

Week 35: 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.

We Don't Want Your Smoke Both Free the Books!

Banning activity Opinion Banning objects

Reasons

Evidence

Week 35: Monday Name: _____ Date: _____

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

We Don't Want Your Smoke

People have been smoking cigarettes for over a hundred years, even with the proven scientific evidence that they are unhealthy. If a person chooses to smoke, it is their choice to endanger themselves, but what about the people near them who must breathe in the secondhand smoke? Nonsmokers should not have to breathe smoke from cigarettes, and the only way to prevent this is to ban smoking in public places.

Smoking leads to serious illness and sometimes death. It is a leading cause of cancer and heart disease. Secondhand smoke is just as dangerous. It contains many harmful chemicals. Over time, people who breathe in secondhand smoke can develop the same illnesses as smokers. Just a few minutes of breathing it can cause headaches, nausea, and dizziness.

Forcing smokers to smoke outside or in a designated area benefits everyone involved. People who work in a restaurant or bar don't have to breathe in smoke every day. Smokers end up smoking less as well. For example, they might not want to go outside to smoke if it is raining. Banning smoking in public places can also lead to less littering and fresher smelling bars and restaurants.

Thirty-two states in the US have already agreed to this policy. They are experiencing the advantages, which will only become clearer over time.

NO SMOKING

Week 35: Wednesday Name: _____ Date: _____

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

Free the Books!

Did you know that some books are banned from schools and libraries? In the past, parents, teachers, librarians, religious groups, and even students have requested that a specific book be removed from a library or school.

People who request the ban often argue that a certain book is not appropriate for a child's grade level. They might say that it contains content that could confuse, upset, or negatively influence a reader. For example, a book may contain a lot of curse words or violence. Some people even go so far as to burn copies of books they object to.

This type of controlling attitude fails to consider a reader's ability to think for himself. Just because someone reads something, it doesn't mean they are going to agree with it. A book can help a reader understand a topic or idea in a new way. It can lead to interesting and challenging discussions with others.

Books that focus on serious, important topics and experiences help readers understand themselves better. They help them develop a greater understanding of the world and how it works. No one should have the right to stop someone from reading what they want to read.

4TH GRADE READING SPIRAL REVIEW

QUARTER 4

READING SPIRAL REVIEW

4th grade

Table of Contents

- I. How to Use Spiral Review
2. Week 28: 900-950
3. Week 29: 900-950
4. Week 30: 940-960
5. Week 31: 940-960
6. Week 32: 950-970 and Poem
7. Week 33: 960-980
8. Week 34: 960-980 and Play
9. Week 35: 970-990
10. Week 36: 990-1010 and Poem
- II. Answer Key

Each story includes:

- 1 page of multiple choice and short response questions



ABOUT LEXILE LEVELS



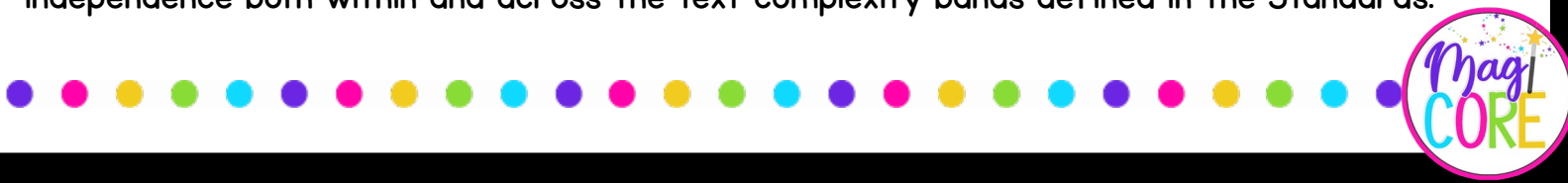
MagiCore Learning, LLC, is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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 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.

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 and saw a man approaching in a rusted truck. The truck looked even older than the man, which was saying something. "Need a ride?"

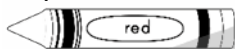
"Yes, thank you, sir," Jafari said as he swung onto the truck bed. The man lifted the bicycle up for him, and they were off. All the way home, Jafari planned what he would say to his parents. He knew he had no one to blame but himself.

Week 28 Questions

Name: _____ Date: _____

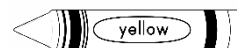
Monday

1. What does it mean to "proclaim" something?

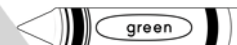


- a. To request it.
- b. To challenge it.
- c. To prove it.
- d. To announce it.

3. What is another word for "swerve"?



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



2. Jafari can best be described as...

- a. reckless.
- b. independent.
- c. affectionate.
- d. respectful.



Tuesday

1. What can you infer about Amare?



3. Based on the information in the passage, you can figure out that the man Jafari met was...

- 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.



2. Look at the picture. Which part of the story does it illustrate?



- a. The beginning.
- b. The middle.
- c. The end.
- d. The picture does not match the events in the story.

4. What lesson did Jafari learn?



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.



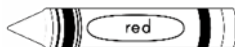
Week 28 Questions

Name: _____ Date: _____

Wednesday

1. What was Hilda's mother wrong about?

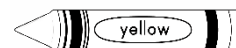
- a. The length of the trip.
- b. The actions of strangers.
- c. How to buy food and drinks.
- d. What an emergency is.



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

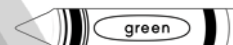


3. Based on the information in the passage, you can figure out that Hilda...



- 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?



Thursday

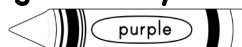
1. Her throat was dry, and her stomach was grumbling loudly.

What can you infer from this sentence?



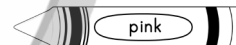
- a. Hilda had a stomach ache.
- b. Hilda was getting nervous.
- c. Hilda was hungry and thirsty.
- d. Hilda was overheated.

2. Who is telling the story?

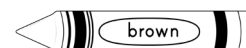


- a. Hilda.
- b. Her mother.
- c. The narrator.
- d. The older woman.

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



4. Write a short summary of the story below.

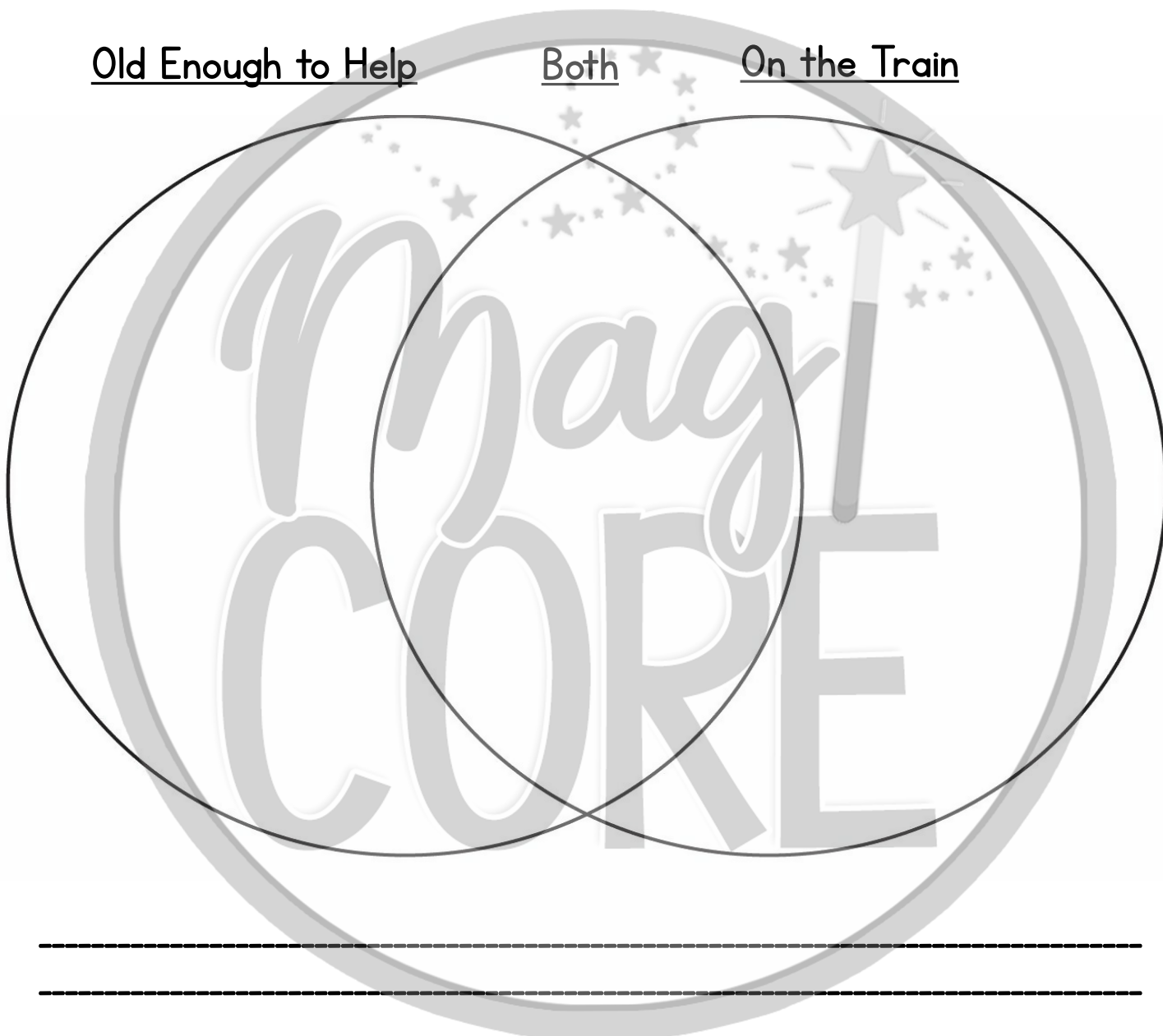


Directions: Reread each text. Complete the Venn Diagram below to compare and contrast the two texts. Then, use the graphic organizer to write a paragraph comparing and contrasting the texts.

Old Enough to Help

Both

On the Train



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/>

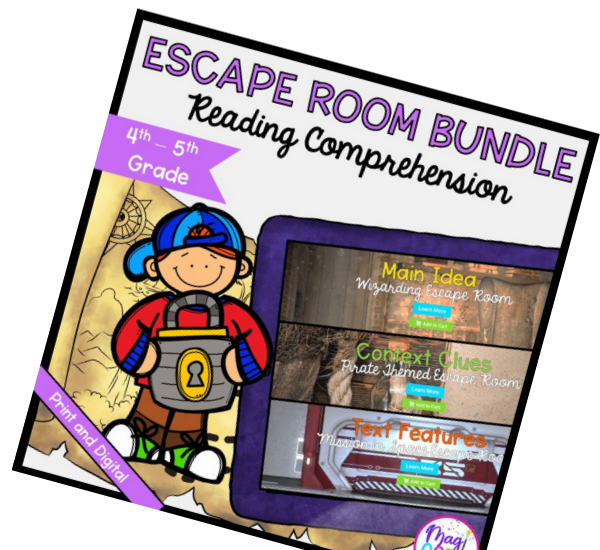


<https://www.pinterest.com/magicorelearning/pins/>



Julie@magicorelearning.com

Looking for more?



CREDITS

[https://commons.wikimedia.org/wiki/File:A young boy riding a bicycle in Oyam district.jpg](https://commons.wikimedia.org/wiki/File:A_young_boy_riding_a_bicycle_in_Oyam_district.jpg)

[https://commons.wikimedia.org/wiki/File:William T. Biedler CSA.jpg](https://commons.wikimedia.org/wiki/File:William_T._Biedler_CSA.jpg)

[https://commons.wikimedia.org/wiki/File:Gettysburg Battle Map Day3.png](https://commons.wikimedia.org/wiki/File:Gettysburg_Battle_Map_Day3.png)

[https://commons.wikimedia.org/wiki/File:Simple diagram of plant cell \(en\).svg](https://commons.wikimedia.org/wiki/File:Simple_diagram_of_plant_cell_(en).svg)

[https://commons.wikimedia.org/wiki/File:A bright violet Viola flower.jpg](https://commons.wikimedia.org/wiki/File:A_bright_violet_Viola_flower.jpg)

