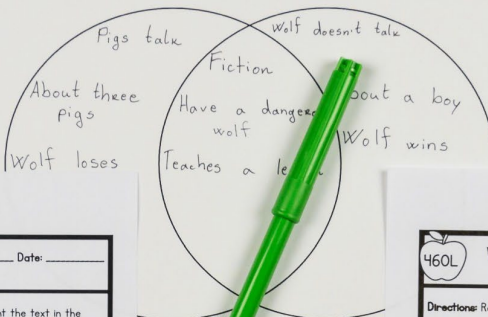


Week 3: Friday

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.

The Three Little Pigs Both The Boy Who Cried Wolf



Week 3 Questions

Name: _____ Date: _____

Monday

Why couldn't the wolf blow down the third pig's house?

3. Highlight some lines in the story that are repeated. Why do you think the author repeated some parts?

Because the house was made of bricks and was

To help you predict what will happen

Look at the first illustration

- 1. The first little pig
- 2. The second little pig
- 3. None of the little pigs.

Tuesday

How was the third little pig different from the other two pigs?

He was more careful

Draw a picture of what happened to the second pig's house.

500L Week 3: Monday Name: _____ Date: _____

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

The Three Little Pigs

Once there were three little pigs. The first pig saw a man carrying some straw. He said, "Please give me that straw to build a house." The man did, and the pig built a house.

Along came a wolf. He knocked at the door. "Little pig, little pig, let me in," he said.

The pig answered, "No, not by the hair on my chinny chin chin."

The wolf replied, "Then I'll huff, and I'll puff, and I'll blow your house in." So he huffed, and he puffed. He blew the house in and ate up the little pig. The second pig met a man with a bundle of sticks. He said, "Please give me those sticks to build a house." The man did, and the pig built a house.

Along came the wolf. He knocked at the door. "Little pig, little pig, let me in," he said.

The pig answered, "No, not by the hair on my chinny chin chin."

The wolf replied, "Then I'll huff, and I'll puff, and I'll blow your house in." So he huffed, and he puffed. He blew the house in and ate up the second little pig.

The third pig waited until he met a man with a load of bricks. Then he said, "Please give me those bricks to build a house." The man did, and the pig built a house. The wolf came back and knocked at the door.

"Little pig, little pig, let me in," he said.

The pig answered, "No, not by the hair on my chinny chin chin."

The wolf replied, "Then I'll huff, and I'll puff, and I'll blow your house in." So he huffed, and he puffed. He puffed, and he huffed. But he couldn't blow the house in.

The wolf was very angry. He climbed the house and went down the chimney. The pig hung a pot full of water. He lit a fire. He took off the cover and in fell the wolf. Then the little pig boiled up the wolf and ate him for supper.

460L Week 3: Wednesday Name: _____ Date: _____

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

The Boy Who Cried Wolf

There once was a shepherd boy. His job was to watch and protect the sheep. But the shepherd did anything interesting. One day the boy decided to play a trick on the other villagers. He took a deep breath. Then he cried out, "Wolf! Wolf! A wolf is chasing the sheep!"

The villagers came running up the hill. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their faces.

"Don't cry 'wolf' when there's no wolf!" the villagers scolded. They went back down the hill.

The boy went back to watching the sheep. He watched them eat grass. He listened to them. "Baa," he sighed. Then he cried out again, "Wolf! Wolf! The wolf is chasing the sheep!" He yelled and watched the villagers run up the hill.

When the villagers saw no wolf, they yelled, "Save your frightened faces for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!" The boy just grinned and watched them go up the hill again.

The boy went back to watching the sheep. He started to fall asleep. Suddenly he saw a real wolf walking towards the sheep. He jumped to his feet and cried out "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, so they didn't come to help him.

2ND GRADE READING SPIRAL REVIEW

QUARTER 1

READING SPIRAL REVIEW

2nd grade

Table of Contents

- I. How to Use Spiral Review
2. Week 1: 400L, 440L
3. Week 2: 460L, 500L
4. Week 3: 460L-500L
5. Week 4: 510L-530L
6. Week 5: 560L & Poem
7. Week 6: 630L - 640L
8. Week 7: 660L and Play
9. Week 8: 680L - 710L
10. Week 9: 620L, 750L
- II. Answer Key

Each story includes:

- 1 page of multiple choice and short response questions

ABOUT LEXILE LEVELS



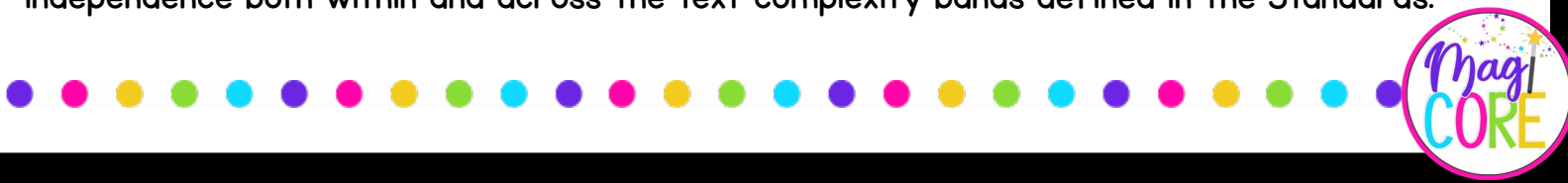
MagiCore Learning, LLC, is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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

1. be "busy work." Use spiral review as a tool to inform instruction and hold students accountable.
2. be 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. be a formal assessment.

GOOGLE FORMS & PDF

760L **Week 29: Wednesday** Name: _____ Date: _____


Week 32: Wednesday Name: _____ Date: _____

 Week 29: Monday Name: _____ Date: _____

 **Week 32: Monday** Name: _____

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 **Su** hunters had to be very brave to hunt them. The hunters used sharp spears and a knife to kill the bison. First, they had to see 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 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.

highlight the text in the

ed the Lakota Sioux. He

horses and hunting

he took his time to think

st another tribe. His

rt.

be. As the years passed,

ting Bull began to fight

er their other leaders. In

tribes.

states became worse
South Dakota. They told
the area and go live in the
on is a piece of land
Americans to live. They
reservation. Sitting Bull
army that continued to
s.
General Custer attacked
and his people won the
the Battle of Little Big

win for the Sioux, the
1 States brought back
to run away to Canada.
forced to live on a
d in a gunfight on the

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

Family Vacation

Linda Taylor looked out
Ethan were rolling around on the
giggling about something. Charis
really feel
vo

[illegible]

2nd Grade Spiral Review: Week 1 Friday

Week 1 - Friday

email address *

email address

form is collected

Week 1 Questions

Monday

1. What does the story mean?

2. What does the story mean?

Week 1 Monday

Monday

1. What does the story mean?

2. What does the story mean?

Week 1 - Friday (Passage)

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

Geraldine stepped up to the microphone and spoke very loud in the quiet room. She looked over her shoulder at the thumbs-up sign. The sign on her desk said "Good job!"

The Spelling Bee

Direct: _____ (Passage)

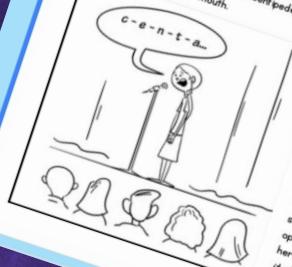
Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

The Spelling Bee

Geraldine stepped up to the microphones and cleared her throat. The sound seemed very loud in the quiet room. She looked over at her parents in the front row. Her mom gave her the thumbs-up sign. Geraldine looked away. She felt like she was going to throw up. The sign on her chest felt heavy. She looked down. The number 11 stared back at her, wide open.

At the beginning, there had been twenty students in the spelling bee. Now there were only two left in the contest. Geraldine had always been good at spelling words. But she had not been good at ice cream.

...with her friend Linda. Geraldine knew that Mei Lin studied hard
...word She opened her mouth.



"That is incorrect. Mei Lin, step forward." Geraldine stepped back. She had spelled the word wrong. Now Mei Lin just had to say one word correctly to win.

"Mei Lin, spell the word 'victory,'" their teacher said. Mei stepped up to the microphone and opened her mouth. Geraldine closed her eyes, not wanting to look at it, she thought.

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



Week 1 - Friday (Passage)

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

The Egg Drop

"Hey Felix, check out our egg! We're definitely going to beat you!"

I looked over to where Gregory and Jasper were sitting. They had wrapped their egg in a soft cloth and were tying helium-filled balloons to the edges. Next to them, Asim sat alone. He was wrapping his egg in a paper towel. Asim was the only student who didn't have a partner to work with.

"Don't listen to them. We're going to win for sure. Victory will be ours," my teammate Damien said from beside me. "Just keep working. Don't even look at what they're doing."

I nodded and went back to taping cotton balls around our egg. Everyone in our science class wanted to win the egg drop contest. The rules were simple: protect your egg at all costs. Each team only had one egg. We had all soaked our eggs in vinegar at home the night before. That made it less likely for them to break. The eggs would be dropped from a height of fifteen feet. Whichever egg looked the best after the fall was the winner.

"Student! It's time!" called our teacher Mr. Blaine. "Gather around for the contest." Damien and I lined up for our turn. Gregory and Jasper were behind us. Asim was behind them. I turned around to talk to Damien and saw Jasper poke his finger hard into Asim's egg, breaking the shell. Gregory laughed. Asim didn't say anything, but he looked sad. I turned back quickly. Mr. Blaine was still talking. He hadn't seen what happened.

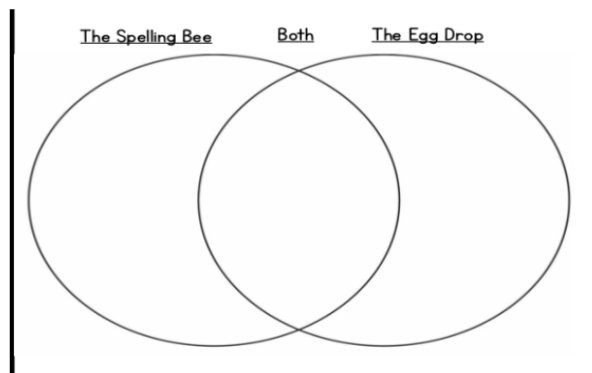
I looked at Damien in a silent question. He nodded.

"Here, take it." I carefully handed our cotton-wrapped egg to Asim. He looked surprised.

"Go beat those guys," I said. Asim smiled and nodded. Damien and I stepped back to give Asim our place in line.

A black and white line drawing showing three students at tables. One student is sitting and working on an egg, while two others are standing and looking on. There are various materials like cotton balls and tape on the tables.

Week 1 - Friday (Venn Diagram)

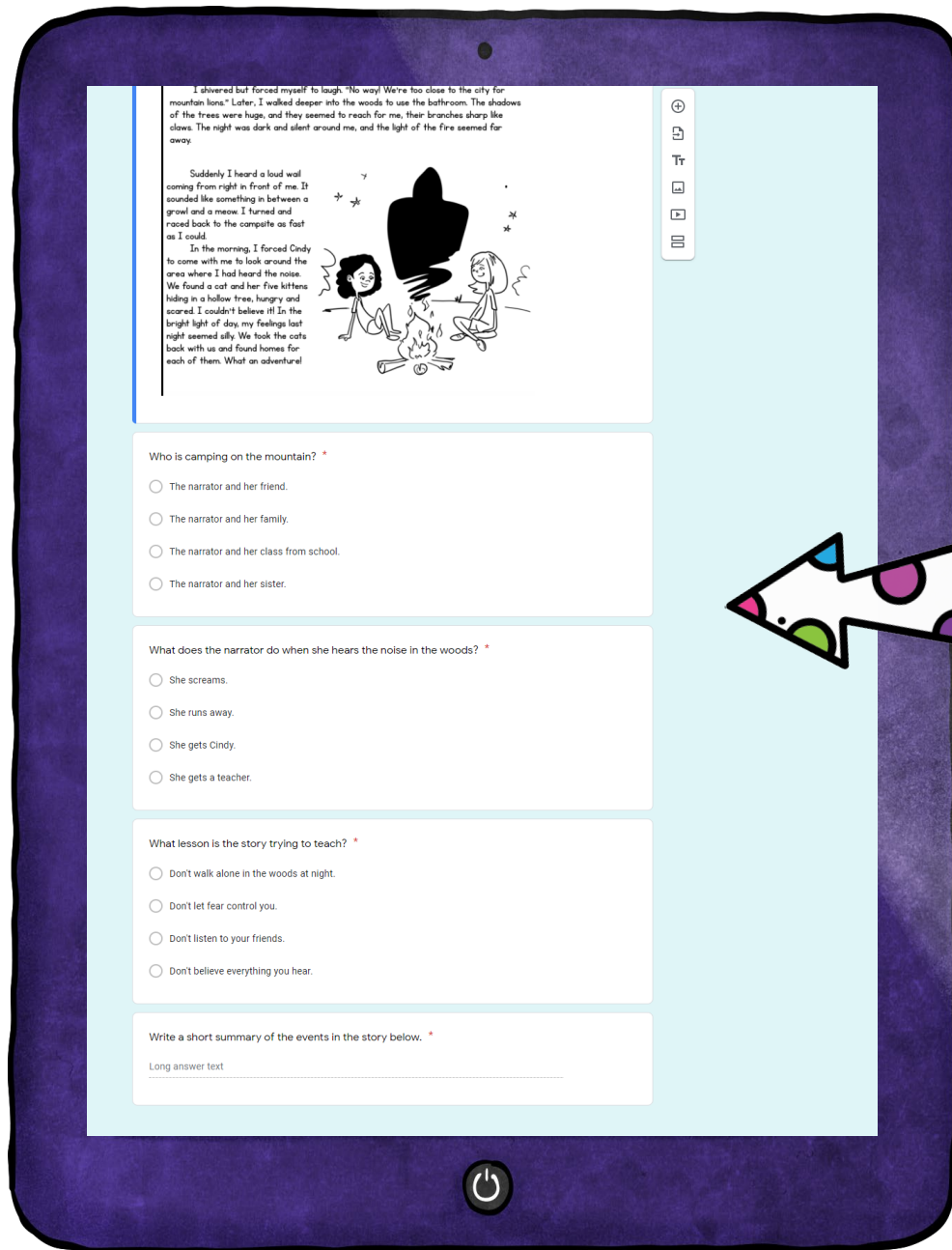


GOOGLE FORMS

Four
Questions Per
Day

Mix Between
Multiple
Choice &
Short
Response

Multiple
Choice
Questions are
Self-Grading



I shivered but forced myself to laugh. "No way! We're too close to the city for mountain lions." Later, I walked deeper into the woods to use the bathroom. The shadows of the trees were huge, and they seemed to reach for me, their branches sharp like claws. The night was dark and silent around me, and the light of the fire seemed far away.

Suddenly I heard a loud wall coming from right in front of me. It sounded like something in between a growl and a meow. I turned and raced back to the campsite as fast as I could.

In the morning, I forced Cindy to come with me to look around the area where I had heard the noise. We found a cat and her five kittens hiding in a hollow tree, hungry and scared. I couldn't believe it! In the bright light of day, my feelings last night seemed silly. We took the cats back with us and found homes for each of them. What an adventure!

Who is camping on the mountain? *

- ☐ The narrator and her friend.
- ☐ The narrator and her family.
- ☐ The narrator and her class from school.
- ☐ The narrator and her sister.

What does the narrator do when she hears the noise in the woods? *

- ☐ She screams.
- ☐ She runs away.
- ☐ She gets Cindy.
- ☐ She gets a teacher.

What lesson is the story trying to teach? *

- ☐ Don't walk alone in the woods at night.
- ☐ Don't let fear control you.
- ☐ Don't listen to your friends.
- ☐ Don't believe everything you hear.

Write a short summary of the events in the story below. *

Long answer text



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

The Spelling Bee

Geraldine stepped up to the microphone and cleared her throat. The sound seemed very loud in the quiet room. She looked over at her parents in the front row. Her mom gave her the thumbs-up sign. Geraldine looked away. She felt like she was going to throw up. The sign on her chest felt heavy. She looked down. The number 19 stared back at her, upside down.

At the beginning, there had been twenty students in the spelling bee. Then there were ten. Now there were only two left in the contest. Geraldine couldn't believe it was down to just her and Mei Lin.

Geraldine had always been good at spelling. She loved to read and was very good at remembering words. But she had not studied for the contest. The night before, she had gone to get ice cream with her friend Linda. Geraldine knew that Mei Lin studied hard every night. It was going to be very hard to beat her.

"Geraldine, spell the word 'centipede.'" Geraldine looked up as her teacher gave the word. She opened her mouth.

"C-E-N-T-A-P-E-D-E," she guessed.

"That is incorrect. Mei Lin, step forward." Geraldine stepped back. She had spelled the word wrong. Now Mei Lin just had to spell one word correctly and she would win.

"Mei Lin, spell the word 'victory,'" their teacher said. Mei Lin stepped up to the microphone and opened her mouth. Geraldine closed her eyes, not wanting to look. *This is it*, she thought.



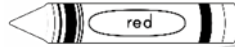
Week 1 Questions

Name: _____ Date: _____

Monday

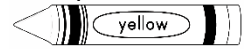
1. Where does this story take place?

- a. At a school.
- b. At a summer camp.
- c. At a birthday party.
- d. At a library.



3. During the story, Geraldine mostly feels...

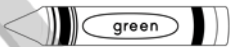
- a. Hopeful
- b. Excited
- c. Nervous
- d. Angry



2. What did each girl do the night before the spelling bee?



4. What was wrong with Geraldine's spelling of "centipede"?

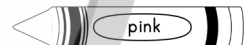


Tuesday

1. Look at the picture. Explain what is happening.



3. Write a short summary of the story.

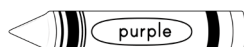


4. Make a prediction about what happened at the end of the story. Explain why you made this prediction.



2. How many students were in the spelling bee at first?

- a. Two
- b. Ten
- c. Nineteen
- d. Twenty



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

The Egg Drop

"Hey Felix, check out our egg! We're definitively going to beat you!"

I looked over to where Gregory and Jasper were sitting. They had wrapped their egg in a soft cloth and were tying helium-filled balloons to the edges. Next to them, Asim sat alone. He was wrapping his egg in a paper towel. Asim was the only student who didn't have a partner to work with.

"Don't listen to them. We're going to win for sure. Victory will be ours," my teammate Damien said from beside me. "Just keep working. Don't even look at what they're doing."



I nodded and went back to taping cotton balls around our egg. Everyone in our science class wanted to win the egg drop contest. The rules were simple: protect your egg at all costs.

Each team only had one egg. We had all soaked our eggs in vinegar at home the night before. That made it less likely for them to break. The eggs would be dropped from a height of fifteen feet. Whichever egg looked the best after the fall was the winner.

"Students! It's time!" called our teacher Mr. Blaine. "Gather around for the contest."

Damien and I lined up for our turn. Gregory and Jasper were behind us. Asim was behind them. I turned around to talk to Damien and saw Jasper poke his finger hard into Asim's egg, breaking the shell. Gregory laughed. Asim didn't say anything, but he looked sad. I turned back quickly. Mr. Blaine was still talking. He hadn't seen what happened.

I looked at Damien in a silent question. He nodded.

"Here, take it." I carefully handed our cotton-wrapped egg to Asim. He looked surprised.

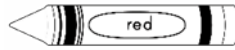
"Go beat those guys," I said. Asim smiled and nodded. Damien and I stepped back to give Asim our place in line.

Week 1 Questions

Name: _____ Date: _____

Wednesday

1. What is a "victory"?

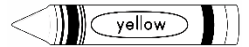


- a. A win.
- b. A contest.
- c. An egg.
- d. A task.

2. Look at the description of Asim in the beginning. How does this connect to the end of the story?

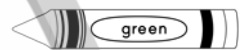


3. Which is true about the characters?



- a. Jasper is mean, but Gregory is not.
- b. Damien gets mad when Felix tries to help Asim.
- c. Asim is too shy to stand up for himself.
- d. Felix tells Mr. Blaine what happened to Asim's egg.

4. What is a "partner"?

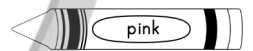


Thursday

1. Make a prediction about who won the contest.



3. What lesson is the story trying to teach?

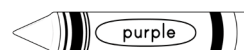


- a. Winning isn't everything.
- b. Always have an extra egg.
- c. Stand up to mean people.
- d. Always solve your problems yourself.

4. Look at the picture. How do you think it's connected to the story?



2. Why couldn't Asim get another egg from Mr. Blaine?



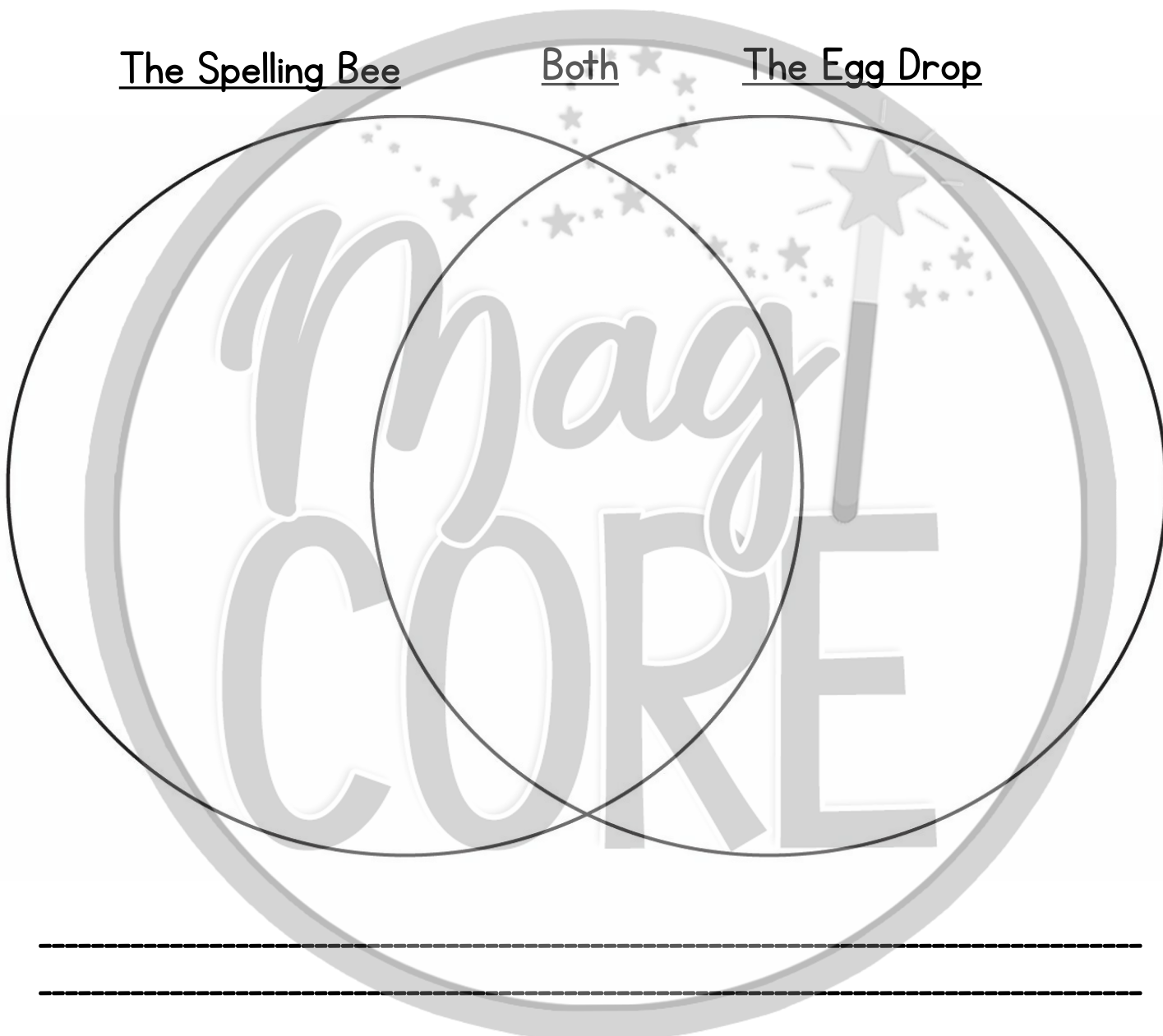
- a. It wouldn't be cooked.
- b. He didn't want Mr. Blaine to know that he broke his egg.
- c. It wouldn't be soaked in vinegar.
- d. There wasn't enough time.

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.

The Spelling Bee

Both

The Egg Drop



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

Erosion

What is erosion? Erosion happens when land is slowly worn away by natural forces. Erosion can be caused by wind or ice. It can also be caused by water. Water is the biggest cause of erosion.

Rivers are bodies of water that can cause a considerable amount of erosion. This happens when small particles of earth break off from the bottom of the river and the riverbank. These little bits of dirt are carried along by the movement of the water. A lot of particles are moved over time. This is because the river water never stops moving.

The land can also be worn down by acid in the river water. The acid can dissolve or break down rock and soil.

One example of river erosion is the Grand Canyon. The Grand Canyon is located in Arizona in the United States. It is a big hole in the ground. The hole is almost 300 miles long and over a mile deep! The Grand Canyon was formed over millions of years. It was created through the erosion of the Colorado River.

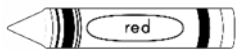


Week 6 Questions

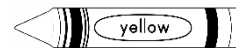
Name: _____ Date: _____

Monday

1. What is erosion?



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



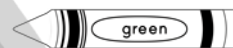
- a. Erosion does not happen quickly.
- b. Acid is only found in river water.
- c. Ice causes more erosion than wind.
- d. River water moves very slowly.

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



- a. Most of the erosion in the world is caused by rivers.
- b. The Grand Canyon is deeper than it is wide.
- c. Rivers aren't the only bodies of water that can cause erosion.
- d. Erosion is only caused by water.

4. Explain how erosion happens in rivers.



Tuesday

1. What is another word for "considerable"?

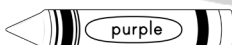


- a. Dangerous
- b. Large
- c. Important
- d. Modest

3. What is a "particle"?

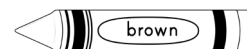


2. What could be another good title for the passage?



- a. The Three Types of Erosion
- b. How the Grand Canyon Was Formed
- c. How Water Causes Erosion
- d. Erosion in Rivers

4. Based on the passage, what do you think is shown in the picture?



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

The Thames River Barrier

The Thames River barrier is a system of gates in London, England. It is located at the edge of the River Thames. It was designed to control the water in the North Sea. Sometimes the water in the North Sea will get too high or too strong. Then too much of it will go into the River Thames. The water in the river might spill into the city and cause problems. The barrier was built so that the water could be stopped.

The barrier has ten gates made of steel. Steel is a very strong metal. The gates can be turned to open or close them. This way, ships can still go through the barrier when it is open. The barrier is closed during high tide or during big rainstorms. This is when the river is more likely to flood the city. The barrier is open during low tide. When it is open, it lies flat on the bottom of the river.

The barrier was built in 1982. A man named Charles Draper thought of making the gates turn. It cost millions of pounds to build. The gates stretch across 1,710 feet of the river. When the gates are flat on the river bottom, they fill up with water. When they are turned, the water pours out.

The barrier can also be closed before high tide or storms. Teddington is a town near London. The water level in Teddington is measured daily. If the river water is over 16 feet high in Teddington, people in London know there is danger. Then the barrier is closed early to make sure the water is blocked. This has happened 186 times since the barrier was built.



Model of River Barrier

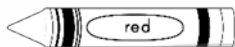
Week 6 Questions

Name: _____ Date: _____

Wednesday

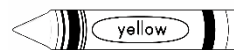
1. Why was the Thames River Barrier built?

- a. To protect London from an attack.
- b. To stop the water in the River Thames from going into London.
- c. To separate the North Sea from the River Thames.
- d. To stop the water in the River Thames from entering the North Sea.

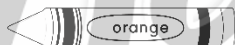


3. Why isn't the barrier closed all the time?

- a. It isn't designed that way.
- b. The people in London still need water.
- c. Ships must go through the barrier.
- d. The gates need to open sometimes to make sure they still work.



2. What happens when the water in the North Sea gets too high or too strong?



4. When is the river more likely to flood the city?



Thursday

1. What might cause the barrier to be closed early?

- a. High tide.
- b. Low tide.
- c. A big rainstorm.
- d. High water levels.



3. What happens while the gates are turning?

- a. Water comes out.
- b. Water goes into the city.
- c. The river water gets too high.
- d. The water is blocked.



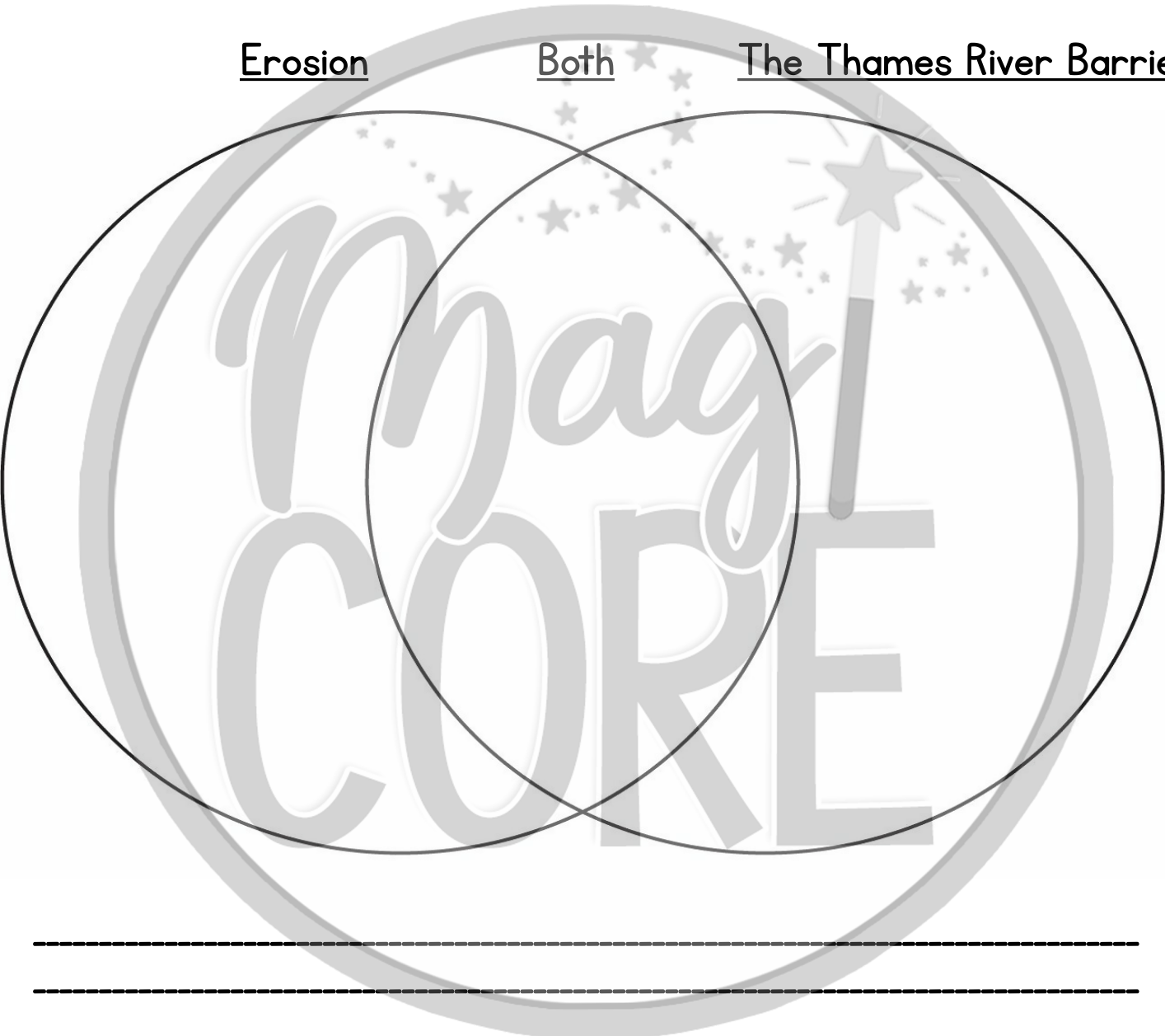
2. Look at the diagram. Explain what each of the three colors (blue, gray, and brown) represents.



4. Look at the diagram. Explain what is happening in each of the three pictures.



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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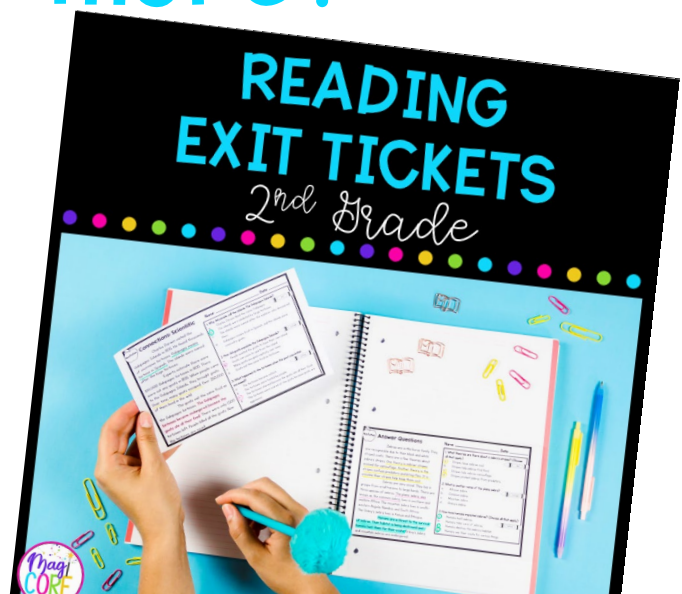
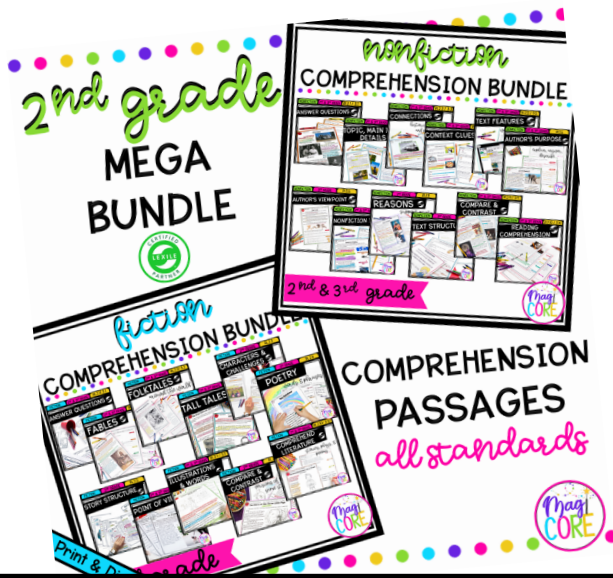


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