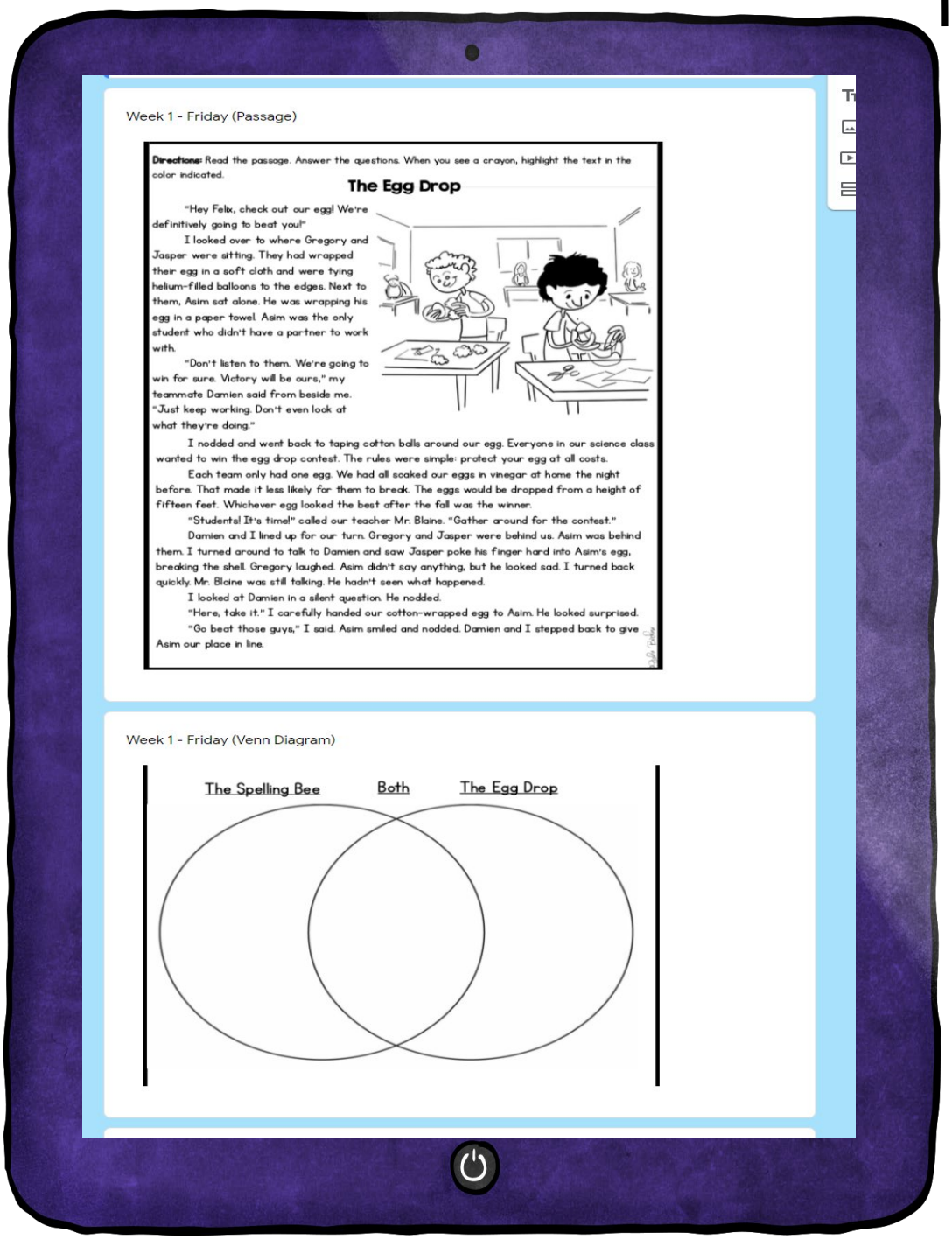


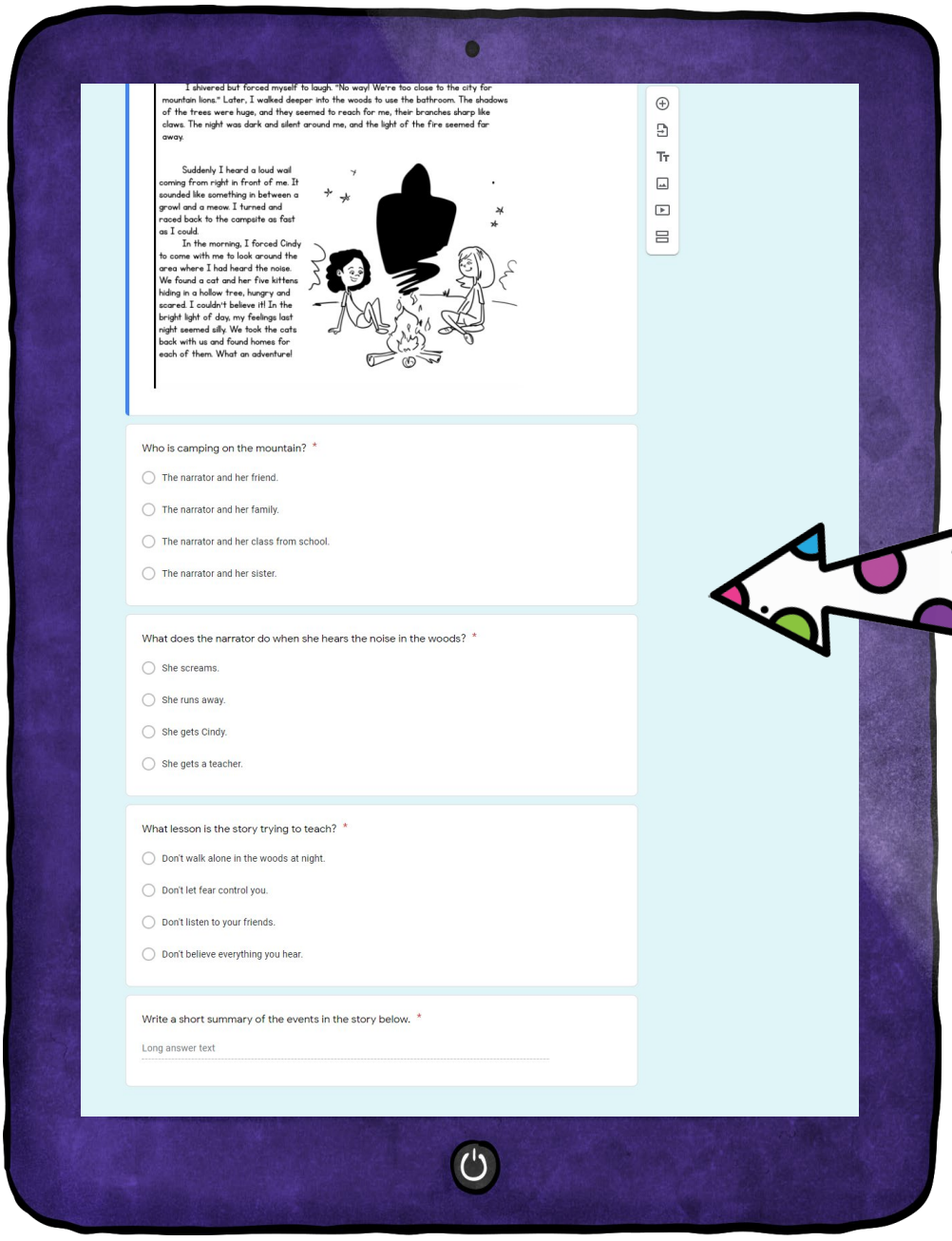
Two Passages Per Week

Balance Between Fiction & Nonfiction

Purposefully Scaffolded with Lexile Levels

LEXILE®

GOOGLE FORMS



Four Questions Per Day

Mix Between Multiple Choice & Short Response

Multiple Choice Questions are Self-Grading

700L

Week 28: Monday

Name: _____ Date: _____

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

Marco's Guitar

"Come on, Marco, it's time to go!" Marco looked up from his bed, where he was in the middle of learning a song on his new guitar.

It was the best present he had ever received. He had been so excited when he saw it sitting under the tree, a big bow stuck on the front. Right away, he had started learning how to play a few chords, and he had already learned the song "The Wheels on the Bus."

Now, he and his father were going to visit the town's homeless shelter to give out soup to those in need. Marco carefully placed his guitar in its case and put on his coat. His father frowned when Marco met him at the door. "Are you sure you want to bring your guitar?" he asked. Marco hugged the guitar case tight to his chest and nodded.

When they arrived at the shelter, it was full of people. Families sat together on small plastic chairs, cupping bowls of soup in their chilled fingers.



Marco's eyes widened as he saw a small boy about his age sitting alone at one of the tables, wearing a thin jacket and looking sad. He was holding something in his hand. Marco moved closer to see what it was, and the boy looked up.

"Hello," Marco said quietly. "What's your name?"

"Henry," the boy answered.

"What do you have in your hand, Henry?"

Henry slowly opened his hand to show a gray and white guitar pick. "It was my dad's," he whispered.

"Is your dad here?" Marco asked, looking around. When Henry shook his head, looking sad, Marco sat down next to him and opened his guitar case.

"Do you know how to play?" he asked. Henry picked up the guitar and began playing.

Marco gasped. "Wow, you're really good!" He sat and listened for a few minutes. "Hey, I have an idea. Why don't you keep the guitar for a while? I'll come back later, and you can play some more songs for me." Henry's face lit up with joy. Marco smiled and got up to help his father. He couldn't remember a time when he had been happier.

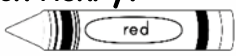
Magic CORE

Week 28 Questions

Name: _____ Date: _____

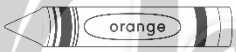
Monday

1. Why does Marco approach Henry?



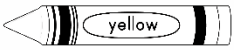
a. He is giving him a bowl of soup.
b. He is curious about what he has in his hand.
c. He wants to play the guitar for him.
d. He wants to know why he looks so sad.

2. Why does Marco gasp?



a. He has a sudden idea to loan Henry the guitar.
b. He burns himself on the soup.
c. He is shocked because Henry is playing the same song Marco played earlier.
d. He is surprised at Henry's skill.

3. Look at the picture. How does it help you understand how Marco feels about his guitar?



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_____
_____
_____

4. Write a short summary of the story below.



_____
_____
_____
_____
_____

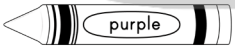
Tuesday

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



a. Marco can play more than one song on the guitar.
b. Marco doesn't want to go to the homeless shelter.
c. Marco got the guitar as a Christmas present.
d. Marco goes to the same school as Henry.

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



a. Henry doesn't feel very cold.
b. Henry learned to play guitar from his dad.
c. Henry is going to steal the guitar.
d. Henry doesn't like soup.

3. What does Henry have in his hand?



_____
_____
_____

4. Why is Marco so happy at the end of the story?



_____
_____
_____
_____
_____

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720L

Week 28: Wednesday Name: _____ Date: _____

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

Sledding Scare

"Andrei, look at me!" Karine waved at her older brother as she sat on the sled and pushed off. Andrei grinned and waved back as he watched her slide down the hill.

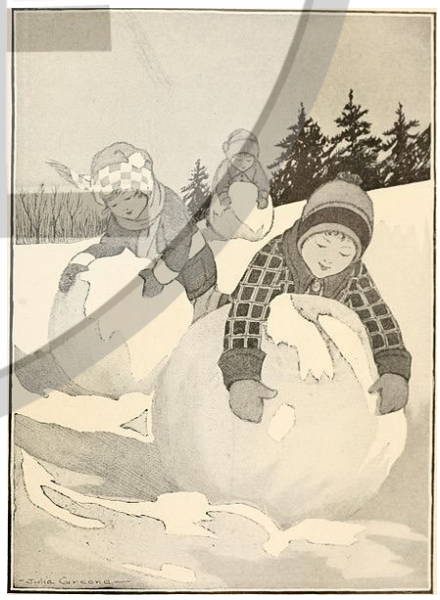
What a fun day they'd had! Andrei, Karine, and their little sister Marta had each made one part of a snowman, and then Andrei had carefully stacked the circles of snow on top of each other. Karine had found an old pipe and hat of their father's, and they had given the snowman two eyes made of small black stones.

After that, all they'd wanted to do was sled. Marta was too little to go down on her own, so Karine and Andrei had taken turns holding her in their laps. The bottom of the hill was a bit scary. You had to turn the sled sharply to the right to dodge a big group of trees, but if you were ready for it, it was okay.

"Come on, Andrei, let's all go down together!" Karine yelled as she came back up the hill. She was out of breath and her cheeks were flushed.

Andrei thought about it. "I don't know, Karine. The sled is really only made to fit one person. It's already hard to turn when you add Marta," he replied. Karine rolled her eyes and began to chant,

"Andrei's afraid of everything,
jumps when he hears the telephone ring!"



Andrei scowled and crossed his arms over his chest. "Fine! Get on!" The three of them piled onto the tiny sled and pushed off, Andrei in the back so that he could steer. As the group of trees came closer, Andrei turn hard to the right. But the sled was too heavy with its extra load. They weren't turning fast enough!

"Look out!" Andrei threw himself forward to protect his sisters as they crashed straight into the trees.

"Is everyone okay?" Andrei asked as he stood up, brushing snow off his clothes.

"Yes," Karine whispered. "I'm sorry, Andrei, I should have listened to you."

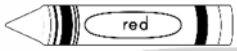
Andrei smiled and helped her up. "It's okay. I'm the oldest. I shouldn't have let you talk me into it." He picked up Marta and the three of them made their way back up the hill.

Week 28 Questions

Name: _____ Date: _____

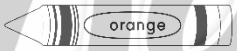
Wednesday

1. Why doesn't Andrei want all three of them to sled down the hill?



a. He is scared.
b. He wants to go down by himself because he will go faster.
c. He thinks the sled will be too heavy.
d. He is tired of sledding and wants to go back inside.

2. Read what Karine chants to Andrei. What words in the chant rhyme?



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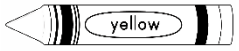
3. The title of the passage...



a. contains alliteration.
b. contains a rhyme.
c. contains repetition.
d. all of the above.

4. How does Karine feel at the end of the story?



a. Annoyed.
b. Ashamed.
c. Cold.
d. Grateful.

Thursday

1. Underline the part of the story that helps you guess what will happen at the end. Explain how this helps you make a guess.



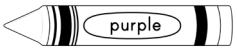
_____

_____

_____

_____

2. How is Karine's chant different from the rest of the story?



a. It is two short sentences.
b. It looks like a short poem.
c. It is something a character is saying.
d. It makes Andrei mad.

3. What did the children do before they went sledding?



_____

_____

_____

4. Pick either Karine or Andrei and explain what they learned from their experience.



_____

_____

_____

_____

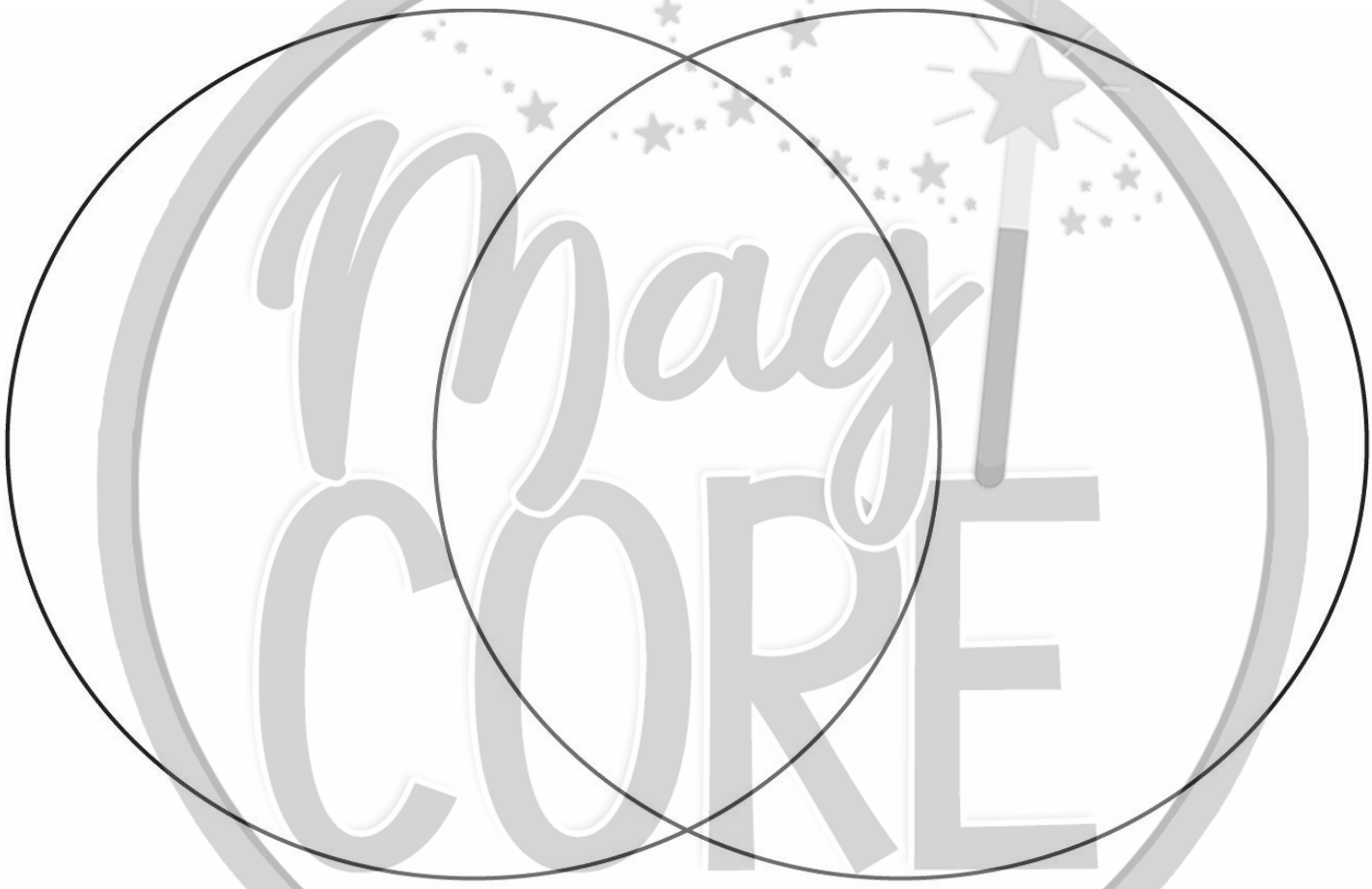
_____

©Gayle Bowers

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.



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Magi CORE

770L

Week 29: Monday

Name: _____ Date: _____

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

The Sioux

The Sioux people are a group of Native Americans who live on the Great Plains. They are still around today, but they do not live the same way they did in the past. The Sioux used to move around a lot in order to follow the herds of buffalo that they hunted.



The buffalo were called **bison.** They were much bigger and stronger than a person. The Sioux hunters had to be very brave to hunt them. The hunters used sharp spears and arrows to kill the bison. First, they had to separate one from the group. Sometimes they would lead the bison herd towards a cliff and wait until one had been pushed off by the others. Then they would attack it together.



Because they were nomads, the Sioux had to be able to sleep in something that was easy to build, break down, and carry around with them. They mostly slept in something called a **teepee**. Teepees were made with wooden poles. The poles were tied together at the top and covered in bison skin.

The Sioux also hunted and ate deer and elk. If they stayed in one place long enough, they grew vegetables like squash, beans, and corn. They made shirts, leggings, dresses, and shoes called **moccasins** from the animal skins. These garments kept them warm during the colder months. The bison bones and hair were also useful. The Sioux used them to make tools, thread, and strings for their bows.

CORE

Week 29 Questions

Name: _____ Date: _____

Monday

1. Paragraph three is mainly about...

red

a. what the Sioux slept in.
b. some uses for the bison skin.
c. what a teepee looked like.
d. why the Sioux moved around so much.

2. Explain how the Sioux hunted bison.

orange

_____

_____

_____

_____

_____

3. What is the main idea of the whole passage?

yellow

a. How the Sioux live now.
b. How the Sioux hunted the bison.
c. How the Sioux used to live.
d. How the Sioux used the different parts of the bison.

4. Describe the Sioux's diet.

green

_____

_____

_____

_____

_____

_____

Tuesday

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

blue

a. The Sioux ate more deer than bison.
b. The Sioux don't move around as much anymore.
c. The Sioux slept in teepees because they were warmer than houses.
d. The Sioux no longer live on the Great Plains.

2. What is a "nomad"?

purple

_____

_____

_____

_____

3. What did the Sioux use to make tools? What did they use to make thread and string?

pink

_____

_____

_____

_____

4. What is another word for "garments?

brown

a. Skin
b. Clothes
c. Shoes
d. Materials

©Gabi Barnes

760L

Week 29: Wednesday Name: _____ Date: _____

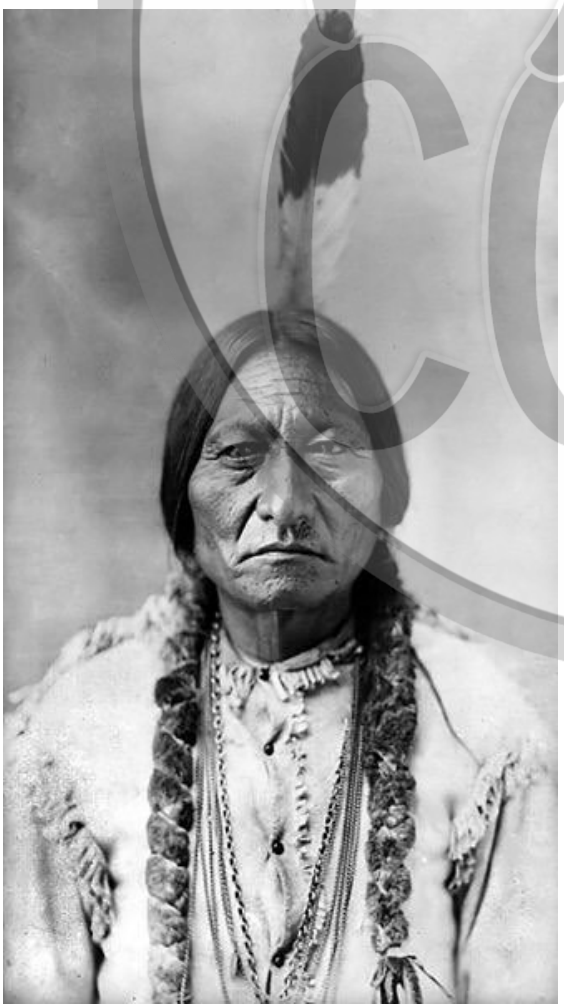
Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

Sitting Bull

Sitting Bull was the chief of a group of Native Americans called the Lakota Sioux. He was their chief during the Battle of Little Big Horn.

Sitting Bull was born in South Dakota in 1831. He grew up riding horses and hunting buffalo. When he was a child, his name was Slow. This was because he took his time to think things through. When he was fourteen, he joined his first fight against another tribe. His father named him Sitting Bull because of his bravery during the fight.

When he was an adult, Sitting Bull became the chief of his tribe. As the years passed, white men from the United States began coming onto Sioux land. Sitting Bull began to fight them, hoping to drive them away. His people started to trust him over their other leaders. In 1869, Sitting Bull was named the chief of the entire nation of Sioux tribes.



Things with the United States became worse when they discovered gold in South Dakota. They told all the Sioux people to leave the area and go live in the Sioux reservation. A **reservation** is a piece of land where Americans tell Native Americans to live. They were not allowed to leave the reservation. Sitting Bull refused to go and formed an army that continued to fight against the United States.

In 1876, a man named General Custer attacked Sitting Bull's army. Sitting Bull and his people won the fight, which was later called the Battle of Little Big Horn.

While this was a great win for the Sioux, the fight was not over. The United States brought back more soldiers. Sitting Bull had to run away to Canada. When he came back, he was forced to live on a reservation. He was later killed in a gunfight on the reservation.

Paula Barnes

Week 29 Questions

Name: _____ Date: _____

Wednesday

1. Why did Sitting Bull's father name him Slow? red

a. He wasn't very smart.
b. He was lazy.
c. He moved very slowly.
d. He was a careful thinker.

2. What is a reservation? orange

_____

_____

_____

_____

_____

3. Explain why Sitting Bull was named the chief of the Sioux nation. yellow

_____

_____

_____

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_____

4. Why did the United States want the Sioux to move to reservations? green

a. They wanted the gold.
b. They wanted to live on Sioux land.
c. Both A and B.
d. Neither A nor B.

Thursday

1. How did Sitting Bull respond when he was told to go live on a reservation? blue

_____

_____

_____

_____

2. Look at the picture. What would be a good caption? purple

_____

_____

_____

3. What happened when General Custer attacked Sitting Bull's army? pink

_____

_____

_____

_____

_____

4. Why did Sitting Bull go to Canada? brown

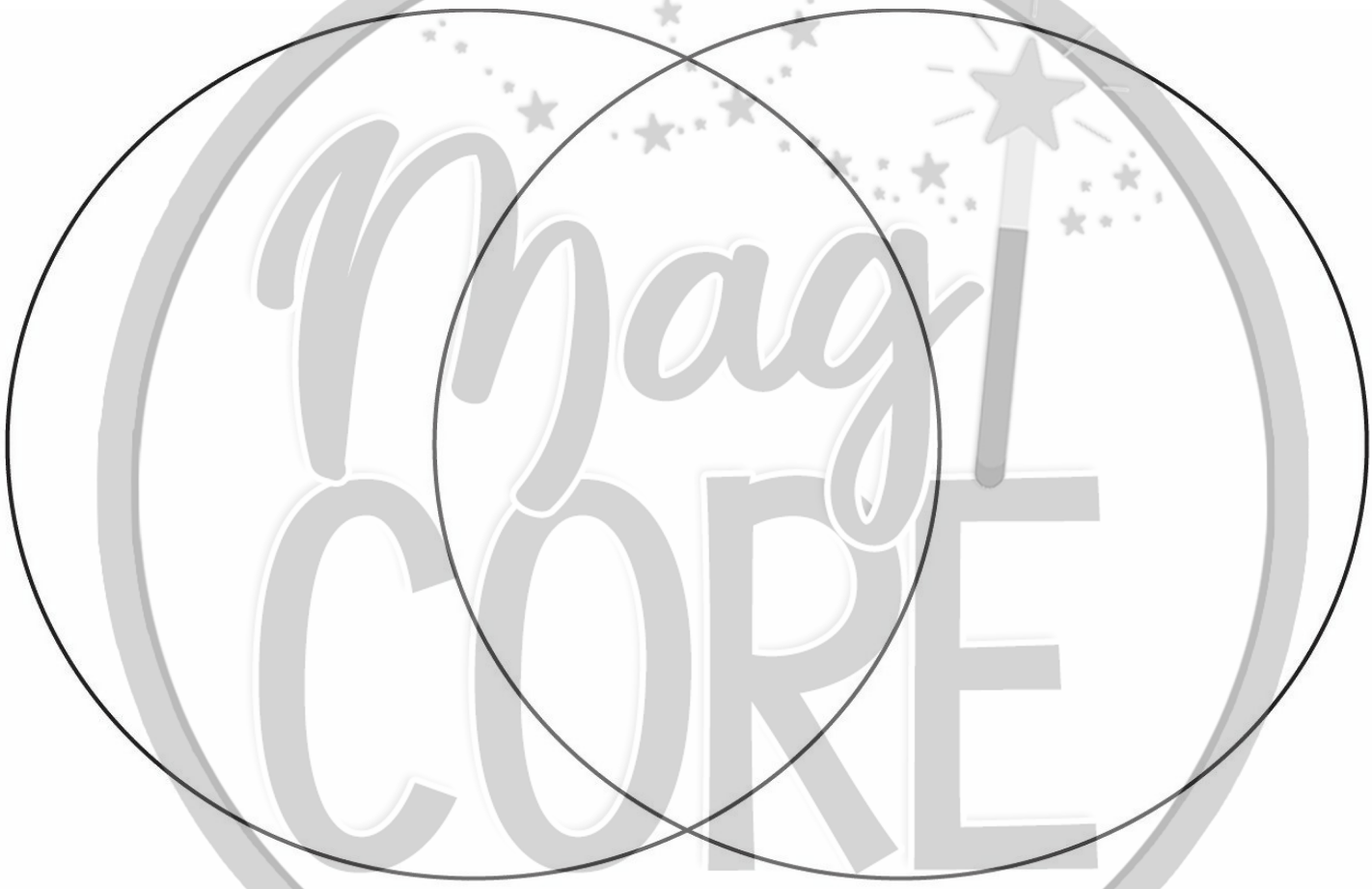
a. He lost the Battle of Little Bighorn.
b. He didn't have as big an army as the United States.
c. The reservation was in Canada.
d. He was trying to gather more fighters.

©Julie Bowe

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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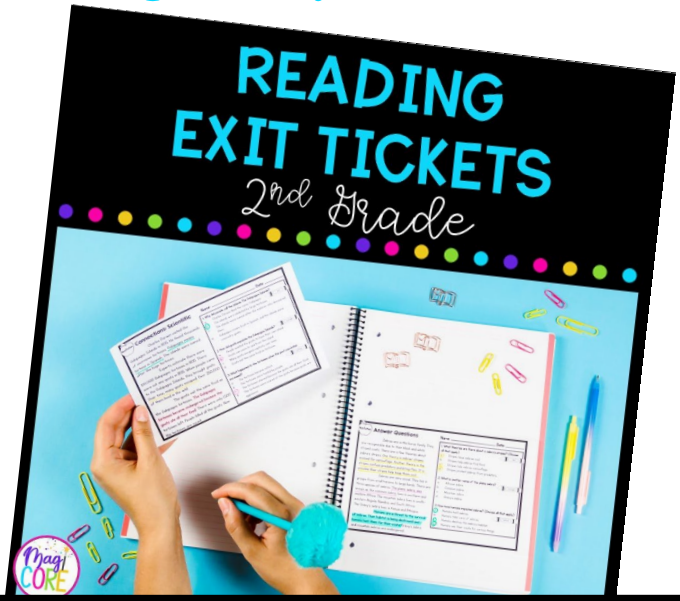

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