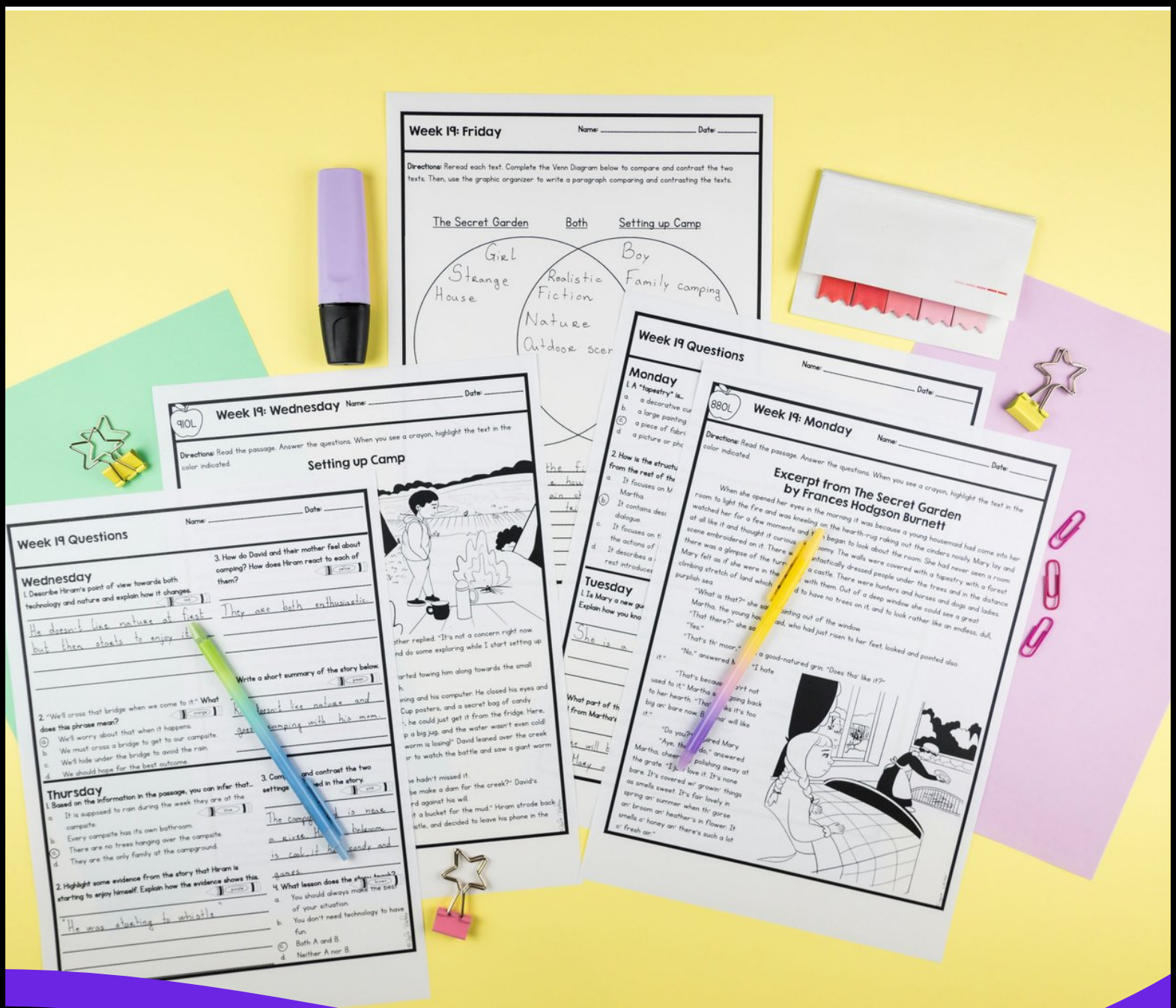


5TH GRADE READING SPIRAL REVIEW

QUARTER 3

READING SPIRAL REVIEW

5th grade

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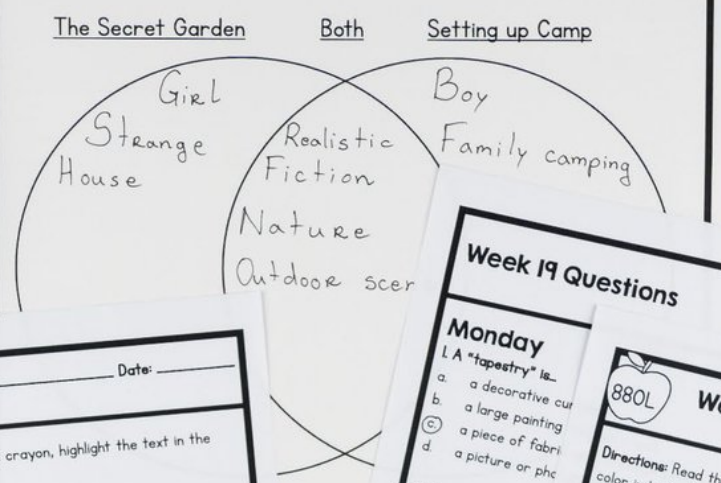
Each story includes:

- 1 page of multiple choice and short response questions

Week 19: 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.

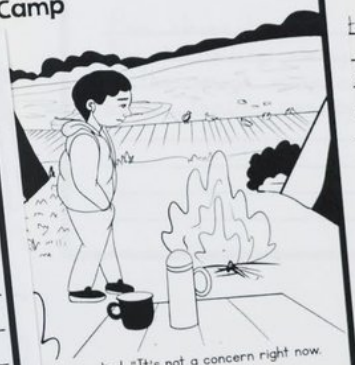


Week 19: Wednesday

Name: _____ Date: _____

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

Setting up Camp



3. How do David and their mother feel about camping? How does Hiram react to each of them?

They are both enthusiastic.

Write a short summary of the story below.

doesn't like nature and goes camping with his mom.

3. Compare and contrast the two settings

The campsite is near a river. His bedroom is cool, dry and sandy and

4. What lesson does the story teach?

a. You should always make the best of your situation.
b. You don't need technology to have fun.
c. Both A and B.
d. Neither A nor B.

Week 19 Questions

Name: _____ Date: _____

Monday

1. A "tapestry" is...
a. a decorative cut
b. a large painting
c. a piece of fabri
d. a picture or pho

2. How is the structu from the rest of th
a. It focuses on M Martha.
b. It contains dese dialogue.
c. It focuses on t the actions of
d. It describes a rest introduces

Tuesday

1. Is Mary a new gu
Explain how you kno

She is a

What part of th from Martha's

e will b Mary a

880L Week 19: Monday

Name: _____ D

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

Excerpt from The Secret Garden by Frances Hodgson Burnett

When she opened her eyes in the morning it was because a young housemaid had come room to light the fire and was kneeling on the hearth-rug raking out the cinders noisily. Mary lo watched her for a few moments and t began to look about the room. She had never seen a r at all like it and thought it curious gloomy. The walls were covered with a tapestry with a for scene embroidered on it. There w fantastically dressed people under the trees and in the dist there was a glimpse of the turr a castle. There were hunters and horses and dogs and ladie Mary felt as if she were in the with them. Out of a deep window she could see a great climbing stretch of land which d to have no trees on it, and to look rather like an endless, dull, purplish sea.

"What is that?" she sa inting out of the window.

Martha, the young hou aid, who had just risen to her feet, looked and pointed also.

"That there?" she sa

"Yes."

"That's th' moor," a good-natured grin. "Does tha' like it?"

"No," answered M "I hate it."

"That's becaus a'rt not used to it," Martha s going back to her hearth. "That ks it's too big an' bare now. B na' will like it."

"Do you?" uired Mary

"Aye, th do," answered Martha, cheer polishing away at the grate. "I j love it. It's none bare. It's covered wi' growin' things as smells sweet. It's fair lovely in spring an' summer when th' gorse an' broom an' heather's in flower. It smells o' honey an' there's such a lot o' fresh air."



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.

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.

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880L

Week 19: Monday

Name: _____ Date: _____

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

Excerpt from The Secret Garden by Frances Hodgson Burnett

When she opened her eyes in the morning it was because a young housemaid had come into her room to light the fire and was kneeling on the hearth-rug raking out the cinders noisily. Mary lay and watched her for a few moments and then began to look about the room. She had never seen a room at all like it and thought it curious and gloomy. The walls were covered with a tapestry with a forest scene embroidered on it. There were fantastically dressed people under the trees and in the distance there was a glimpse of the turrets of a castle. There were hunters and horses and dogs and ladies. Mary felt as if she were in the forest with them. Out of a deep window she could see a great climbing stretch of land which seemed to have no trees on it, and to look rather like an endless, dull, purplish sea.

"What is that?" she said, pointing out of the window.

Martha, the young housemaid, who had just risen to her feet, looked and pointed also.

"That there?" she said.

"Yes."

"That's th' moor," with a good-natured grin. "Does tha' like it?"

"No," answered Mary. "I hate it."

"That's because tha'rt not used to it," Martha said, going back to her hearth. "Tha' thinks it's too big an' bare now. But tha' will like it."

"Do you?" inquired Mary.

"Aye, that I do," answered Martha, cheerfully polishing away at the grate. "I just love it. It's none bare. It's covered wi' growin' things as smells sweet. It's fair lovely in spring an' summer when th' gorse an' broom an' heather's in flower. It smells o' honey an' there's such a lot o' fresh air."

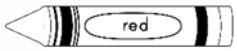


Week 19 Questions

Name: _____ Date: _____

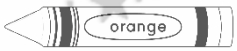
Monday

1. A "tapestry" is...



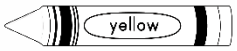
a. a decorative curtain.
b. a large painting hung on a wall.
c. a piece of fabric with a design sewn on.
d. a picture or photograph on display.

2. How is the structure of the first paragraph different from the rest of the text?



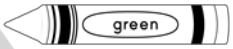
a. It focuses on Mary while the rest focuses on Martha.
b. It contains description while the rest contains dialogue.
c. It focuses on the setting while the rest focuses on the actions of the characters.
d. It describes a character's point of view while the rest introduces a conflict.

3. A "turret" is...



a. a type of hat worn in the past.
b. a window.
c. a tall tree.
d. a tower.

4. Compare and contrast the setting in the tapestry to the setting outside Mary's window.



_____

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Tuesday

1. Is Mary a new guest or has she lived there a while? Explain how you know.



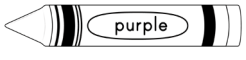
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2. What part of the story might be different if it was told from Martha's point of view?



_____

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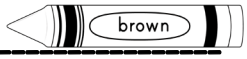
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3. How does Martha feel about the moor?



a. She has a great affection for it.
b. She is accustomed to it.
c. She dislikes it in the winter.
d. She tolerates it.

4. Look at the picture. Explain how it matches the description in the passage.



_____

_____

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_____

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910L

Week 19: Wednesday

Name: _____ Date: _____

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

Setting up Camp



"Okay, everyone, we're here!" Hiram's mother put down the last bag with a sigh and looked around with satisfaction. "What a great camping spot! Look, guys, we're right next to the water, and we have our own picnic table and firepit!"

Hiram sighed and put his earbuds back in. He didn't know which was going to be worse, a week at this crappy campground or a week with his mother. He glanced around the clearing and then looked at the unobstructed sky above them.

"Hey, mom, what are we going to do if it rains? I'm not staying inside my tent the whole time; it's way too hot."

"We'll cross that bridge when we come to it," his mother replied. "It's not a concern right now. Why don't you take your little brother down to the river and do some exploring while I start setting up the tents?"

Hiram grumbled, but he grabbed David's hand and started towing him along towards the small creek. "I wouldn't call this a river," he said under his breath.

There was nothing to do here! He missed air conditioning and his computer. He closed his eyes and pictured his room at home, with his gaming system, World Cup posters, and a secret bag of candy under the bed. At home, if he wanted a drink of cold water, he could just get it from the fridge. Here, he had to walk all the way to the bathroom building to fill up a big jug, and the water wasn't even cold!

"Hiram, look, a worm is fighting a crayfish, and the worm is losing!" David leaned over the creek bed, pointing to a small pool of still water. Hiram walked over to watch the battle and saw a giant worm disappear into the mouth of an even bigger crayfish.

"Gross!" He drew back quickly but felt kind of glad he hadn't missed it.

"Can we make a fort out of mud and rocks, or maybe make a dam for the creek?" David's enthusiasm was catching, and Hiram felt his lips curve upward against his will.

"Alright, alright, you start gathering rocks, and I'll get a bucket for the mud." Hiram strode back towards the campsite, unaware that he was starting to whistle, and decided to leave his phone in the car in case it got muddy while they played.

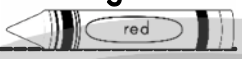
Daily Paragraphs

Week 19 Questions

Name: _____ Date: _____

Wednesday

1. Describe Hiram's point of view towards both technology and nature and explain how it changes.



_____

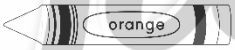
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2. "We'll cross that bridge when we come to it." What does this phrase mean?



a. We'll worry about that when it happens.
b. We must cross a bridge to get to our campsite.
c. We'll hide under the bridge to avoid the rain.
d. We should hope for the best outcome.

3. How do David and their mother feel about camping? How does Hiram react to each of them?



_____

_____

_____

_____

4. Write a short summary of the story below.



_____

_____

_____

_____

Thursday

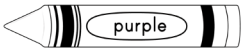
1. Based on the information in the passage, you can infer that...

a. It is supposed to rain during the week they are at the campsite.



b. Every campsite has its own bathroom.
c. There are no trees hanging over the campsite.
d. They are the only family at the campground.

2. Highlight some evidence from the story that Hiram is starting to enjoy himself. Explain how the evidence shows this.



_____

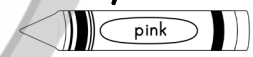
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3. Compare and contrast the two settings described in the story.



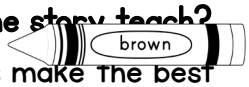
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4. What lesson does the story teach?



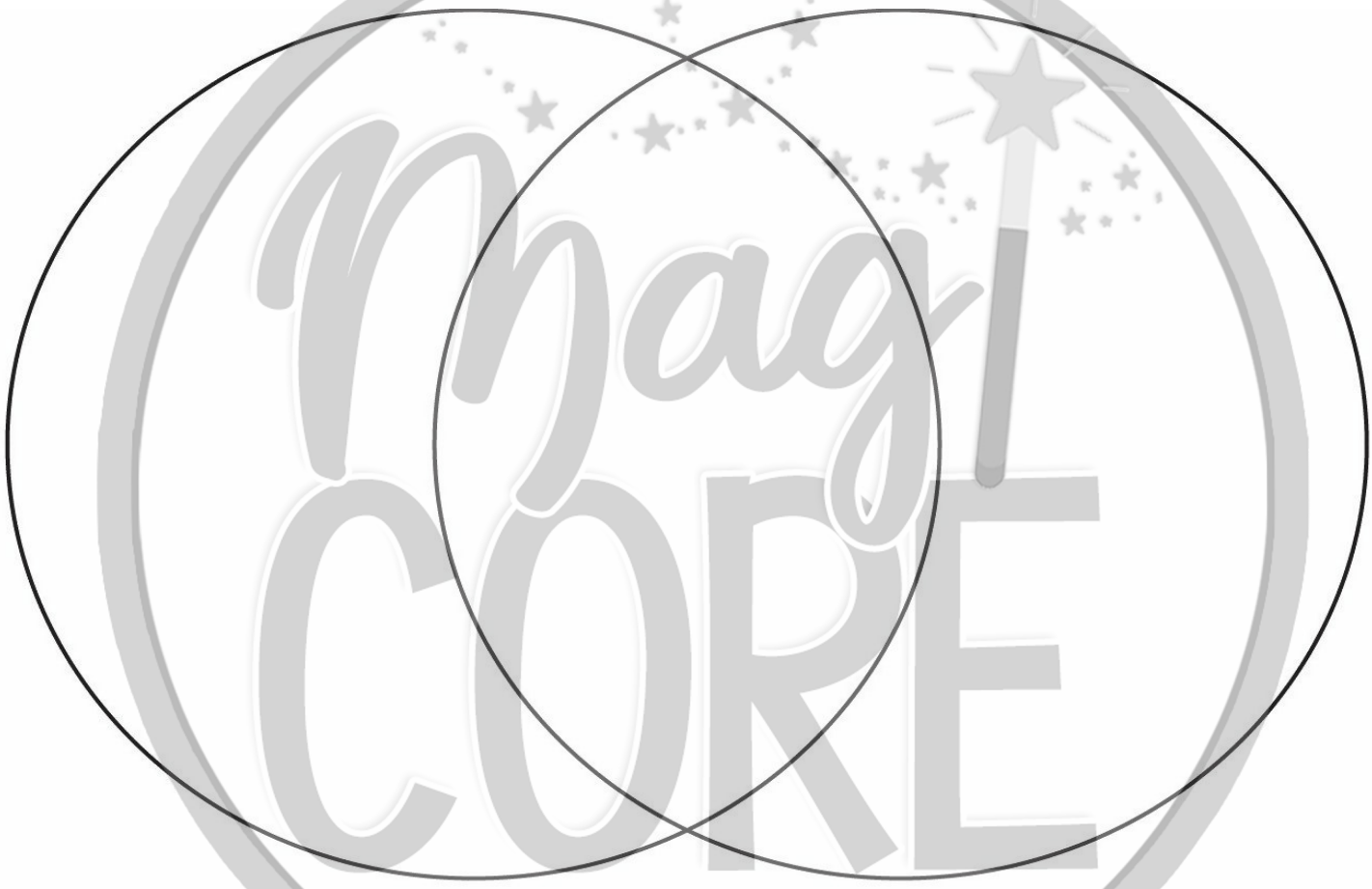
a. You should always make the best of your situation.
b. You don't need technology to have fun.
c. Both A and B.
d. Neither A nor B.

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Week 19: 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.



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