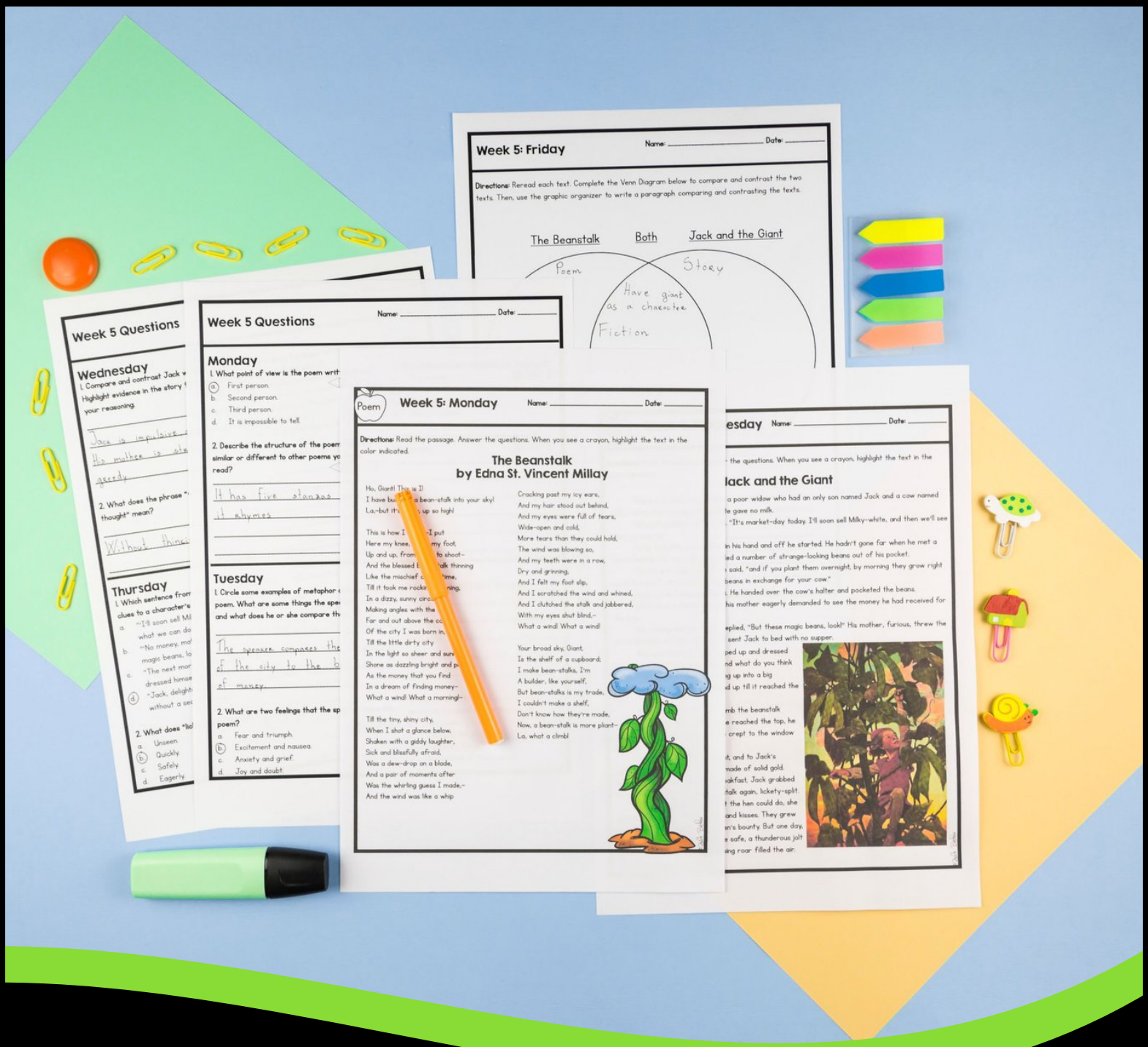


5TH GRADE READING SPIRAL REVIEW

QUARTER 1

MagiCORE

READING SPIRAL REVIEW

5th grade

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1. How to Use Spiral Review
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9. Week 8: 770L-790L
10. Week 9: 750L-800L
11. Answer Key

Each story includes:

- 1 page of multiple choice and short response questions

READING SPIRAL REVIEW

5th grade

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3. Week 11: 810L-830L
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10. Week 18: 850L-890L
11. Answer Key

Each story includes:

- 1 page of multiple choice and short response questions

READING SPIRAL REVIEW

5th grade

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1. How to Use Spiral Review
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3. Week 20: 890L - 920L
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7. Week 24: 910L - 930L
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10. Week 27: 910L - 930L
11. Answer Key

Each story includes:

- 1 page of multiple choice and short response questions

READING SPIRAL REVIEW

5th grade

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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

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.

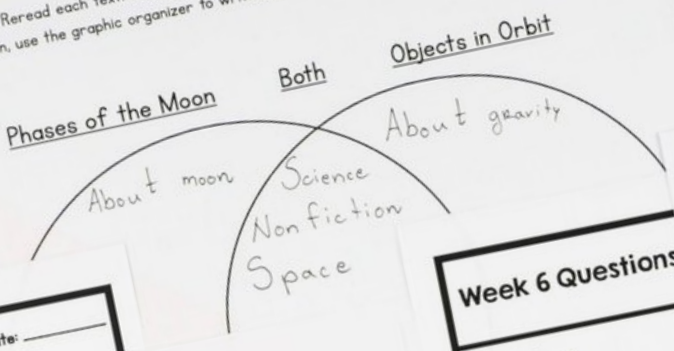
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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."

Week 6: 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 6: Wednesday

Name: _____ Date: _____

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

Objects in Orbit

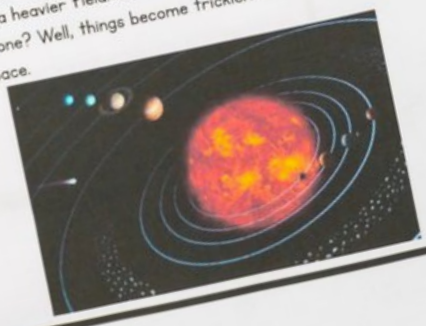
This experiment will help you understand how and why objects in space orbit around each other.

For this experiment, you will need a hula hoop and a stretchy fabric (possibly spandex). You will also need two balls (one light, one heavy), scissors, and tape.

First, cover your hula hoop with the fabric. Tape it to the outside of the hoop and cut off the extra cloth. The fabric should not be too loose. Rest the outside of the covered hoop on some flat surfaces. Make sure that it is supported on all sides but not in the middle. You should now have something that looks kind of like a trampoline. Next, place the heavier ball in the center of the hoop, on top of the fabric. Pick up the lighter ball and roll it in a circle around the heavier ball. Now switch the balls and try again.

It should have been easier for you to roll the lighter ball around the heavier ball. Here's why. Gravity is the force through which all objects move towards each other. The force can be stronger or weaker depending on the distance between the objects and their size or weight.

Look at how each ball pushes the fabric down. You should see that the heavier ball creates more sag. Think of this as representing its gravitational field. The heavier ball can pull things towards it more easily. This why a planet with a lighter gravitational field is more likely to orbit one with a heavier field. So what happens when a "lighter" planet or moon is circled by a "heavier" one? Well, things become trickier. Sometimes the lighter object is thrown far out into space.



Week 6 Questions

Monday

1. Where does the moon's light c
evidence to support your answe

It comes from the s
Paragraph 2: "During th
light illuminates the pa
moon that is facing

2. What does "illuminates" mean?

a. Changes.
b. Rotates.
c. Lights up.
d. Attracts.

Tuesday

1. Look at the diagram. Explain th
numbers 4 and 6 using terms fro

4- waxing gibbous
6- waning gibbous

2. What are the differences and
"new moon" or "dark moon" and

For both light is

Week 6: Monday

760L

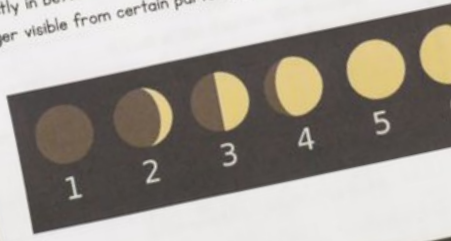
Name: _____ Date:

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

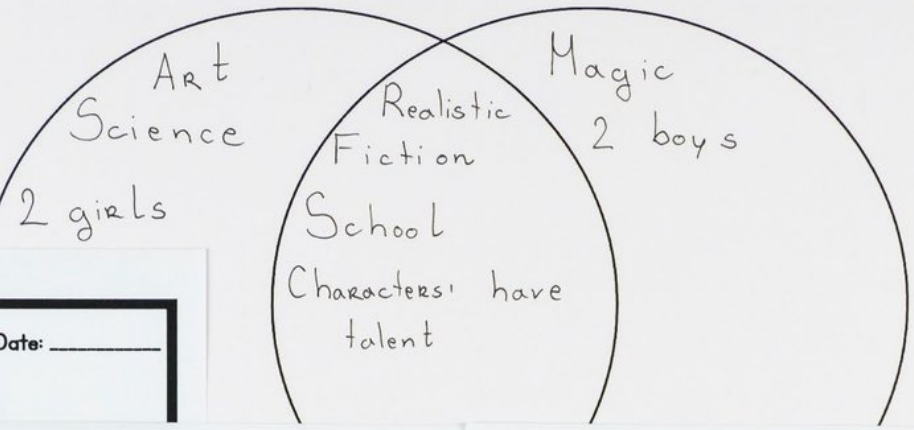
Phases of the Moon

If you've ever looked up at the moon at night, you know th doesn't the same. This is because the moon has several different phase s cycle, The moon orbits around the Earth every 29.5 days. Dur that is the part of the moon that is facing the sun. The half of the on that is sun remains dark. It is only possible to see the section of s always ch is always rotating. Therefore, the amount of light we ca arth, this is When 100% of the illuminated side is visible from moon." Sometimes the moon comes between the sun e Earth and This is called a "new moon" or "dark moon." When mount of visible it is called "waxing." When the amount of visible l decreasing, it Each phase of the moon has been assigne full. Then comes waxing crescent, first quarter, waxing gibbous ame. After the quarter, and waning crescent.

A lunar month is shorter than a stan calendar month. For cycle can sometimes contain two "full" m When this happens, called a "blue moon." This phenomenon takes place once every A lunar eclipse occurs very ran r happens when the orb exactly in between the Moon and th When this occurs, the longer visible from certain parts of the planet. Happy viewing!



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" 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

740L

Week 3: Monday

Name: _____ Date: _____

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

The Mice and the Cat

Once upon a time the mice sat in council. They talked of how they might outwit their enemy, the Cat. The president called upon all the most experienced mice present. No one was able to offer a solution.

At last, a very young mouse asked to be allowed to speak. As soon as he could get permission, he said:

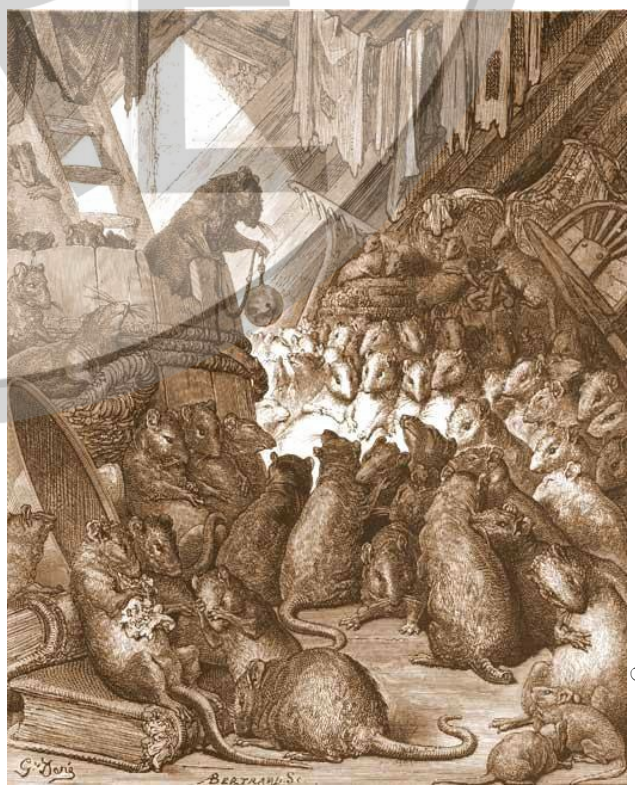
"I've been thinking for a long time why the Cat is such a dangerous enemy. It's not so much because of her quickness, though people make so much fuss about that. If we could only notice her in time, I've no doubt we're nimble enough to jump into our holes before she could do us any harm. Her power lies in her velvet paws. With those paws she can tread so lightly that we can't hear her coming. Well, then, it's my opinion we ought to hang a bell round her neck to warn us of her coming while there's yet time."

Everyone applauded this proposal. The council decided that it should be carried out. Now the question to be settled was, who should undertake to fasten the bell round the Cat's neck?

The president declared that no one could be better fitted for the task than he who had given such excellent advice.

But at that the young mouse became quite confused. He stammered an excuse. He was too young for the deed, he said. He didn't know the Cat well enough. His grandfather, who knew her better, would be more suited to the job. But the grandfather declared that he did indeed know the Cat very well. As such, he would take good care not to attempt such a task.

The long and the short of it was that no other mouse would undertake the duty. So this clever proposal was never carried out.



Week 3 Questions

Name: _____ Date: _____

Monday

1. What is "the long and short of it"?

a. A brief explanation that only contains the important details.
b. What happens at the end of a story.
c. When it takes a very long time to find a simple solution.
d. The reasons why something occurred.

2. The young mouse and his grandfather are similar in that they both...

a. have big ideas.
b. are unfamiliar with the cat.
c. are scared to fasten the bell.
d. use their age as an excuse not to fasten the bell.

3. Write a short summary of the story below.

_____

_____

_____

_____

4. What point of view is the story told from? How might the story be different if it was told from the perspective of the young mouse?

_____

_____

_____

_____

Tuesday

1. How do the president and the rest of the council feel about volunteering for the task? How do you know?

_____

_____

_____

2. The young mouse believes the cat is a "dangerous enemy." Which quote from the story shows why he thinks this?

a. "It's not so much because of her quickness..."
b. "...I've no doubt we're nimble enough to jump into our holes before she could do us any harm."
c. "With those paws she can tread so lightly that we can't hear her coming."
d. "...we ought to hang a bell round her neck to warn us of her coming while there's yet time."

3. What is another word for "tread"?

a. Hide.
b. Walk.
c. Quiet.
d. Sneak.

4. What is a theme in the story and which character does it relate to?

_____

_____

_____

_____

_____

©Gayle Bachus

760L

Week 3: Wednesday

Name: _____ Date: _____

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

The Town Mouse and the Country Mouse

A Town Mouse once visited a relative who lived in the country. For lunch, the Country Mouse served wheat stalks, roots, and acorns. There was cold water to drink. The Town Mouse ate very sparingly, nibbling a little of this and a little of that. By her manner, she made it plain that she ate the simple food only to be polite.

After the meal, the friends had a long talk. Or rather, the Town Mouse talked about her life in the city while the Country Mouse listened. They then went to bed in a cozy nest in the hedgerow. They slept in quiet and comfort until morning.

In her sleep, the Country Mouse dreamed she was a Town Mouse. She imagined all the delights of city life that her friend had described for her. The next day, the Town Mouse asked the Country Mouse to go home with her to the city.

After two days travel, they reached the mansion in which the Town Mouse lived. They found on the table in the dining room the leavings of a very fine banquet. There were jellies, pastries, and delicious cheeses. They were the most tempting foods that a Mouse could imagine. The Country Mouse began to nibble a dainty bit of pastry. Just then, she heard a Cat mew loudly and scratch at the door.



The Mice scurried to a hiding place. They lay quite still for a long time, hardly daring to breathe. When at last they ventured back to the feast, the door opened suddenly. In came the servants to clear the table.

The Country Mouse stopped in the Town Mouse's den only long enough to pick up her carpet bag and umbrella.

"You have many luxuries and dainties that I have not," she said. "But I prefer my plain food and simple life in the country."

Magic CORE

© Paula Bowles

Week 3 Questions

Name: _____ Date: _____

Wednesday

1. What adjective would you use to describe the Town Mouse? Highlight evidence from the text that gives clues about her personality.

a. Intelligent.
b. Snobbish.
c. Considerate.
d. Greedy.

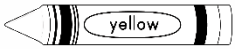


2. What does "ventured" mean?



a. Took a risk or braved a danger.
b. Went from one place to another.
c. Went on a long trip or journey.
d. Made a fast decision and acted on it.

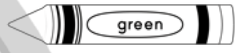
3. What can you infer about the people who live in the house in town? Highlight text evidence.



_____

_____

4. How does the Country Mouse feel about city life in the beginning and how does her attitude change? Support your answer with evidence from the story.



_____

_____

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Thursday

1. Compare life in the country to life in the city.



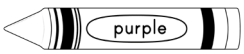
_____

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_____

2. Look at the illustration. How does it add to your understanding of the story?



_____

_____

_____

_____

3. What is one theme in the story?



a. A fancy lifestyle won't make someone happy.
b. Be kind to people who have less than you, because you may need their help later.
c. Poor people are smarter than the wealthy.
d. It is better to be poor and safe than rich and in danger.

4. Look at the illustration. Explain which mouse is which and how you know.



_____

_____

_____

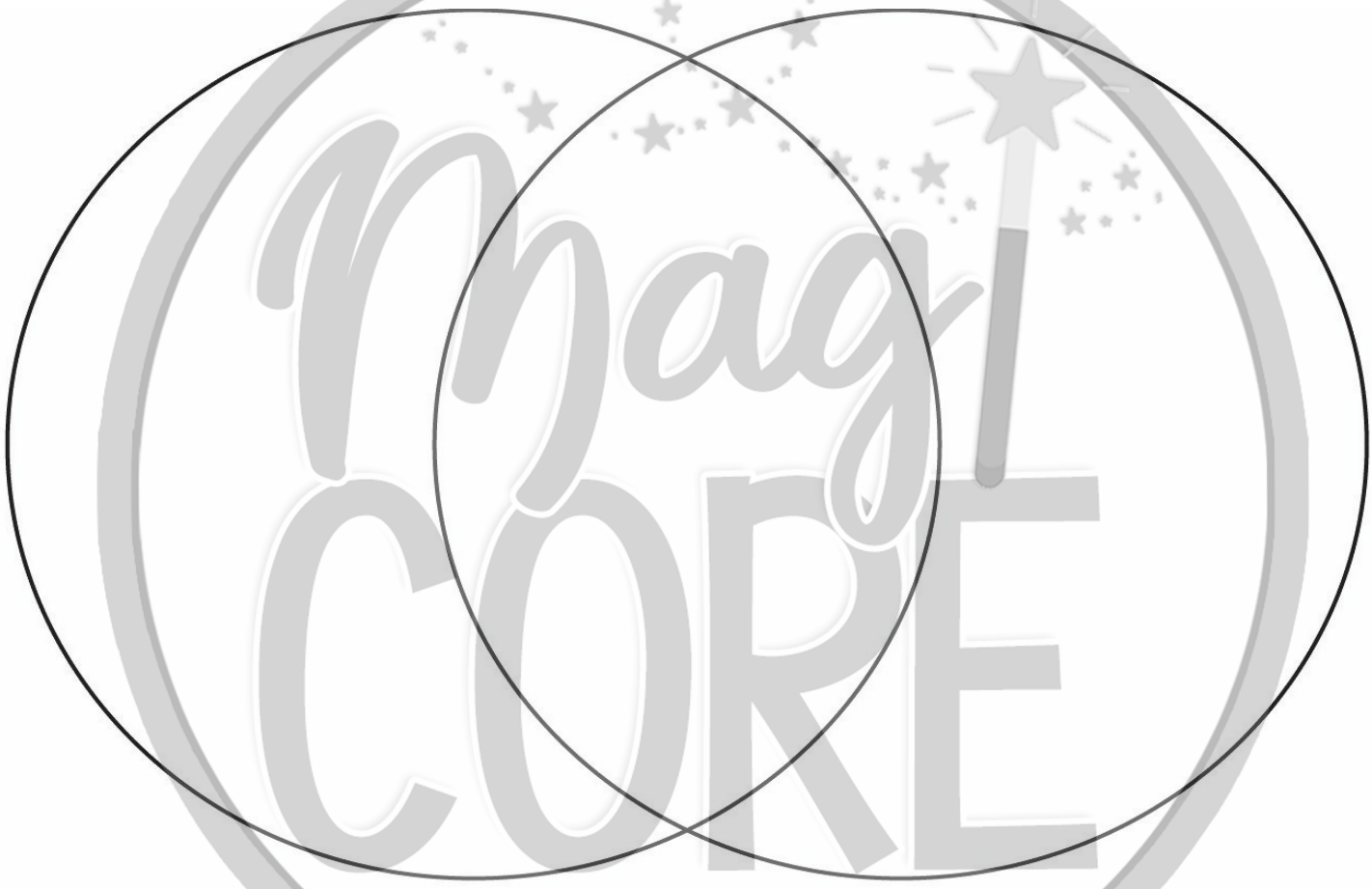
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©Gabi Barlow

Week 3: 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.



_____

_____

_____

_____

_____

_____

_____

_____

_____

©Paula Barnes

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.

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...**



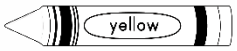
a. some of the students saw the painting.
b. all of the students saw the painting.
c. none of the students saw the painting.
d. the painting was accidentally destroyed.

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



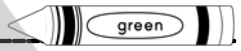
a. first person.
b. second person.
c. third person.
d. it is impossible to tell.

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.**



_____

_____

_____

_____

_____

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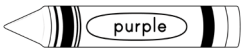
Tuesday

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?**



_____

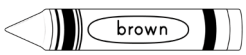
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4. **Make a prediction about what will happen next between the two characters.**



_____

_____

_____

_____

©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...



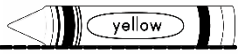
a. Scorn to envy.
b. Pity to admiration.
c. Confusion to affection.
d. Jealousy to acceptance.

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?



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



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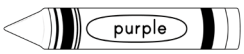
Thursday

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.



_____

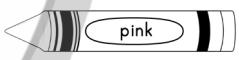
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3. What is a theme in the story?



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.



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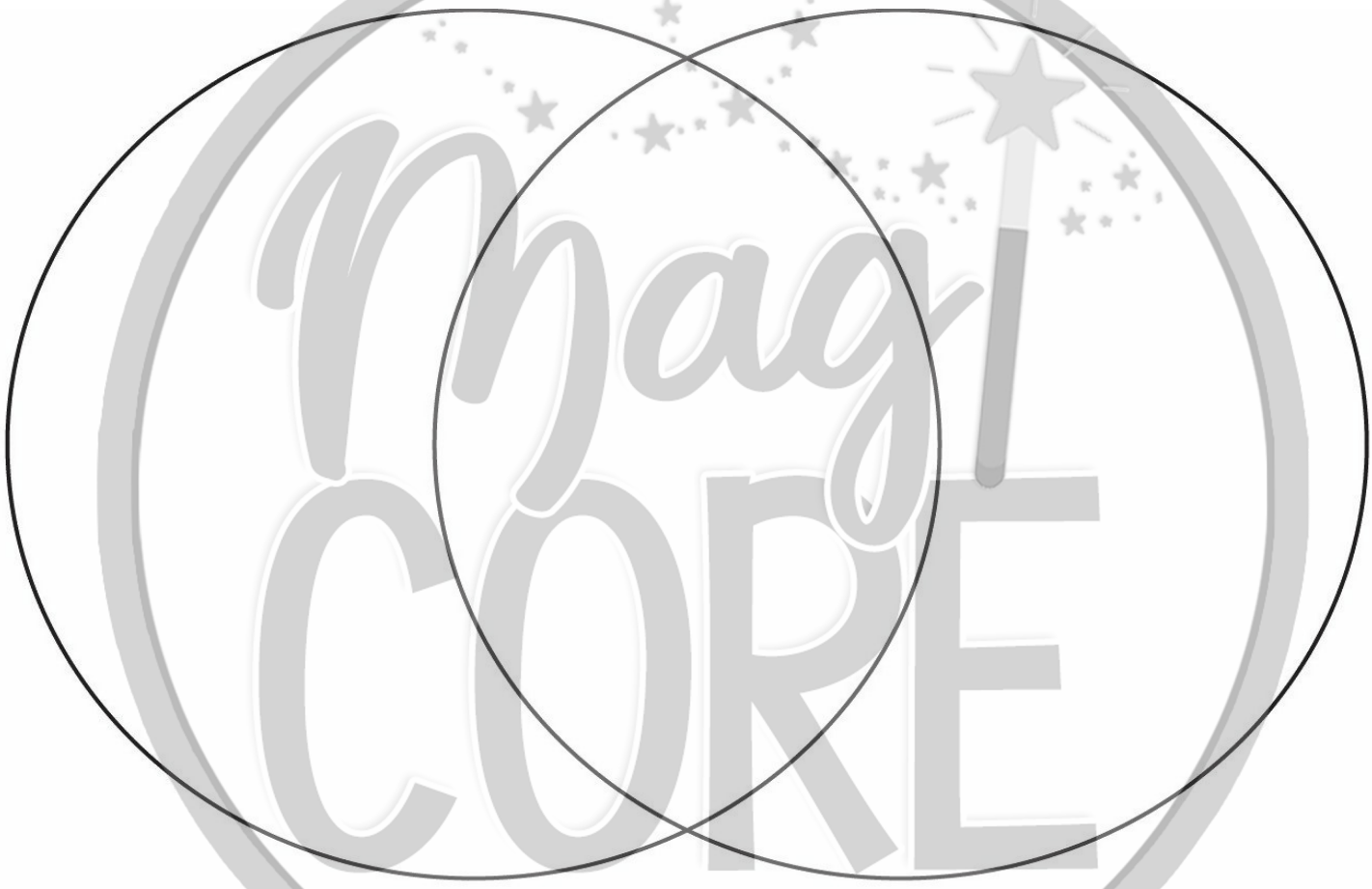
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Week 10: Friday

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



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