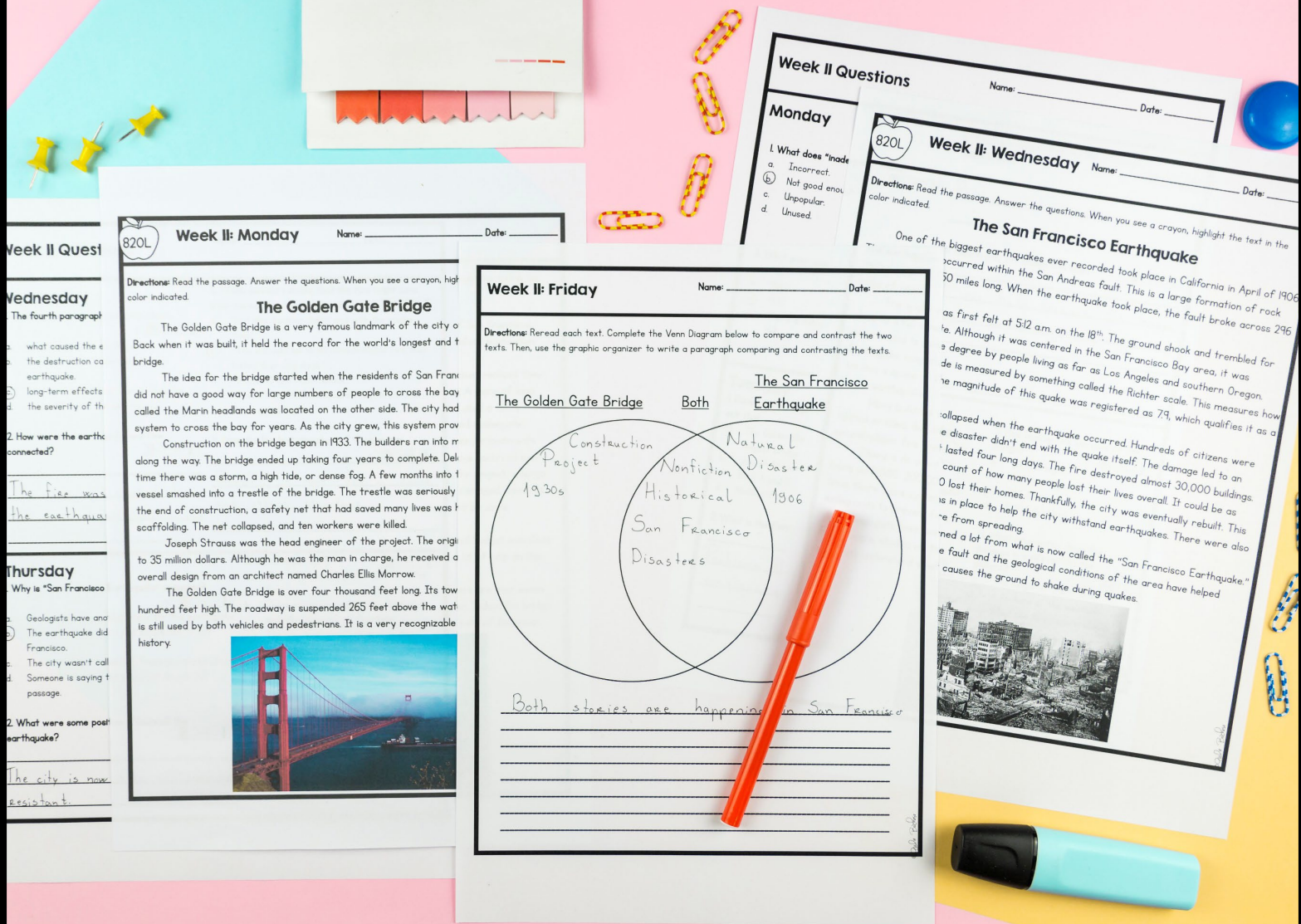




5TH GRADE READING SPIRAL REVIEW

QUARTER 2



READING SPIRAL REVIEW

5th grade

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- II. Answer Key

Each story includes:

- 1 page of multiple choice and short response questions



ABOUT LEXILE LEVELS



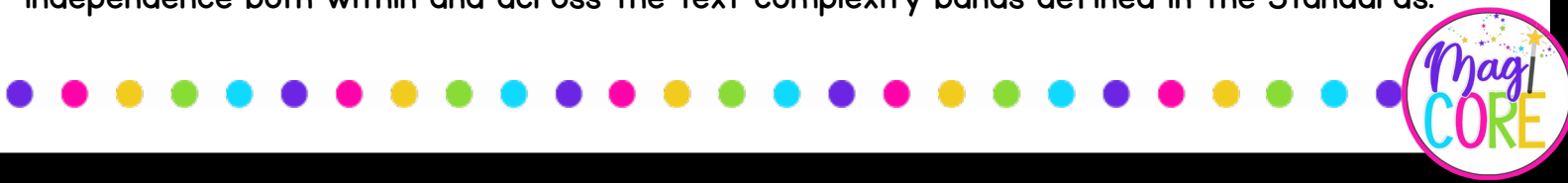
MagiCore Learning, LLC, is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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.

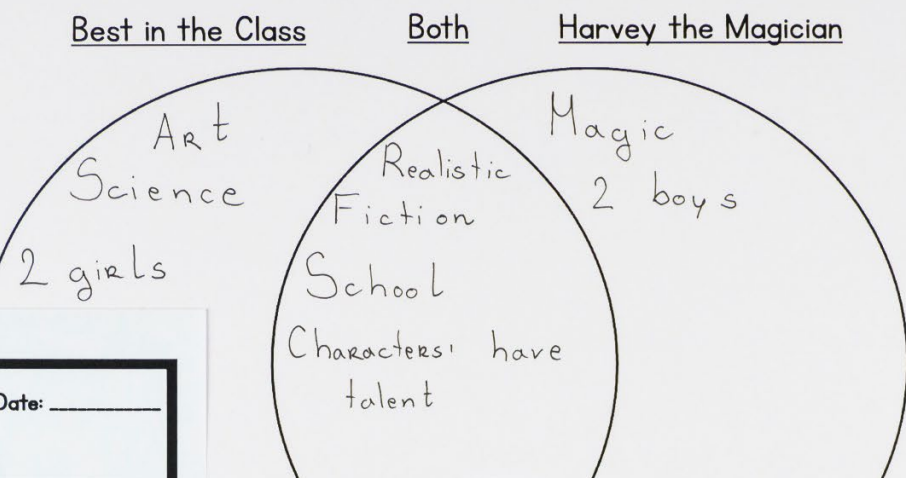
Common Core State Standards use Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college- and career-ready by the end of twelfth grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

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."



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.



Date: _____

When you see a crayon, highlight the text in the

Harvey the Magician



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

I walked to the nearby nursing home to see shocked to see Harvey there, once again pulling out colorful ribbons out of his sleeves. The audience. They *oohed* and *ahhed*, clapped and finally was a good magician. Harvey didn't react to what he was doing.

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

Shirley Barber

Week 10 Questions

Name: _____ Date: _____

Monday

1. I tried to block my painting as my classmates crowded around, but it was to no avail.

- a. some of the
- b. all of the
- c. none of the
- d. the painting destroyed.

2. What point of view is this from?

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

Tuesday

1. When Cleo tried to paint, she felt...

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

2. How does Cleo feel about her painting?

She feels she tries painting.



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, showing her resentment. Jocelyn had always been jealous of me, but things usually came out of 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. 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.



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.

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.

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Week 10 Questions

Name: _____ Date: _____

Monday

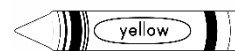
1. *I tried to block the painting with my body as my classmates crowded around, but it was to no avail. This means that...*

- 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.



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.



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.



Tuesday

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

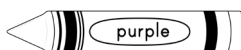
- a. embarrassed.
- b. selfish.
- c. proud.
- d. angry.



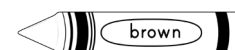
3. What lesson can you learn from the story?



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



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



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 *ooohed* 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.

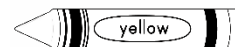
As I stood there, I realized that Harvey didn't perform for the applause and the attention, but for the sake of his craft. He didn't care what his audience thought of him. He only cared about the magic. I slowly sat down in a nearby chair to watch the rest of Harvey's act. It took a while for me to recognize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

Week 10 Questions

Name: _____ Date: _____

Wednesday

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



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.

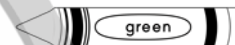


2. What was the same about both of Harvey's performances?

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



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



Thursday

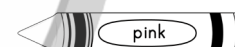
1. What might be different about the story if the order of the performances was switched?

- 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.

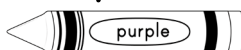


3. What is a theme in the story?

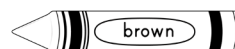
- a. Being an outsider.
- b. Compassion for others.
- c. Sacrifice for one's art.
- d. How age influence's one's actions.



2. Explain why the narrator grows to respect Harvey.



4. Write a short summary of the story below.

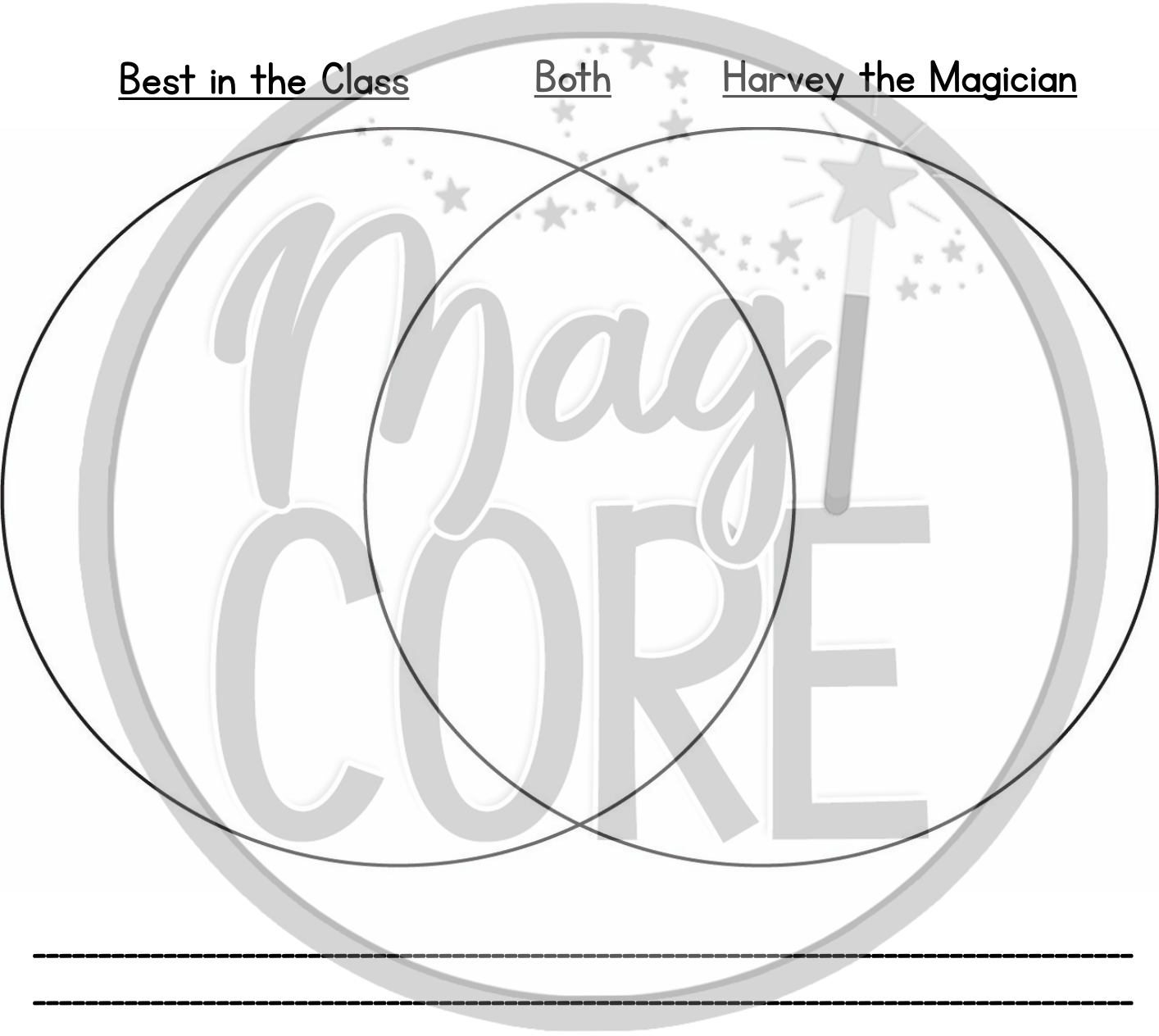


Directions: Reread each text. Complete the Venn Diagram below to compare and contrast the two texts. Then, use the graphic organizer to write a paragraph comparing and contrasting the texts.

Best in the Class

Both

Harvey the Magician



Also in Google Forms

QuestionsResponses

Total points: 4

time to break the pinata.

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

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

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



Schedule

+

Tt

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

☐ Excited

☐ Proud

☐ Impatient

☐ Bitter

Describe the setting in the story. *

Long answer text

How does the dialogue contribute to the story? *

☐ It helps you understand the setting.

☐ It helps you understand the problem.

☐ It helps you understand the characters.

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

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

Long answer text

Multiple choice questions are self-grading.

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