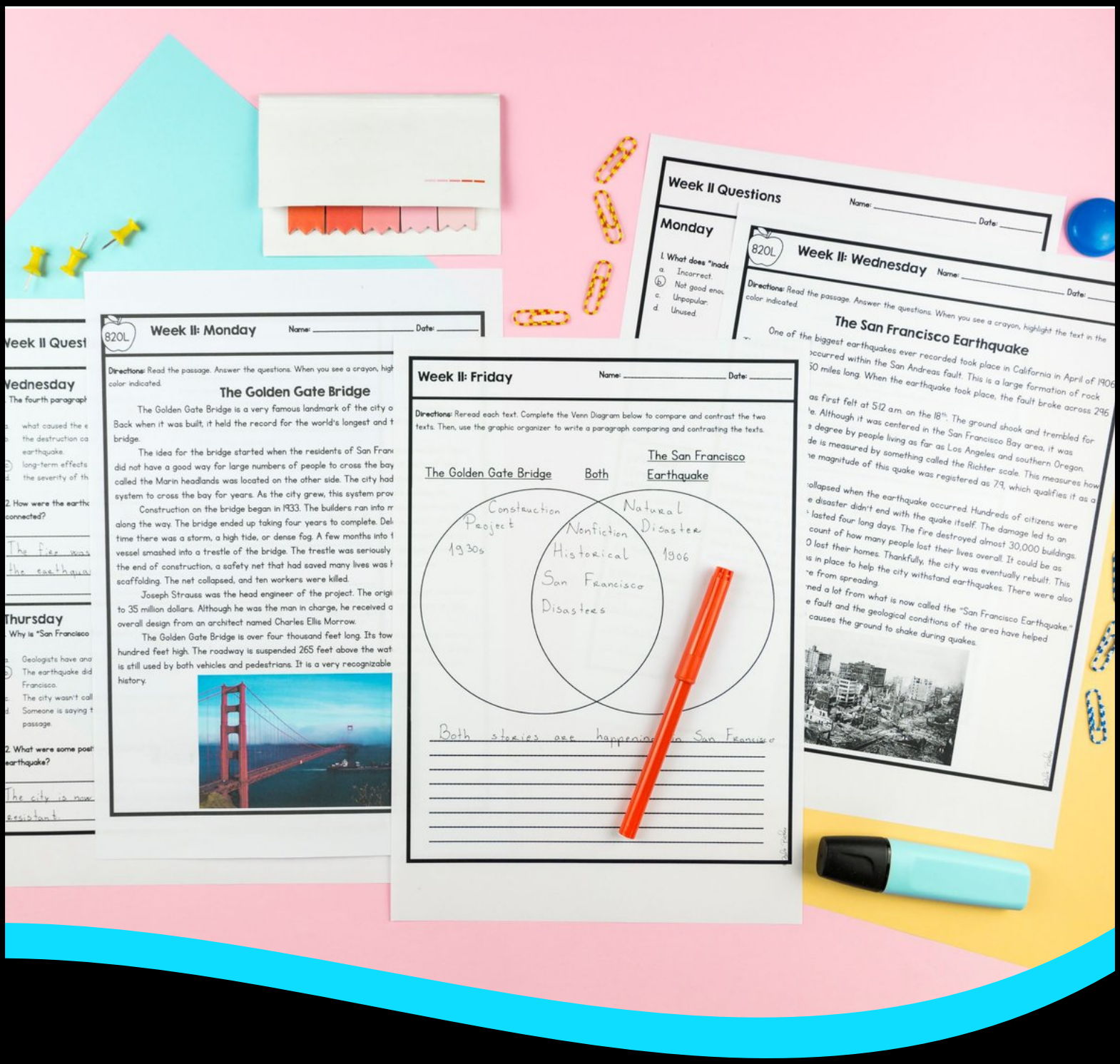


5TH GRADE READING SPIRAL REVIEW

QUARTER 2

MagCORE

READING SPIRAL REVIEW

5th grade

Table of Contents

1. How to Use Spiral Review
2. Week 10: 800L-820L
3. Week 11: 810L-830L
4. Week 12: 810L-830L
5. Week 13: 820L-840L
6. Week 14: Two Poems
7. Week 15: 850L-870L
8. Week 16: 850L-870L and Play
9. Week 17: 860L-880L
10. Week 18: 850L-890L
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.

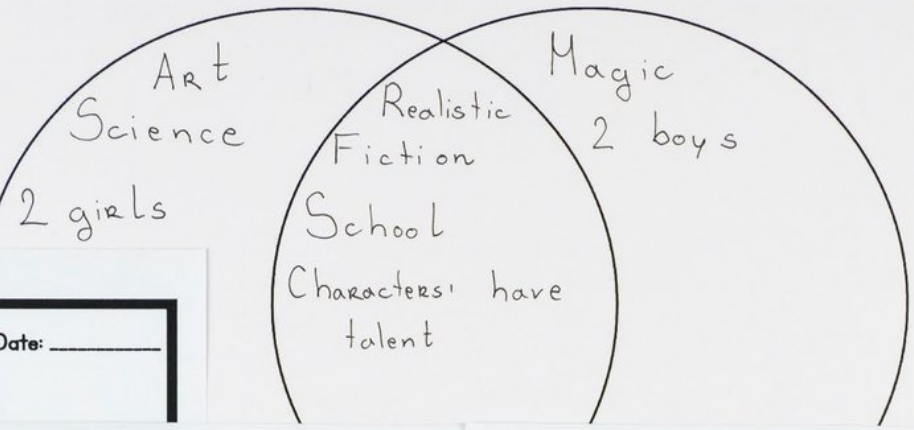
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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."

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



Date: _____

_____ Date: _____

you see a crayon, highlight the text in the

agician



ically asking to be mocked. It didn't seem to uit and kept going.

I walked to the nearby nursing home to s shocked to see Harvey there, once again tly colored ribbons out of his sleeves. The ance. They *oohed* and *ahhed*, clapped and lly was a good magician. Harvey didn't react he was doing.

perform for the applause and the attention, audience thought of him. He only cared o watch the rest of Harvey's act. It took a ntually I realized what it was: respect.

Week 10 Questions

Name: _____ Date: _____

Monday

1. *I tried to bloc as my classmat was to no avail.*

a. some of th
(b.) all of the s
c. none of th
d. the paintin destroyed.

2. **What point o from?**

(a.) first pers
b. second per
c. third pers
d. it is impos

Tuesday

1. **When Cleo tri that she is...**

(a.) embarrasse
b. selfish.
c. proud.
d. angry.

2. **How does Cle evidence from t**

She feels she tries painting.

820L

Week 10: Monday

Name: _____ Date: _____

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

Best in the Class



"Hey, everyone, come look at Cleo's painting!" I tried to block the painting with my body as my classmates crowded around, but it was to no avail. I knew our teacher, Mrs. Glinda, meant well, but I hated being the cente attention, even if it was for something Also, I knew Jocelyn would be furious.

Sure h, I looked around the room and the e was, the one student still at her eas ring her resentment. Jocelyn had alv been jealous of me, but things usually cc a head in art class. She had always v to be an artist when she grew up and h ared her dream with the class as early a dergarten. I had no such dreams, which only made her angrier when my was better than her it often was.

Leaving lass gathered around my painting, I walked over to Jocelyn and stood beside her, careful not ok at her painting without permission.

"Can I see?" I a

She scowled. "It's finished yet." I stayed silent, waiting. Finally, she sighed and waved me over. It was a painting of nset over the ocean, with bright orange, yellow, and red streaking across the blue water. She lly did have talent.

"You know what I've ys wanted to be?" I asked. "A scientist. Every time we had a proj I wanted to get the best gr I stayed after school every day for two weeks working on my experiment for the science f nd guess what? You still got first place."

Jocelyn turned to look me, surprised. "I didn't know that," she said slowly. "I thought yo didn't care about science class."

We shared a look of understanding, and she gave me a smile. "Can I see your painting now? she asked, and I nodded.

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.

©Julie Bochorse

820L

Week 10: Monday

Name: _____ Date: _____

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

Best in the Class



"Hey, everyone, come look at Cleo's painting!" I tried to block the painting with my body as my classmates crowded around, but it was to no avail. I knew our teacher, Mrs. Glinda, meant well, but I hated being the center of attention, even if it was for something good. Also, I knew Jocelyn would be furious.

Sure enough, I looked around the room and there she was, the one student still at her easel, glaring her resentment. Jocelyn had always been jealous of me, but things usually came to a head in art class. She had always wanted to be an artist when she grew up and had shared her dream with the class as early as kindergarten. I had no such dreams, which only made her angrier when my work was better than hers, as it often was.

Leaving the class gathered around my painting, I walked over to Jocelyn and stood beside her, careful not to look at her painting without permission.

"Can I see?" I asked.

She scowled. "It's not finished yet." I stayed silent, waiting. Finally, she sighed and waved me over. It was a painting of a sunset over the ocean, with bright orange, yellow, and red streaking across the blue water. She really did have talent.

"You know what I've always wanted to be?" I asked. "A scientist. Every time we had a project, I wanted to get the best grade. I stayed after school every day for two weeks working on my experiment for the science fair, and guess what? You still got first place."

Jocelyn turned to look at me, surprised. "I didn't know that," she said slowly. "I thought you didn't care about science class."

We shared a look of understanding, and she gave me a smile. "Can I see your painting now?" she asked, and I nodded.

Core

Week 10 Questions

Name: _____ Date: _____

Monday

1. *I tried to block the painting with my body as my classmates crowded around, but it was to no avail.* **This means that...**



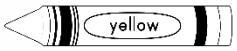
a. some of the students saw the painting.
b. all of the students saw the painting.
c. none of the students saw the painting.
d. the painting was accidentally destroyed.

2. **What point of view is the story told from?**



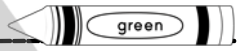
a. first person.
b. second person.
c. third person.
d. it is impossible to tell.

3. **If something has "come to a head," it has...**



a. improved.
b. changed.
c. gotten worse.
d. stayed the same.

4. **Compare and contrast the two characters in terms of how they react to situations introduced in the story.**



_____

_____

_____

_____

_____

_____

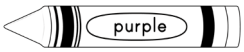
Tuesday

1. **When Cleo tries to block the painting, you can tell that she is...**



a. embarrassed.
b. selfish.
c. proud.
d. angry.

2. **How does Cleo feel towards Jocelyn? Highlight evidence from the story that supports your answer.**



_____

_____

_____

_____

_____

3. **What lesson can you learn from the story?**



_____

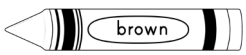
_____

_____

_____

_____

4. **Make a prediction about what will happen next between the two characters.**



_____

_____

_____

_____

©Gayle Bevers

810L

Week 10: Wednesday

Name: _____ Date: _____

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

Harvey the Magician



Harvey stood in the center of the cafeteria, his black cloak billowing around him as he held up a deck of cards. We all crowded around to watch, but we were not there to cheer him on. He just looked so ridiculous, with his tall black hat and goofy red tie. Why would he choose to embarrass himself this way?

As Harvey completed a complicated card trick, several students pelted him with pieces of fruit from their lunch trays. I didn't join them, but I didn't try to stop them either.

I wished Harvey would get a clue. He was practically asking to be mocked. It didn't seem to bother him though, because he just brushed off the fruit and kept going.

Later that afternoon, as soon as school let out, I walked to the nearby nursing home to visit my grandma Betty. As I walked in the door, I was shocked to see Harvey there, once again the center of attention. This time, he was pulling brightly colored ribbons out of his sleeves. The audience appeared to be hooked on Harvey's performance. They *oohed* and *ahhed*, clapped and cheered as he finished his trick. I had to admit, he really was a good magician. Harvey didn't react to the praise at all. He just continued to focus on what he was doing.

As I stood there, I realized that Harvey didn't perform for the applause and the attention, but for the sake of his craft. He didn't care what his audience thought of him. He only cared about the magic. I slowly sat down in a nearby chair to watch the rest of Harvey's act. It took a while for me to recognize what I was feeling, but eventually I realized what it was: respect.

Paula Bacheo

Week 10 Questions

Name: _____ Date: _____

Wednesday

1. In the story, the narrator's feelings about Harvey go from...



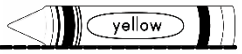
a. Scorn to envy.
b. Pity to admiration.
c. Confusion to affection.
d. Jealousy to acceptance.

2. What was the same about both of Harvey's performances?



a. The setting.
b. His feelings about it.
c. The reaction of the audience.
d. His magic tricks.

4. What was different about each of Harvey's performances?



_____

_____

_____

_____

Look at the illustration. Explain how it helps you understand the character's feelings in the story.



_____

_____

_____

_____

_____

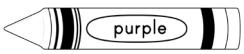
Thursday

1. What might be different about the story if the order of the performances was switched?



a. The reaction of the other students.
b. Harvey's level of skill.
c. The point of view the story is told from.
d. The narrator's feelings.

2. Explain why the narrator grows to respect Harvey.



_____

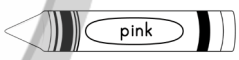
_____

_____

_____

_____

3. What is a theme in the story?



a. Being an outsider.
b. Compassion for others.
c. Sacrifice for one's art.
d. How age influence's one's actions.

4. Write a short summary of the story below.



_____

_____

_____

_____

_____

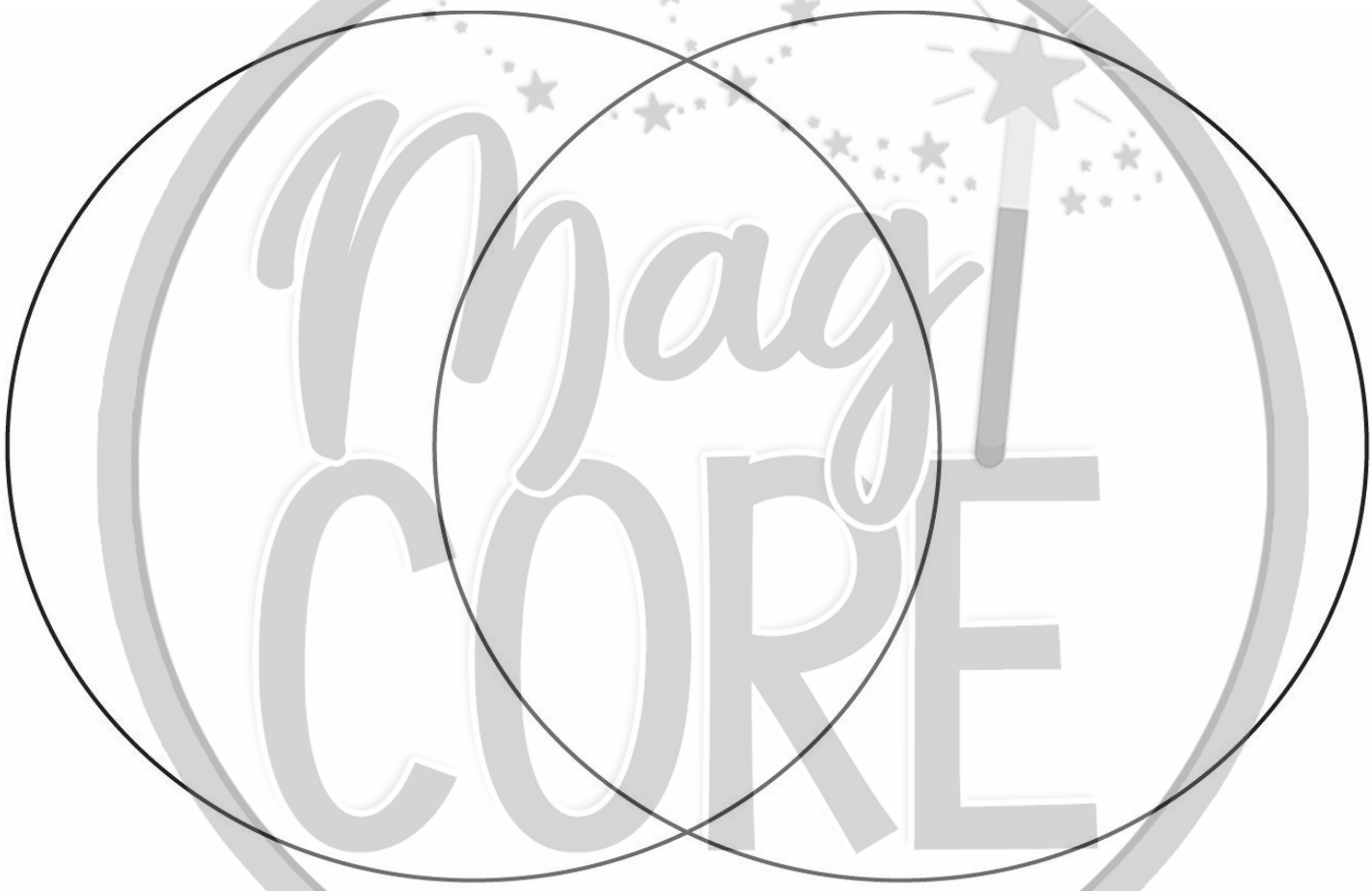
©Julie Backus

Week 10: 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.

Best in the Class | Both | Harvey the Magician



_____

_____

_____

_____

_____

_____

_____

_____

_____

©Julie Bowne

Also in Google Forms

Questions Responses Total points: 4

time to break the piñata.
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 piñata 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 piñata right in the middle. Her swing was so strong that the piñata 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.

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

- 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:

https://magicorelearning.com/

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



Not O.K.

- 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.

© 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:Golden_Gate_Bridge_Yang_Ming_Line.jpg

https://commons.wikimedia.org/wiki/File:Post-and-Grant-Avenue-Look.jpg

https://commons.wikimedia.org/wiki/File:Quill-shaped_cirrus_cloud.jpg

https://commons.wikimedia.org/wiki/File:Cumulus_clouds_in_Russia._img_057.jpg

https://commons.wikimedia.org/wiki/File:Stratus_and_Altostratus_7th_Brigade_Park_Chermside_P1020428.jpg

https://commons.wikimedia.org/wiki/File:Water_Cycle-en.png

https://commons.wikimedia.org/wiki/File:Kolomenskoe_in_white_-_Dec12_-_03_snow.jpg

https://commons.wikimedia.org/wiki/File:Skeletal_arm_showing_diamond_coated_steel_pins_stabilising_broken_bones_by_connecting_them_to_steel_splints._(9672239256).jpg

https://commons.wikimedia.org/wiki/File:615_Age_and_Bone_Mass.jpg

https://commons.wikimedia.org/wiki/File:1843_Great_Britain_Half_Farthing_Reverse.png



