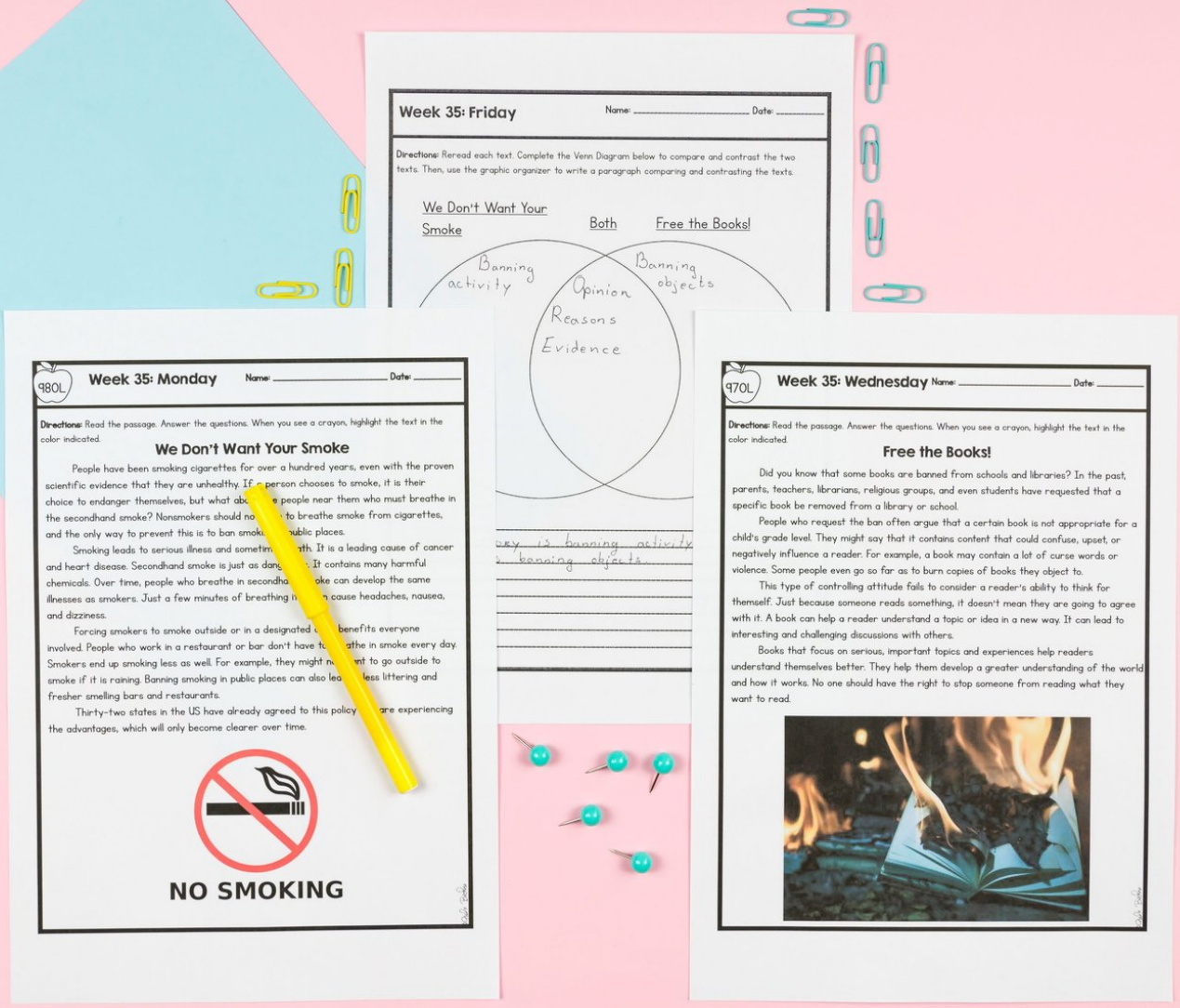

4TH GRADE READING SPIRAL REVIEW

QUARTER 4

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."

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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950L

Week 28: Monday

Name: _____ Date: _____

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

Old Enough to Help

Jafari pedaled faster and faster as his bike flew down the dirt path, trees and bushes flashing by on both sides as he zoomed along.

It was his first time doing the shopping alone. Usually his brother took the family's only bicycle to the market every morning, but this morning Jafari had stood straight and tall and proclaimed to the entire family that he was ten years old now, the same age as Amare had been when he first took on the responsibility, and that it was now his turn.

Ma had smiled at him, and Pa had nodded slowly. "Be careful, my son," he had warned, and Jafari had agreed. But surely there was no harm in seeing how fast the bicycle could go. There was no one else on the road, after all. As soon as he had this thought, he turned a sharp corner and saw a cow standing in the middle of the road.

"Move, you silly creature!" Jafari yelled as he barreled toward it, unable to stop or control his direction. But the cow just stared at him with its large, dull eyes.

Jafari swerved at the very last second and missed the cow by less than an inch. The bicycle bounced off the path and crashed into a tree. Dazed, Jafari slowly stood up. He seemed to be unharmed, but the bicycle was another story. Looking at its smashed frame and flat tires, Jafari wanted to cry. His family had trusted him, and he had failed.



"Hey, you there!" Jafari turned see a man approaching in a rusted truck. The truck looked even older than the man, which was saying something. "Need a ride?"

"Yes, thank you, sir," Jafari said as he swung onto the truck bed. The man lifted the bicycle up for him, and they were off. All the way home, Jafari planned what he would say to his parents. He knew he had no one to blame but himself.

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Week 28 Questions

Name: _____ Date: _____

Monday

1. What does it mean to "proclaim" something? red
   a. To request it.
   b. To challenge it.
   c. To prove it.
   d. To announce it.

2. Jafari can best be described as... orange
   a. reckless.
   b. independent.
   c. affectionate.
   d. respectful.

3. What is another word for "swerve"? yellow

_____

_____

_____

4. How do the second and third paragraph connect to the rest of the story? green

_____

_____

_____

_____

_____

_____

Tuesday

1. What can you infer about Amare? blue

_____

_____

_____

_____

2. Look at the picture. Which part of the story does it illustrate? purple
   a. The beginning.
   b. The middle.
   c. The end.
   d. The picture does not match the events in the story.

3. Based on the information in the passage, you can figure out that the man Jafari met was... pink
   a. his father's friend.
   b. very old.
   c. is going to tell Jafari's parents what he did.
   d. is younger than his truck.

4. What lesson did Jafari learn? brown

_____

_____

_____

_____

_____

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930L

Week 28: Wednesday Name: _____ Date: _____

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

On the Train

Hilda craned her neck out the train window as it picked up speed, waving enthusiastically at her mother, who was standing on the platform, shading her eyes from the bright sun.

Hilda sat back and faced forward, grinning hugely and ready to be off! It was a five-hour trip to her grandmother's house. She had a backpack full of activities to pass the time, and her mother had given her some money for a drink and a sandwich. She had informed Hilda that the tea trolley would go through each compartment at least once during the journey, and Hilda was already planning what she would order.

Hilda opened her backpack and worked on solving a maze. Then she colored in a picture of a fairy. After an hour or so, she sighed and rubbed her eyes. The countryside scenery out the window, interesting at first, had become commonplace and dull. The constant rocking motion of the train was making her feel queasy, and the tea trolley had not yet appeared.

As the day wore on, Hilda became more and more restless. Her polka-dot sundress, once clean and soft, was now wrinkled and itchy. Her throat was dry, and her stomach was grumbling loudly. She looked to her left, where an older woman was sitting reading a book. Her mother had told her not to speak to anyone unless it was an emergency, but she couldn't sit still a moment longer.

"Pardon me, ma'am," she blurted out, and the woman looked up, startled. "Do you know when the tea trolley is going to come by?"

The woman smiled kindly and pointed toward the front of the train. "There is no tea trolley on this train, but up there is a separate car with snacks and drinks," she explained.

"Oh, thanks very much!" Hilda responded, feeling both relieved and annoyed. She got up immediately and headed towards the front of the train, money in hand.



Week 28 Questions

Name: _____ Date: _____

Wednesday

1. What was Hilda's mother wrong about?

red

a. The length of the trip.
b. The actions of strangers.
c. How to buy food and drinks.
d. What an emergency is.

2. How does Hilda feel in the beginning of the story? How and why do her feelings change?

orange

_____

_____

_____

_____

_____

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

yellow

a. has never ridden a train by herself before.
b. is meeting her grandmother for the first time.
c. asked her mother not to pack her a lunch.
d. will ask her mother to come with her next time.

4. *"Oh, thanks very much!" Hilda responded, feeling both relieved and annoyed.* Why is Hilda relieved? Why is she annoyed?

green

_____

_____

_____

_____

_____

Thursday

1. *Her throat was dry, and her stomach was grumbling loudly.* What can you infer from this sentence?

blue

a. Hilda had a stomach ache.
b. Hilda was getting nervous.
c. Hilda was hungry and thirsty.
d. Hilda was overheated.

2. Who is telling the story?

purple

a. Hilda.
b. Her mother.
c. The narrator.
d. The older woman.

3. Highlight clues to the setting in the story and explain how they match the picture.

pink

_____

_____

_____

_____

4. Write a short summary of the story below.

brown

_____

_____

_____

_____

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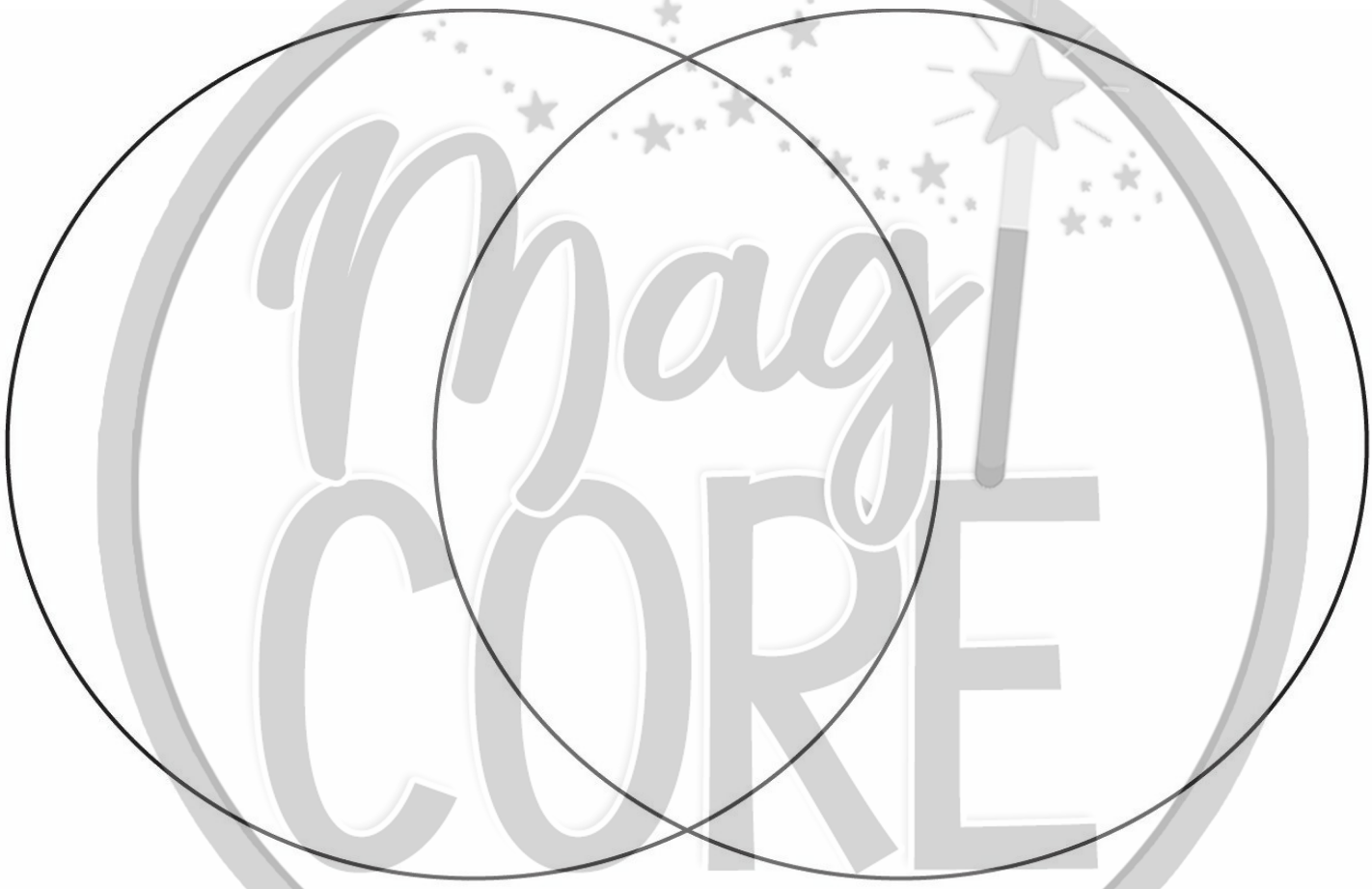
Week 28: Friday

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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