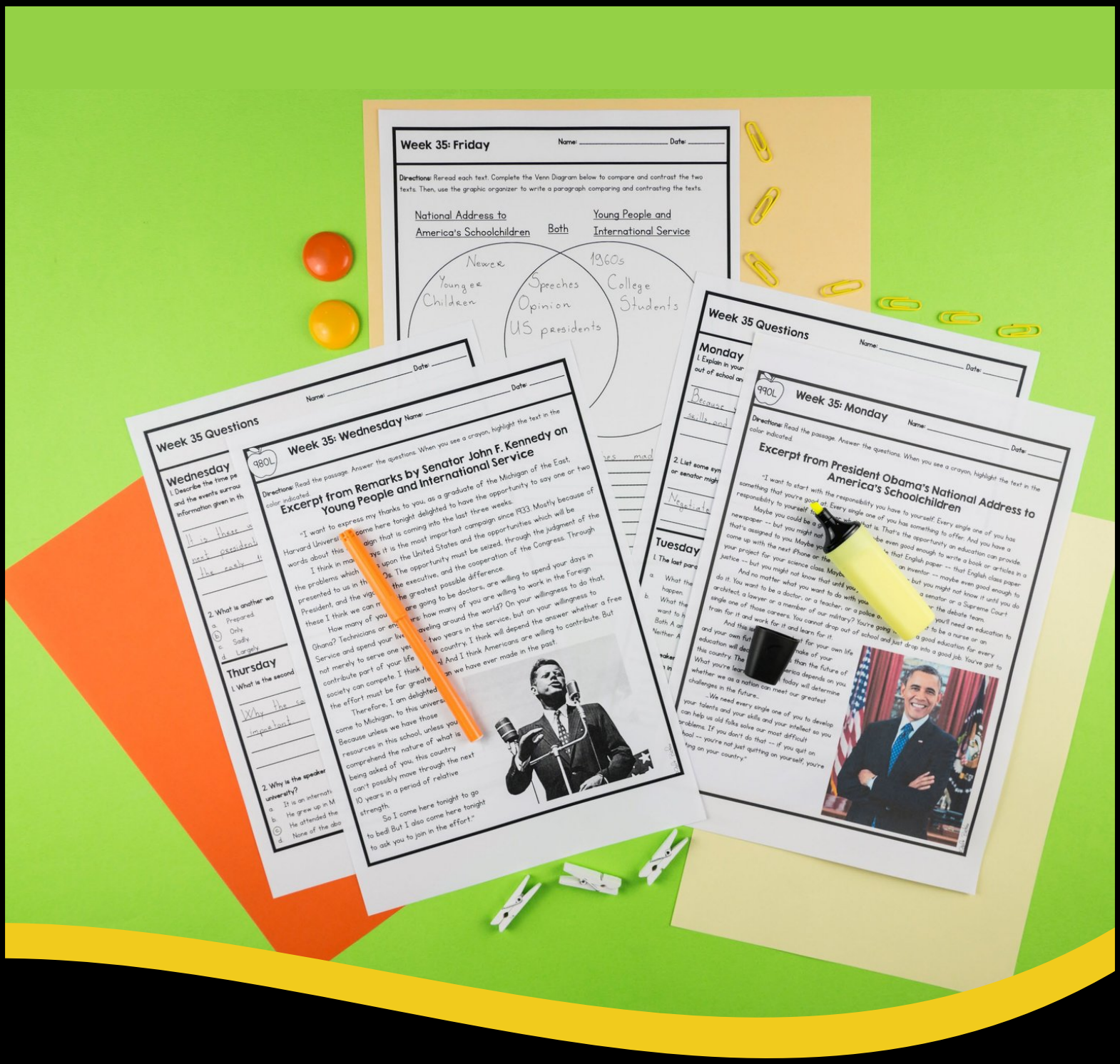


5TH GRADE READING SPIRAL REVIEW

QUARTER 4

MagiCORE

READING SPIRAL REVIEW

5th grade

Table of Contents

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

k 19: Wednesday Name: _____ Date: _____

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

Setting up Camp



_____ Date: _____

n, highlight the text in the

rden ett

housemaid had come into her cinders noisily. Mary lay and She had never seen a room th a tapestry with a forest the trees and in the distance horses and dogs and ladies. he could see a great r like an endless, dull,

ed also.



910L

Week 24: Monday Name: _____ Date: _____

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

What is the International Space Station?



The International Space Station is a large spacecraft. It orbits around Earth and is a home where astronauts reside. The space station is also a science lab. Many countries worked together to build it, and they also work together to use it.

The space station is made of many pieces that were put together in space by astronauts. Its orbit is approximately 250 miles above Earth. NASA uses the station to learn about

s launched by a Russian rocket in 1998. After on was ready for people. The first crew arriv tion ever since. NASA and its partners around e and more pieces over time.

bedrooms. It has two bathrooms, a gymnasiu ople. It weighs almost a million pounds and is b s. It has science labs from the United States,

ere are different sections called modules, som work. Astronauts also use to live in those to each other. Labs on the space station let

it collect energy from the sun, converting it i to help to build the space station. They also riments.

used by astronauts for spacewalks. Docking ect to the space station, and enabling new space station on the Russian Soyuz. The crew

930L

Week 24: Wednesday Name: _____ Date: _____

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

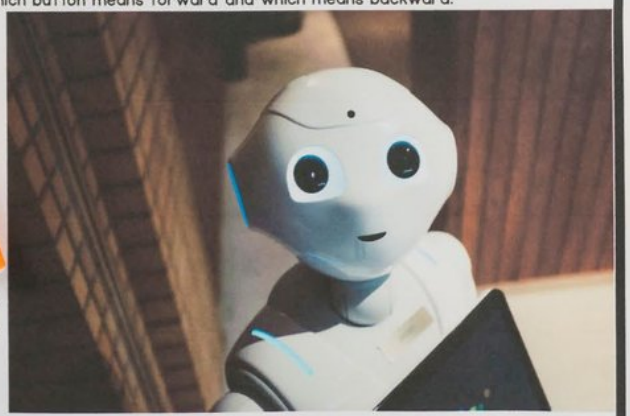
How to Construct a Robot

Have you ever wanted your very own personal robot? It takes a bit of work and expertise, but i ry possible to construct your own robot.

irst, decide how you want your robot to move. You must use motors and gears for the "joints" of obot. If you want your robot to have a high level of speed, plan to attach a set of wheels to its b f you want it to have a high level of mobility, you should design its limbs separately. That way you c t how its parts will move before attaching them.

you have designed your robot, you must assemble your materials. This may take some time, as parti lectronic elements will be necessary for construction. All of these can be found online or at most e nics stores. Your primary focus should be the construction of a circuit board, which requires a in level of knowledge.

The n tep is to activate the "brains" of your robot. The nature of this programming depends on the type o ot you are making. For example, if you want to control your robot with a joystick, you need to make s t knows which button means forward and which means backward.



Your robo be controlled using s hing called a **microconth** This is a tiny computer t controls particular ac and movements. Differ microcontrollers use different programming languages. Some use visual learning languages, others use the Arduino language, and still others use the python language. The latter can be operated using the keyboard of a regular computer.

Once you have programmed your robot, it is time to finish assembling it. You can make the outside of your robot, or its "skin," using a 3D printer or a laser cutter. This is where you can get creative and make your initial vision come true!

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.

©Julie Bochorse

900L

Week 28: Monday

Name: _____ Date: _____

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

On the Course

"Darn it!" I watched helplessly as the little ball bounced off the side of the wall four times and rolled all the way back to the starting point. I clenched my teeth and kicked viciously at a clump of dirt, taking out my anger on the uneven ground and trying not the burst into tears.

After my wild swing, I was already a point behind in the game. I reluctantly stepped back to give my dad his turn. Lining up his shot carefully, he let out a slow breath for a controlled, moderate swing. His ball sailed through every obstacle in its way and came to a stop two inches from the hole.

"Wow, honey, you almost got a hole in one!" My mom praised him as she stepped up for her turn. I didn't even look, turning my back on them both and trying not to fly off the handle. It wasn't fair that I tried so hard and still couldn't even beat my mother, who was not the best at the game (mostly because she didn't take it very seriously).

"Your turn, son," my dad said as he waved me forward. I took a deep breath, trying to calm down as I stepped up to the next hole. We were about halfway through the course, and the holes were getting more challenging. This one had two options for the player: You could either shoot towards the safer, longer course on either side or aim for the long tube in the middle, which, if you got your ball up there, would lead straight to the hole.

My dad put a hand on my shoulder as I lined up my ball. "Son, let me give you some advice. Sometimes it's better to be patient and take your time when you're trying to accomplish something. Don't rush things; just think about what you want to do and concentrate on how you are going to get there, step by step."

I nodded, trying the loosen up the tension in my shoulders, and he ruffled my hair and stepped back. Taking aim, I lined up my shot and lifted my arms back to take the swing.



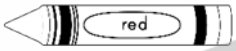
Chai CORE

Week 28 Questions

Name: _____ Date: _____

Monday

1. What is another word for "viciously"?



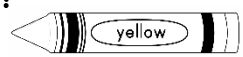
a. Violently.
b. Weakly.
c. Carelessly.
d. Sadly.

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



a. mini golf.
b. baseball.
c. regular golf.
d. croquet.

3. What does it mean to "fly off the handle"?

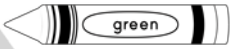


_____

_____

_____

4. Compare and contrast the three characters' approaches and attitudes towards the game.



_____

_____

_____

_____

_____

_____

Tuesday

1. How might the story be different if it was told from the father's point of view?



_____

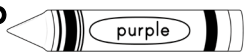
_____

_____

_____

_____

2. What is a theme in the story?



a. Brute force always wins.
b. Work smarter, not harder.
c. Your anger can help you succeed.
d. Always take everything you do seriously.

3. Which character's ball is shown in the picture, and how do you know?



_____

_____

_____

_____

4. Make a prediction about where the narrator shot his ball in the end.



_____

_____

_____

_____

©Gayle Bevers

940L

Week 28: Wednesday Name: _____ Date: _____

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

In the Kitchen



I hesitated as I entered the kitchen and approached the counter where my stepmother was assembling ingredients.

"Hey Carol, what are you making?" I asked as I sidled up next to her. She smiled, appearing nervous as well, and moved back to give me some space.

"I'm making an apple pie for your school's bake sale," she answered as she reached behind her for an apron.

"Cool, can I help?" I asked. She looked surprised, but then beamed at me and motioned me forward, pointing at the mixing bowl in front of her.

"First, we need to make the crust," she explained. "We need to combine the dry ingredients on the list into this bowl and then all the wet ingredients into this smaller bowl before we mix them all together. Do you think you could measure out the flour and sugar?" She looked at me as if she expected me to refuse.

I guess she had every right to be uncertain of my reaction, as I hadn't really responded to her attempts to get to know me after the wedding. I had needed a little time to adjust to the idea of her being around, as she was essentially a stranger to me. Mom had been gone a long time, but I hadn't been comfortable with anyone else trying to take her place, especially someone as warm and caring as Carol.

"I'd be happy to," I responded, giving her a genuine smile, and I saw something relax behind her eyes.

"Wonderful," she said as she gave my shoulder a warm squeeze and then handed me a measuring cup. "This is going to be the most delicious pie there!"

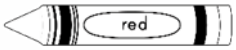
Paula Barnes

Week 28 Questions

Name: _____ Date: _____

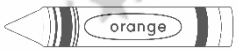
Wednesday

1. 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. The narrator calls Carol *"warm and caring."* What evidence from the story shows this?



_____

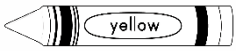
_____

_____

_____

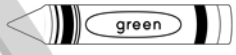
_____

3. In the story, Carol's feelings towards the narrator go from...



a. unfriendly to welcoming.
b. unsure to relieved.
c. careful to generous.
d. Carol's feelings do not change.

4. What does the first half of the story focus on the most?



a. The relationship between the characters.
b. Descriptions of the story's setting.
c. The narrator's attitude towards baking.
d. The dialogue spoken by the characters.

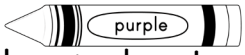
Thursday

1. What can you infer about the marriage between Carol and the narrator's father?



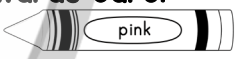
a. It is not happy.
b. It was recent.
c. It joined two big families.
d. It was expensive.

2. What is the main reason why the narrator entered the kitchen?



a. She was interested in learning how to bake.
b. She wanted to start an argument with Carol.
c. She wanted something from the fridge.
d. She wanted to improve her relationship with Carol.

3. Explain how the narrator's attitude towards Carol has changed over time.



_____

_____

_____

_____

4. Describe what happened in the story and how it shows resolution.



_____

_____

_____

_____

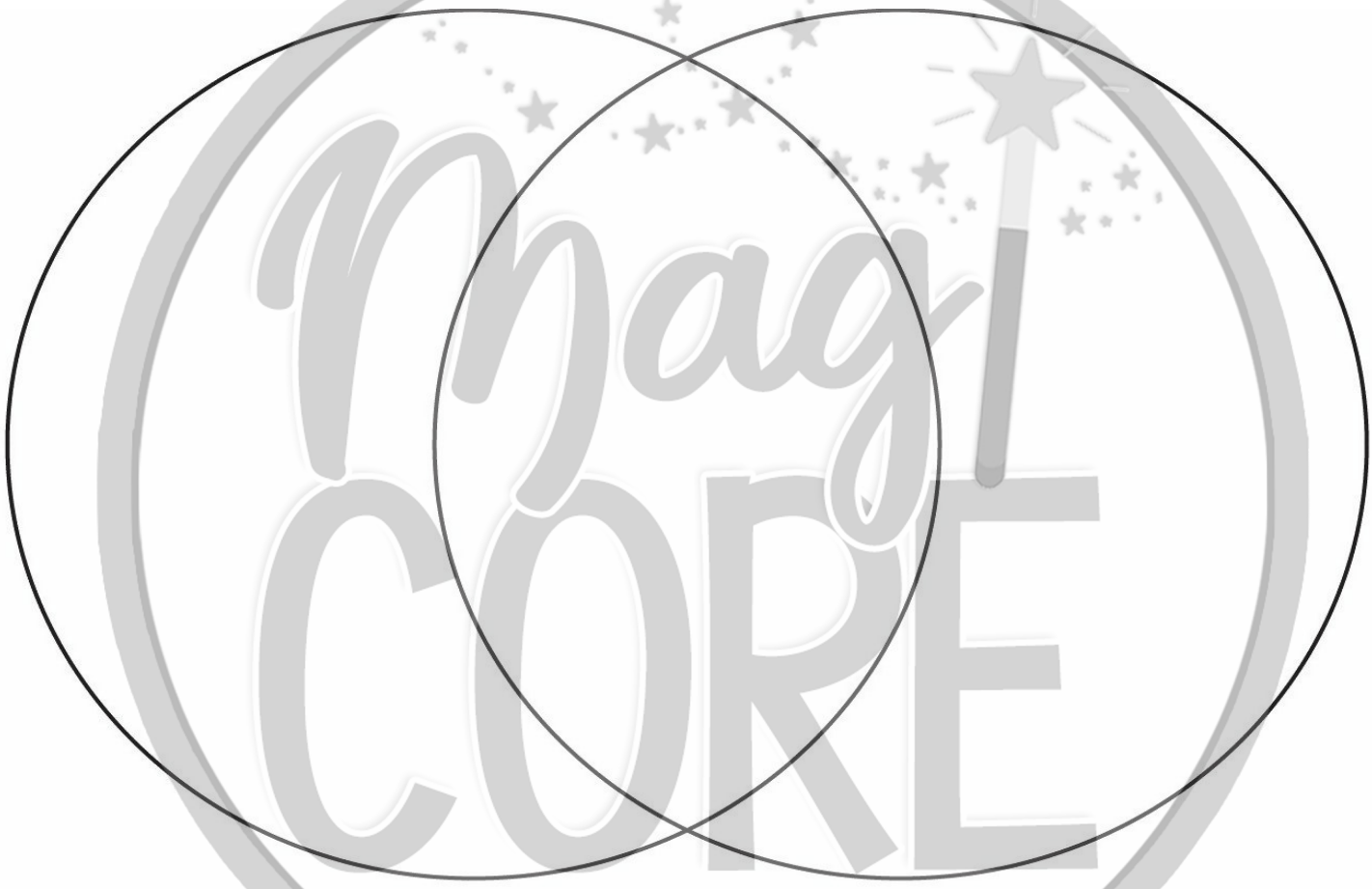
©Gabi Bedford

Week 28: 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.

On the Course | Both | In the Kitchen



_____

_____

_____

_____

_____

_____

_____

_____

_____

©Julie Bowne

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 2020, 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:Mini_Golf_(460851617).jpg

https://commons.wikimedia.org/wiki/File:Imperial_Wars_timeline.png

https://commons.wikimedia.org/wiki/File:F-7_BG_Fighter_Plane.jpg

https://commons.wikimedia.org/wiki/File:Diagram_of_the_human_heart.svg

https://commons.wikimedia.org/wiki/File:White_main_sequence_star_of_spectral_class_A.png

https://commons.wikimedia.org/wiki/File:Soil_profile.png

https://commons.wikimedia.org/wiki/File:Threatened_mammal_species,_OWID.svg

https://commons.wikimedia.org/wiki/File:Human_Lungs.gif

https://commons.wikimedia.org/wiki/File:Frog_rescued_from_Haikou_market_-_01.jpg



