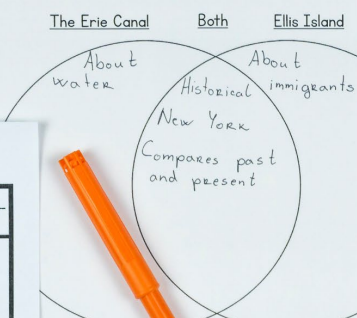


Week II: Friday

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.



A stories are seen in New York

800L

Week II: Wednesday

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 1954.

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.



820L

Week II: Monday

Name: _____ Date: _____

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

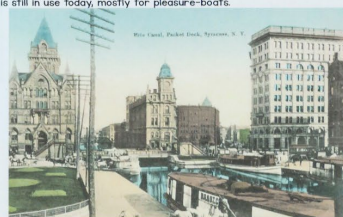
The Erie Canal

The Erie Canal is located in New York State. In the past, it was a crucial part of transportation in the United States. It allowed people to send goods and products back 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 1817 and didn't end until 1825. At first, many people thought the canal was too expensive to build and wasn't worth the time it would take. When construction first started, it was slow going. Workers had to cut down trees in order to dig a path for the water, and it was hard to find enough people to help. Work on the canal went faster once new immigrants from Ireland arrived to help.

When the canal was first built, it was 363 miles long and ran from Albany, New York to Buffalo, New York. It was later extended to run for 525 miles. The canal was 40 feet wide and four feet deep. Once it was complete, people began using it to travel as well as transport goods. People used "packet boats" to travel the canal. These boats could hold up to 60 people.

In 1918, the canal was extended to meet up with the New York State Barge Canal. People stopped using it to transport goods once railroads were invented in the 1830s. However, it is still in use today, mostly for pleasure-boats.



4TH GRADE READING SPIRAL REVIEW

QUARTER 2

READING SPIRAL REVIEW

4th grade

Table of Contents

- I. How to Use Spiral Review
2. Week 10: 830L, 790L
3. Week 11: 830L, 800L
4. Week 12: 830L, 820L
5. Week 13: 830L, 820L
6. Week 14: Poem, 830L
7. Week 15: 880L, 880L
8. Week 16: 880L, Play
9. Week 17: 880L-880L
10. Week 18: 880L-890L
- II. Answer Key

Each story includes:

- 1 page of multiple choice and short response questions



ABOUT LEXILE LEVELS



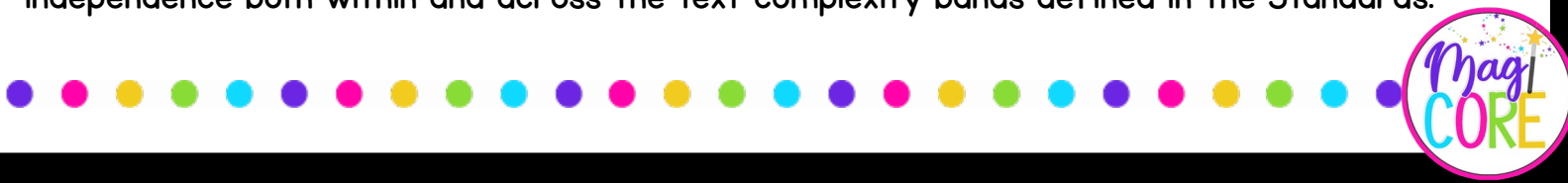
MagiCore Learning, LLC, is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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

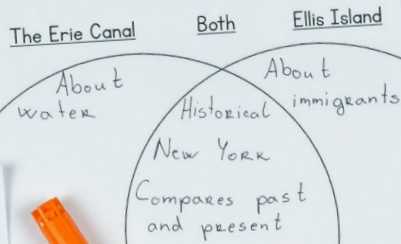
Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding 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."



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.



2 stories are shown in New York

Week II: Wednesday

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 1954.

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

Name: _____

Directions: Read the passage. Answer the questions. When you see a crayon, highlight the 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 1817 until 1825. At first, many people thought the canal was too expensive to be worth the time it would take. When construction first started, it was so hard to cut down trees in order to dig a path for the water, and it was not enough people to help. Work on the canal went faster once new immigrants arrived to help.

When the canal was first built, it was 363 miles long and ran from Albany to Buffalo, New York. It was later extended to run for 525 miles. The canal was 21 feet wide and four feet deep. Once it was complete, people began using it to transport goods. People used "packet boats" to travel the canal. There were about 60 people.

In 1918, the canal was extended to meet up with the New York State Thruway. People stopped using it to transport goods once railroads were invented. 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.

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."



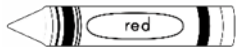
Week 10 Questions

Name: _____ Date: _____

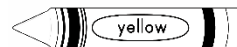
Monday

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.



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.

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



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

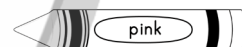


Tuesday

1. Why is Damien at the stargazing night?



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.

2. Explain Damien's feelings throughout the story.



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



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!"

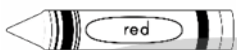


Week 10 Questions

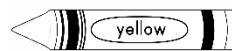
Name: _____ Date: _____

Wednesday

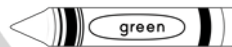
1. What does "sour grapes" mean?



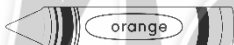
3. What does it mean to "close ranks"?



4. Describe the setting of the story.



2. Paragraph four mainly...



- 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.

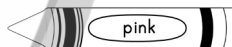
Thursday

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

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

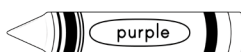


3. What point of view is the story told from?

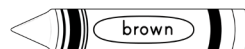


- a. First person.
- b. Second person.
- c. Third person.
- d. It is impossible to tell.

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



4. What lesson is the story trying to teach?



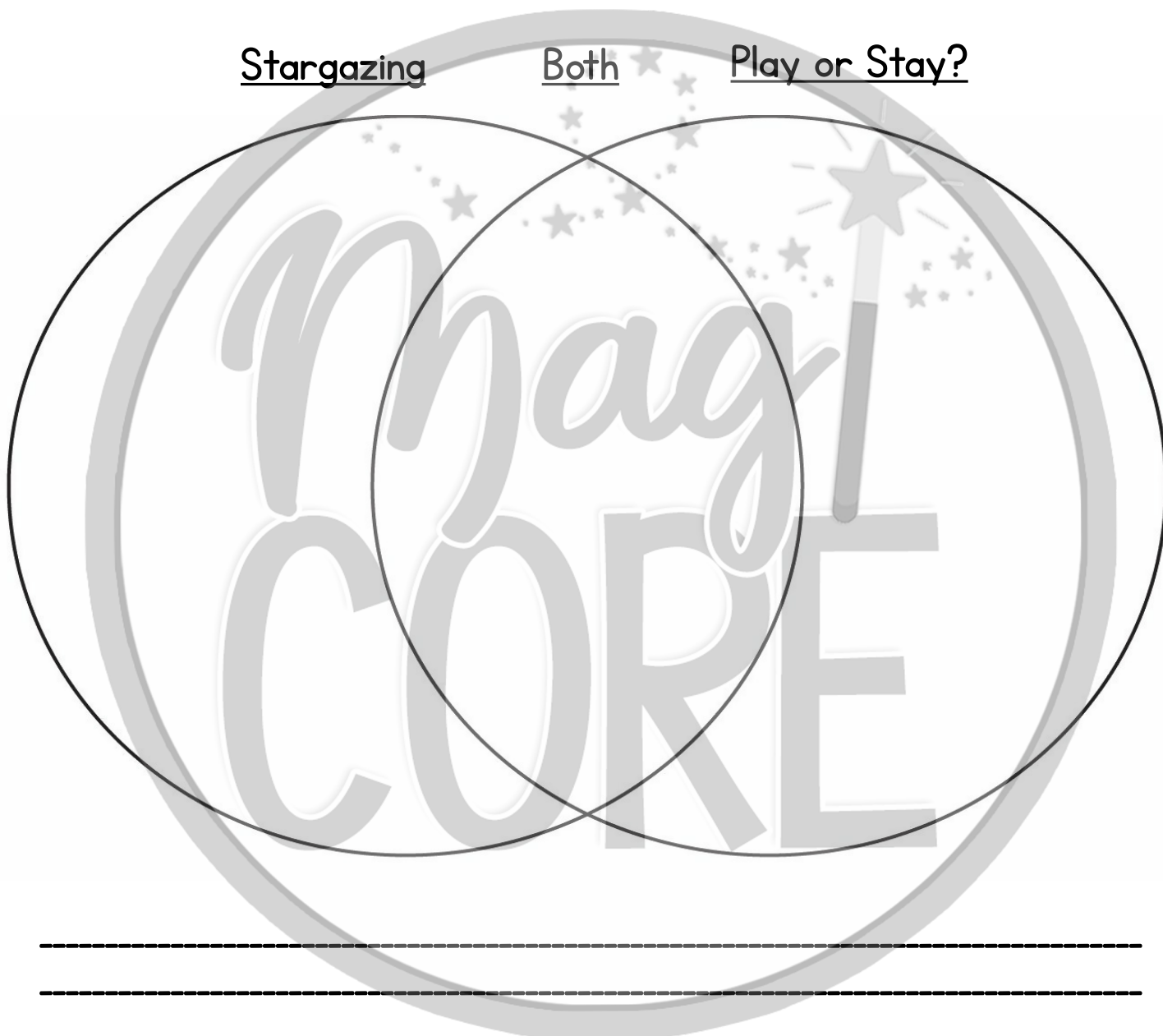
- a. Playing a game is always more fun than reading.
- b. People don't always act the way you'd expect.
- c. The outdoors is meant to be enjoyed, not ignored.
- d. Sometimes mean people can be nice if they want something from you.

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?



Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children.
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

© Copyright 2019, 2022. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Using this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at

<https://magicorelearning.com/terms-of-use>.

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/Magicore>



<https://www.facebook.com/MagicoreLearning/>



<https://www.instagram.com/magicorelearning/>

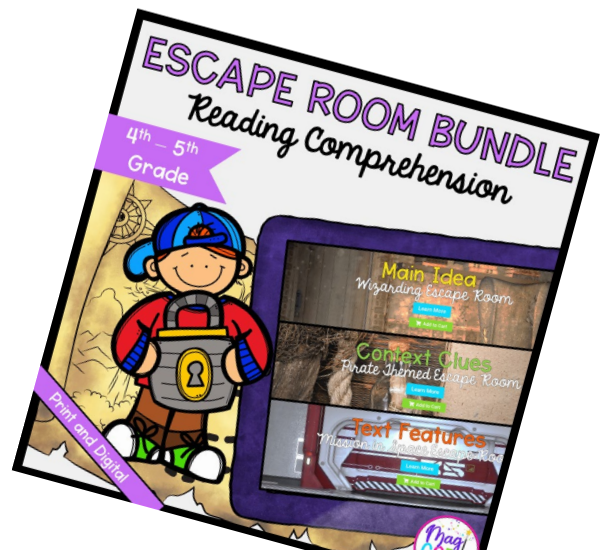


<https://www.pinterest.com/magicorelearning/pins/>



Julie@magicorelearning.com

Looking for more?



CREDITS

[https://commons.wikimedia.org/wiki/File:Erie Canal, Packet Dock, Syracuse, NY.jpg](https://commons.wikimedia.org/wiki/File:Erie_Canal,_Packet_Dock,_Syracuse,_NY.jpg)

[https://commons.wikimedia.org/wiki/File:Immigrants, Ellis Island LCCN2014681556.jpg](https://commons.wikimedia.org/wiki/File:Immigrants,_Ellis_Island_LCCN2014681556.jpg)

[https://commons.wikimedia.org/wiki/File:Immigrants carrying luggage, Ellis Island, New York LCCN2014683246.jpg](https://commons.wikimedia.org/wiki/File:Immigrants_carrying_luggage,_Ellis_Island,_New_York_LCCN2014683246.jpg)

https://commons.wikimedia.org/wiki/File:Astronotus_ocellatus.jpg

[https://commons.wikimedia.org/wiki/File:Clam \(PSF\).jpg](https://commons.wikimedia.org/wiki/File:Clam_(PSF).jpg)

[https://commons.wikimedia.org/wiki/File:The Ancient Stone Implements Fig. 96.%E2%80%94Axe of Montezuma II.png](https://commons.wikimedia.org/wiki/File:The_Ancient_Stone_Implements_Fig._96.%E2%80%94Axe_of_Montezuma_II.png)

[https://commons.wikimedia.org/wiki/File:Hall effect.png](https://commons.wikimedia.org/wiki/File:Hall_effect.png)

[https://commons.wikimedia.org/wiki/File:Jordens inre.jpg](https://commons.wikimedia.org/wiki/File:Jordens_inre.jpg)

[https://commons.wikimedia.org/wiki/File:1999 NCES Report reasons for homeschooling.png](https://commons.wikimedia.org/wiki/File:1999_NCES_Report_reasons_for_homeschooling.png)

[https://commons.wikimedia.org/wiki/File:Tree with red apples in Barkedal 4.jpg](https://commons.wikimedia.org/wiki/File:Tree_with_red_apples_in_Barkedal_4.jpg)

