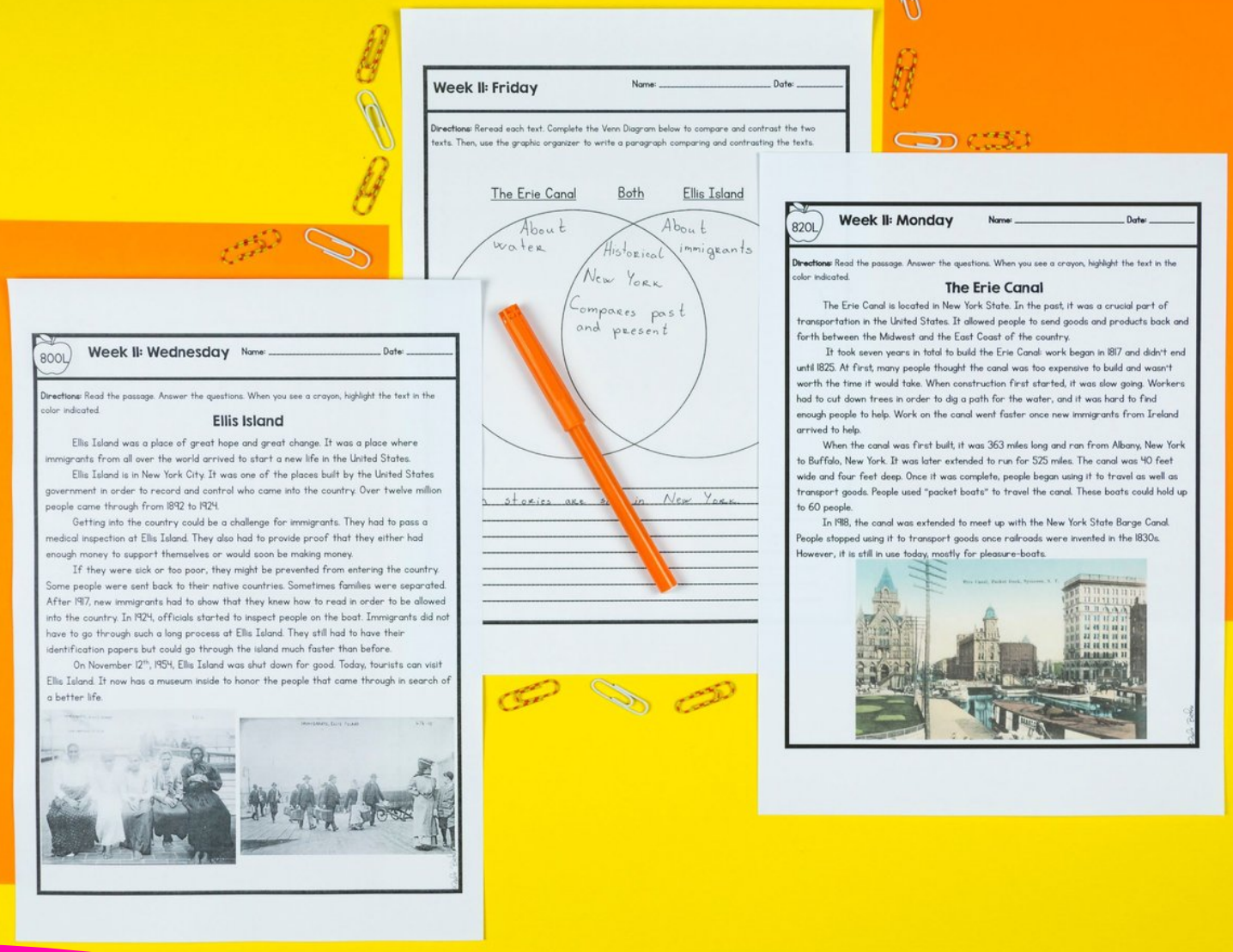
LEXILE



4TH GRADE READING SPIRAL REVIEW

QUARTER 2

MagiCORE

READING SPIRAL REVIEW

4th grade

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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.

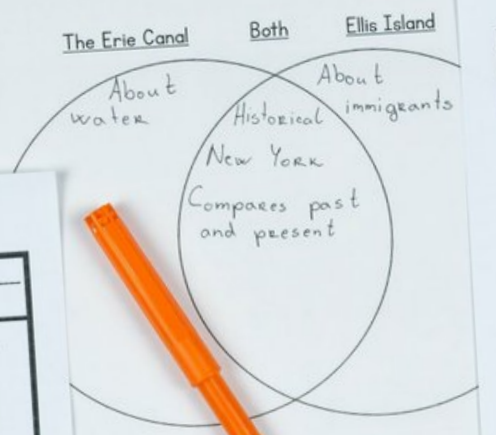
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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."

Week II: 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.



stories are s in New York

Week II: Wednesday

800L

Name: _____ Date: _____

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

Ellis Island

Ellis Island was a place of great hope and great change. It was a place where immigrants from all over the world arrived to start a new life in the United States.

Ellis Island is in New York City. It was one of the places built by the United States government in order to record and control who came into the country. Over twelve million people came through from 1892 to 1924.

Getting into the country could be a challenge for immigrants. They had to pass a medical inspection at Ellis Island. They also had to provide proof that they either had enough money to support themselves or would soon be making money.

If they were sick or too poor, they might be prevented from entering the country. Some people were sent back to their native countries. Sometimes families were separated. After 1917, new immigrants had to show that they knew how to read in order to be allowed into the country. In 1924, officials started to inspect people on the boat. Immigrants did not have to go through such a long process at Ellis Island. They still had to have their identification papers but could go through the island much faster than before.

On November 12th, 1954, Ellis Island was shut down for good. Today, tourists can visit Ellis Island. It now has a museum inside to honor the people that came through in search of a better life.





Week II: Monday

820L

Name: _____

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

The Erie Canal

The Erie Canal is located in New York State. In the past, it was a transportation in the United States. It allowed people to send goods and forth between the Midwest and the East Coast of the country.

It took seven years in total to build the Erie Canal: work began in until 1825. At first, many people thought the canal was too expensive to worth the time it would take. When construction first started, it was had to cut down trees in order to dig a path for the water, and it was enough people to help. Work on the canal went faster once new immigr arrived to help.

When the canal was first built, it was 363 miles long and ran fro to Buffalo, New York. It was later extended to run for 525 miles. The wide and four feet deep. Once it was complete, people began using it transport goods. People used "packet boats" to travel the canal. Thes to 60 people.

In 1918, the canal was extended to meet up with the New York S People stopped using it to transport goods once railroads were invent However, it is still in use today, mostly for pleasure-boats.



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" over time. 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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830L

Week 10: Monday

Name: _____ Date: _____

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

Stargazing

Damien sighed and looked around at his classmates, most of whom had their eyes glued to their telescopes. It was stargazing night, the night everyone in Mr. Abram's fourth grade science class had been looking forward to. Everyone except Damien, that is.

He just didn't understand what was so great about looking at a bunch of specks in the sky. It was the least exciting thing he could imagine doing.

Actually, he *had* been excited at one point. His spirits had leapt when Mr. Abrams told the class that stargazing night was optional, and that they wouldn't lose points on their final grade if they didn't participate. But that excitement hadn't lasted long, not with his mom wanting him to "experience new things."

Now he was stuck here in his thin jacket that did nothing to block the chilly wind, waiting until Mr. Abrams told them it was time to go home.

Damien sighed again. *I might as well see what's up there while I'm waiting*, he thought as he put his eye to the telescope. Immediately, he saw a cluster of bright stars that stood out from the rest. They seemed to form a kind of hook or question mark.

"Mr. Abrams, what shape are those stars making?" Damien asked.

Mr. Abrams smiled approvingly. "That is what many people call the Big Dipper. It's a group of stars in the shape of a ladle. It's part of a larger constellation called Ursa Major. Ursa Major is said to form the shape of a bear, with the Big Dipper taking the place of the bear's tail."

Damien looked closer. "I see it! I see the bear!" He yelled. Mr. Abrams laughed. "Good job, Damien, but it's time to pack up now. We'll have another stargazing night next month."

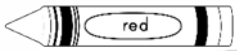


Week 10 Questions

Name: _____ Date: _____

Monday

1. What did Damien see in the sky?



a. The Big Dipper.
b. Ursa Major.
c. Both A and B.
d. Neither A nor B.

2. Look at the picture. Explain how it connects to the story.



_____

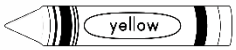
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_____

3. What would happen if a student in the class didn't attend stargazing night?



a. They would lose points on their grade.
b. Mr. Abrams would be angry.
c. They wouldn't know the answers on the test.
d. Nothing would happen.

4. Write a short summary of the story. Include the setting, characters, and main events.



_____

_____

_____

_____

_____

_____

Tuesday

1. Why is Damien at the stargazing night?



_____

_____

_____

2. Explain Damien's feelings throughout the story.



_____

_____

_____

_____

_____

3. Why is "experience new things" inside quotation marks?



a. It is what Damien is thinking.
b. It is what Damien is saying.
c. It is what Damien's mom said.
d. It is what Damien's mom was thinking.

4. Make a prediction about what will happen next in the story.



_____

_____

_____

_____

_____

Chagi CORE

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790L

Week 10: Wednesday

Name: _____ Date: _____

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

Play or Stay?

Chandra glanced up from her book as she heard the shrieks and laughter of other children playing nearby. It was the students in her class, she realized, as she recognized Tiffany Glasgow's high-pitched giggle.

They were all at the National Arboretum for a class field trip. After three hours of strolling around in the warm air and sunshine, gazing at the tiny bonsai trees and fields of lilacs in bloom, their teacher had given everyone an hour of free time to play. Chandra immediately went off to a quiet place to read. She usually had no problem losing herself in a good book and preferred reading to talking to people anyway. But today she couldn't concentrate. It sounded like they were all having a great time.

Their game is probably no fun anyway, she thought to herself. *Tiffany never has any good ideas for what to play. They always argue over the rules, too.*

She closed her book and sighed. What a case of sour grapes! She was trying to convince herself she wouldn't enjoy their game because she didn't think they would let her play. She didn't want them all to laugh at her and close ranks against her. They were all so cliquey, especially Tiffany. They had their special group of friends and no one else was allowed in.



Well, maybe it wasn't too late. She stood up and headed toward the group, her walk full of purpose. Emerging into the clearing where the class played, she hesitated at the edge of the trees.

"Hey look, Chandra's here!" Tiffany yelled as she pointed at her. Chandra tensed.

"Now we have enough people to play Capture the Flag!" Tiffany continued excitedly. Chandra blinked. Tiffany grabbed her and pulled her into the group.

"Come on, Chandra. You can be on my team!"

Week 10 Questions

Name: _____ Date: _____

Wednesday

1. What does "sour grapes" mean?

red

_____

_____

_____

_____

_____

2. Paragraph four mainly...

orange

a. shows a character's personality.
b. describes the problem in the story.
c. reveals the inner thoughts of a character.
d. includes dialogue between two characters.

3. What does it mean to "close ranks"?

yellow

_____

_____

_____

4. Describe the setting of the story.

green

_____

_____

_____

_____

_____

_____

Thursday

1. Underline the descriptions of Chandra's thoughts and actions throughout the story. How is she feeling, in order?

blue

a. Content, hateful, friendly, confused.
b. Annoyed, anxious, eager, timid.
c. Unhappy, shy, angry, grateful.
d. Jealous, determined, scared, surprised.

2. What did Chandra think about Tiffany in the beginning? How was it different from how Tiffany acted?

purple

_____

_____

_____

_____

3. What point of view is the story told from?

pink

a. First person.
b. Second person.
c. Third person.
d. It is impossible to tell.

4. What lesson is the story trying to teach?

brown

a. Playing a game is always more fun than reading.
b. People don't always act the way you'd expect.
c. The outdoors is meant to be enjoyed, not ignored.
d. Sometimes mean people can be nice if they want something from you.

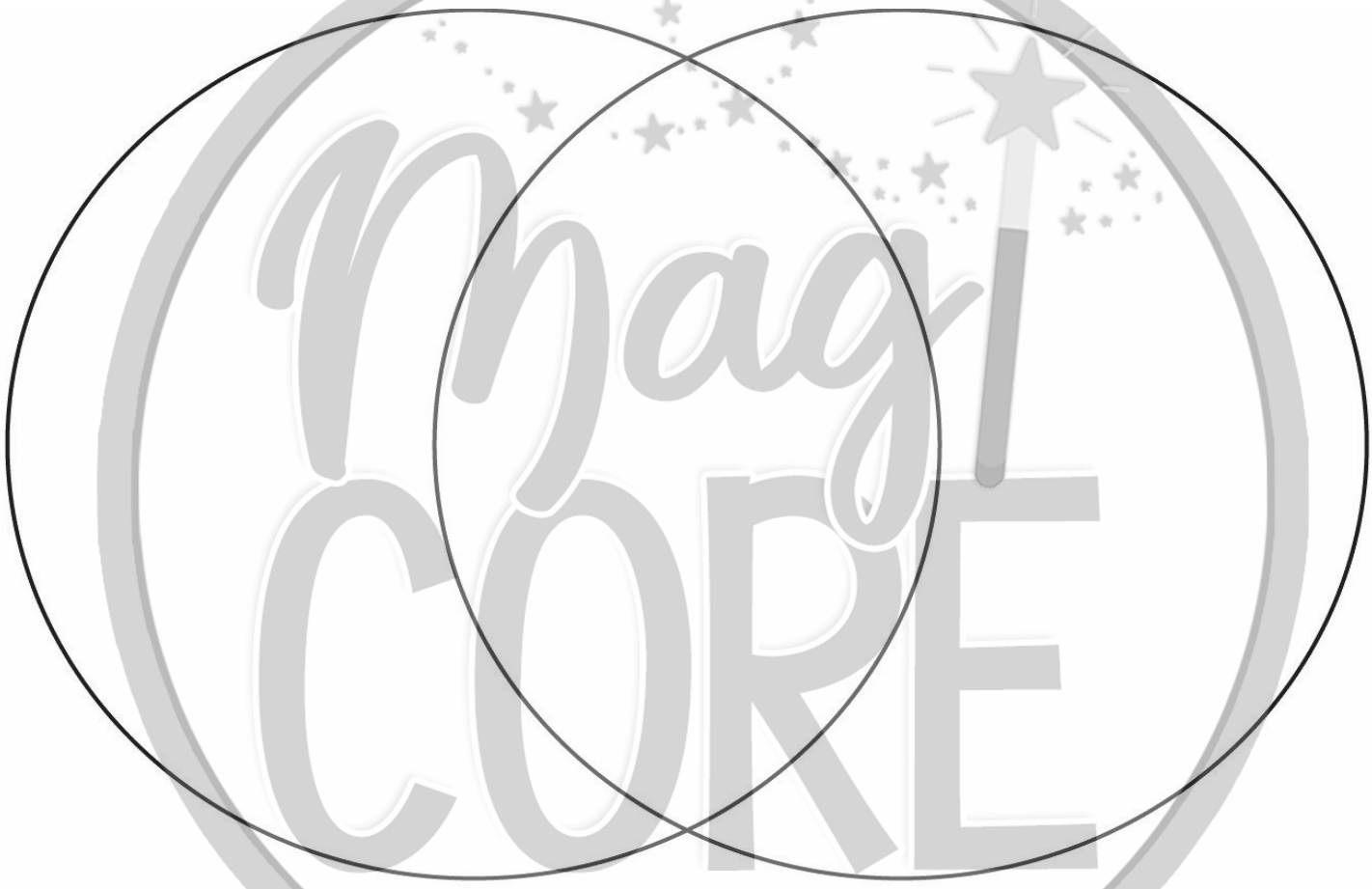
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Week 10: Friday

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.

Stargazing Both Play or Stay?



_____

_____

_____

_____

_____

_____

_____

_____

_____

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