

READING SPIRAL REVIEW

4th grade

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- II. Answer Key



Week 1 Questions

Monday

1. How does Manuel feel about picnic?

- a. Excited
- b. Proud
- c. Impatient
- d. Bitter

2. Describe the setting in the

Picnic area near
in North Carolina

Tuesday

1. Write a short summary of

Boys didn't want
with girls because
are weak.

2. What is a "bellow"?

- a. An unusual word.
- b. A kind of noise.
- c. Something low to the ground.
- d. A style of fighting.



Week 1: Wednesday

Name: _____ Date: _____

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

Shopping in Seoul

"Come on, Lina, let's go buy some donuts!" Deedee pulled on my arm and practically dragged me over to the street food stands. I sighed but didn't protest. Deedee knew that donuts were my Achilles heel. I could never say no to a fresh, warm donut.

I looked around at the busy marketplace. The Dongdong shopping center was my favorite place in Seoul. Filled with hundreds of stores, selling everything from face masks to tiny slip-on socks, it was a shopper's dream. And don't even get me started on the street food. Fried octopus, fish cakes, and blood sausage were some of my favorites.

"Shouldn't we eat some real food before we eat sweets?" our sister Lily asked as she hurried to catch up to us. Deedee and I looked at each other and rolled our eyes.

"Nah!" we said together as we stuffed donuts in our mouths. Our mother had forced us to take Lily with us that morning. She also made us promise to be back by five. The whole family was going to visit our grandfather at the nursing home. Mom kept reminding us that he was the whole reason our family had taken this trip.

Deedee and I had been dreaming about all the cool things we could buy in Korea. You could order face masks and other skin products online, but they were very expensive. We had already been to four skincare stores, but it felt like we were just getting started.

"Guys, it's already past four o'clock," Lily, said, looking at her watch. "We need to leave now if we want to be back in time to see grandpa."



"Oh, it's fine," Deedee answered as she sorted through some dresses on a rack. "We can see grandpa anytime. We're here for three whole weeks!"

"Well, I'm leaving," Lily said angrily, stomping off towards the Metro station.

I looked at Deedee and shrugged. "I'm staying here," she said. I hesitated for a minute, then started off after Lily.

"Go ahead and stay," I called over my shoulder. "But good luck buying anything. I'm the one with the money, remember?" I smiled to myself as I heard Deedee follow me, grumbling under her breath.



Week 1: Monday

Name: _____

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

Family Picnic

Manuel, did you bring the piñata?" Diego asked as he rushed up to me. In answer, I reached into the open trunk of our car and pulled out the piñata. It was shaped like a horse. My mom had let me pick the shape. Every year our extended family gathered at the Dan River in North Carolina for a barbeque. It was my favorite day of the year. My cousin Diego lived with my mom and uncle, and this was the only time we got to see each other. During the picnic, I tossed the full piñata on the picnic table and grabbed a stick to hit it. "Word fight!" I yelled. Instead of answering with words, Diego let out a loud yell and picked up his own stick. As we played, I glanced over towards the riverbank where my cousin, Elena, was sitting by herself under a tree. She was the only girl our age. "Could we ask Elena if she wants to play with us?" I asked Diego. He frowned. "Girls don't like sword-fighting," he responded confidently. "Are you sure?" I asked.

"In telling you, girls don't like hitting things," Diego insisted. "Their arms are not strong enough to hit about Elena as we played well into the afternoon.

Finally, after a delicious meal of tylayudas and platanos, it was time to burn the piñata. Uncle Pedro hung it from a tree, he held up his hat, which was filled with everyone's name.



"The first person to hit it is the winner," he announced. Elena looked up at the piñata and paused. "Elena!" Elena looked up at the piñata and stepped forward eagerly and grabbed the stick from Uncle Pedro. Closing her eyes, she swung the stick hard and hit the piñata in the middle. Her swing was so hard that the piñata burst in half and candy fell all over the ground.

"Wow, that was amazing!" Diego exclaimed. Elena breathed as we scrambled to pick up the candy. "Let's see if Elena wants to play with us after this," he said. I nodded.



ABOUT LEXILE LEVELS



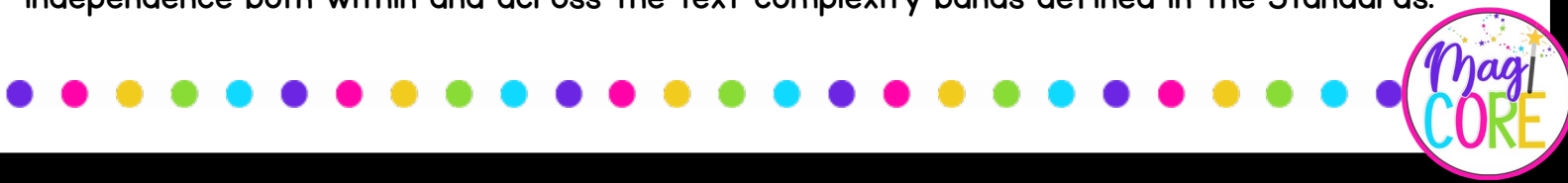
MagiCore Learning, LLC, is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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" 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.

Betsy Ross

Betsy Ross is famous for making the first flag of the United States. It has been said by many that President George Washington himself asked Betsy to make the first American flag.

Betsy was born in Pennsylvania in 1752 to a family of Quakers. Her mother had 16 other children. Betsy learned how to sew early in her life. She became very skilled at needlework.

She married three times in her life. Her first husband was a man named John Ross. He did not follow the Quaker religion and was not accepted by Betsy's family. Betsy was also shunned by her family when she married him in 1773.

Betsy married a man named John Claypoole in 1783, after the deaths of her first two husbands. She worked throughout the rest of her life sewing and decorating furniture covers, flags, and other types of cloth.

Betsy died in Pennsylvania in 1836. In the 1880s, her grandson told the world the story of how Betsy made the first American flag. He testified that Betsy was asked to make the flag in 1776 when George Washington himself visited her. He knew her from church. She had also sewn some buttons for him in the past. He liked her work and wanted her to design and sew a flag to represent the United States.

We may never know the truth about the first American flag. It certainly is nice to think of Betsy Ross as its creator.

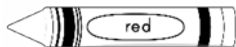


Week 2 Questions

Name: _____ Date: _____

Monday

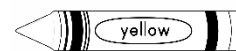
1. What is the main idea of the second paragraph?



2. Did Betsy make the flag while she was married to John Claypoole? Explain how you know.



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



- a. Betsy loved her first husband more than the other two.
- b. Betsy was the youngest of all her mother's children.
- c. Betsy never had any children.
- d. Betsy never told people that she made the first flag.

4. The structure of the text can best be described as...



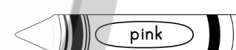
- a. Cause and effect.
- b. Chronological.
- c. Problem and Solution.
- d. Compare and Contrast.

Tuesday

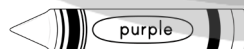
1. What does it mean to "shun" someone?



3. What does it mean to "testify"?

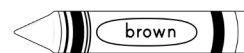


2. Based on the information in the passage, you can figure out that...



- a. John Claypoole was a Quaker.
- b. There is no actual proof that Betsy made the first American flag.
- c. John Ross died fighting in the Revolutionary War.
- d. Betsy made peace with her family after her first husband died.

4. Why do some people think that Betsy made the first American flag?



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

The United States Flag

The American flag has many nicknames. It is known as the Star-Spangled Banner, Old Glory, or the Stars and Stripes. The flag did not always look like it does now. It went through several stages of development before it became what it is today.

During the Revolutionary War, the leaders of the United States realized that the new country did not have a flag to represent it. They decided to pass a Flag Resolution to state their goal of making an American flag. The Resolution passed in 1777.

The Resolution stated that the flag would have thirteen red and white stripes. Red would come first, then white, until there were thirteen stripes. It also said that the flag should have a section that was blue with white stars. It did not explain exactly how many stars or how they would be arranged.

The red is said to represent bravery, the white innocence, and the blue justice. It is often said that the first flag was sewn by a woman named Betsy Ross, although there is no proof that this is true.

The first flag had thirteen stars. Each represented one of the thirteen United States colonies. The stars were arranged in a circle. The last version of the flag, the one we use today, has fifty stars. They are in nine horizontal rows. The first row has six stars and the second row has five. This pattern continues through the rows.

In total, the American flag has been changed five times over the years. The first time was in 1794 and the last time was in 1959.



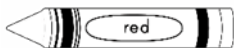
Week 2 Questions

Name: _____ Date: _____

Wednesday

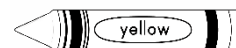
1. What is the text structure of paragraph two?

- a. Cause and effect.
- b. Chronological.
- c. Problem and Solution.
- d. Compare and Contrast.



3. What is the text structure of paragraph five?

- a. Cause and effect.
- b. Chronological.
- c. Problem and Solution.
- d. Compare and Contrast.



2. Explain why the Flag Resolution was passed.



4. Look at the two flags in the picture. Explain which one was made first and how you know.



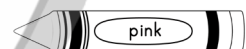
Thursday

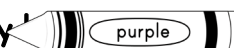
1. Why did the first flag have thirteen stars?

- a. There was only enough room for thirteen in the circle.
- b. They stood for the different US territories.
- c. So they would be equal to the number of stripes.
- d. The Flag Resolution did not give enough instructions.



3. Give some reasons why the blue and white section of the flag might have changed over the years.



1. Why might the flag we use today ?

4. What is another word for "version"?

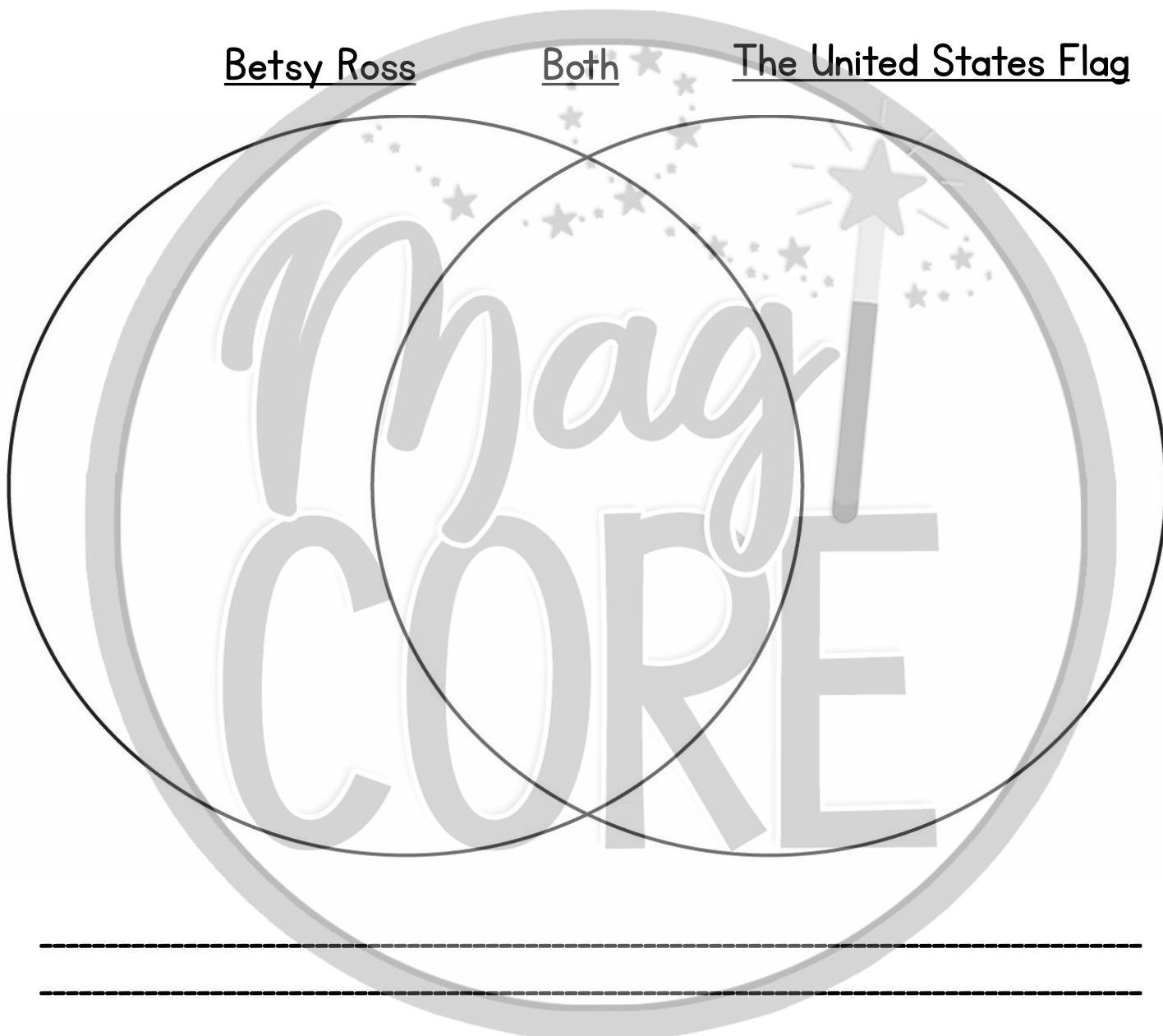


Directions: Reread each text. Complete the Venn Diagram below to compare and contrast the two texts. Then, use the graphic organizer to write a paragraph comparing and contrasting the texts.

Betsy Ross

Both

The United States Flag



Also in Google Forms

Questions Responses Total points: 4

time to break the pinata.
After Uncle Pedro hung it from a tree, he held up his hat, which was filled with slips of paper with everyone's name.

"The first person to hit the pinata is..." he paused. "Elena!" Elena looked surprised but stepped forward eagerly and accepted a stick from Uncle Pedro. Closing her eyes, she swung the stick hard and hit the pinata right in the middle. Her swing was so strong that the pinata burst in half and candy spilled out.

"Wow, that was amazing," Diego breathed as we scrambled to collect the candy. "Let's see if Elena wants to play with us after this," he said. I nodded in agreement.



[Schedule](#)

How does Manuel feel about going to the family picnic? *

☐ Excited

☐ Proud

☐ Impatient

☐ Bitter

Describe the setting in the story. *

Long answer text

How does the dialogue contribute to the story? *

☐ It helps you understand the setting.

☐ It helps you understand the problem.

☐ It helps you understand the characters.

☐ It adds to the description given in the rest of the text.

Explain how the character of Diego changes from the beginning to the end of the story. *

Long answer text

Multiple choice questions are self-grading.

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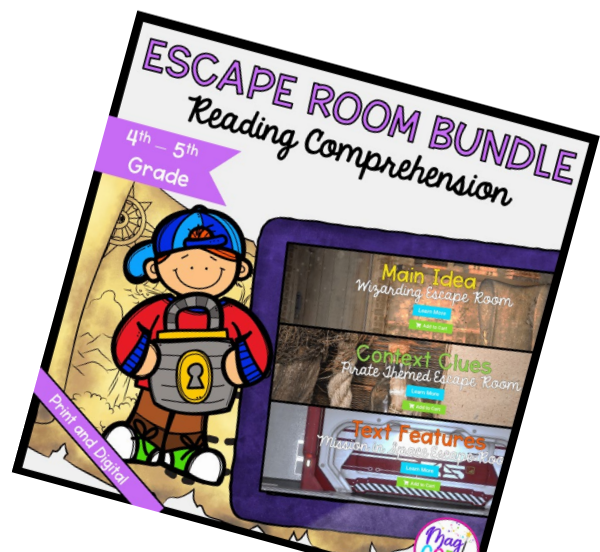


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