

# 5TH GRADE READING

# SPIRAL REVIEW

## QUARTER 3



**Week 19: Friday**

**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.

The Secret Garden	Both	Setting up Camp
Girl Strange House		Boy Family camping
Realistic Fiction Nature Outdoor Scen		

**Week 19: Wednesday**

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

**Setting up Camp**

**Wednesday**

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

He doesn't like nature at first, but then starts to enjoy it! They are both enthusiastic.

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?

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.

He was starting to whistle.

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

The campsite is nice, a nice, big, breezy place. It is cool; it has candy and games.

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**

**Monday**

LA "Tapestry" is...

- a decorative cut
- a large painting
- a piece of fabric
- a picture or photo

2. How is the structure of this story different from the rest of the book?

- It focuses on Martha.
- It contains descriptive dialogue.
- It focuses on the actions of the characters.
- It describes a forest introduced.

**Tuesday**

1. Is Mary a new girl? Explain how you know.

She is a...

What part of the story did you like best?

Martha, a...

2. Why does Mary hate the...

"That's that moan," she said, looking out of the window. "I hate that noise."

"No," answered Mary, "I hate that noise."

"That's because I'm not going back there again," she said. "It's too big and bare now. But I will like it."

"Do you?" asked Mary.

"Aye, the old fire," answered Martha, cheerfully polishing away at the grate. "I love it. It's none as smells sweet. It's far lovely in spring and summer when the garden is covered with growing things and blossoms. I love it. It's none as smells of honey and there's such a lot of fresh air."

**Week 19: Monday**

**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 she began to look about the room. She had never seen a room so full of life and color before. The walls were covered with a tapestry with a forest scene embroidered on it. There was a glimpse of the turnip-climbing stretch of land which Mary felt as if she were in the purple sea.

"What is that?" she said. "Martha, the young housemaid, asked. "That there?" she said. "Yes." "That's that moan," she said, who had just risen to her feet, looked and pointed also.

"What's that?" she said. "It's a good-natured grin. 'Does that like it?'"

# READING SPIRAL REVIEW

5<sup>th</sup> grade

## Table of Contents

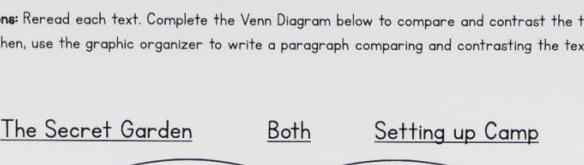
- I. How to Use Spiral Review
2. Week 19: 880L - 910L
3. Week 20: 890L - 920L
4. Week 21: 920L & Poem
5. Week 22: 900L - 930L
6. Week 23: 910L & Poem
7. Week 24: 910L - 930L
8. Week 25: 930L & Play
9. Week 26: 950L - 960L
10. Week 27: 910L - 930L
- II. Answer Key

Each story includes:

- 1 page of multiple choice and short response questions





<b>Week 19: Friday</b>	Name: _____ Date: _____	
<p>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.</p>		
<u>The Secret Garden</u>	<u>Both</u>	<u>Setting up Camp</u>
		
<b>Week 19 Questions</b>		



**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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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.

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

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

The campsite is near a river. His bedroom is cool, it has candy and games.

4. What lesson does the story teach?

- You should always make the best of your situation.
- You don't need technology to have fun.

(C) Both A and B.  
(D) Neither A nor B.

Other replied, "It's not a concern right now. Let me help you get settled in. I'll start towing him along towards the small bridge while you get the tent up. We can worry about the rain later."

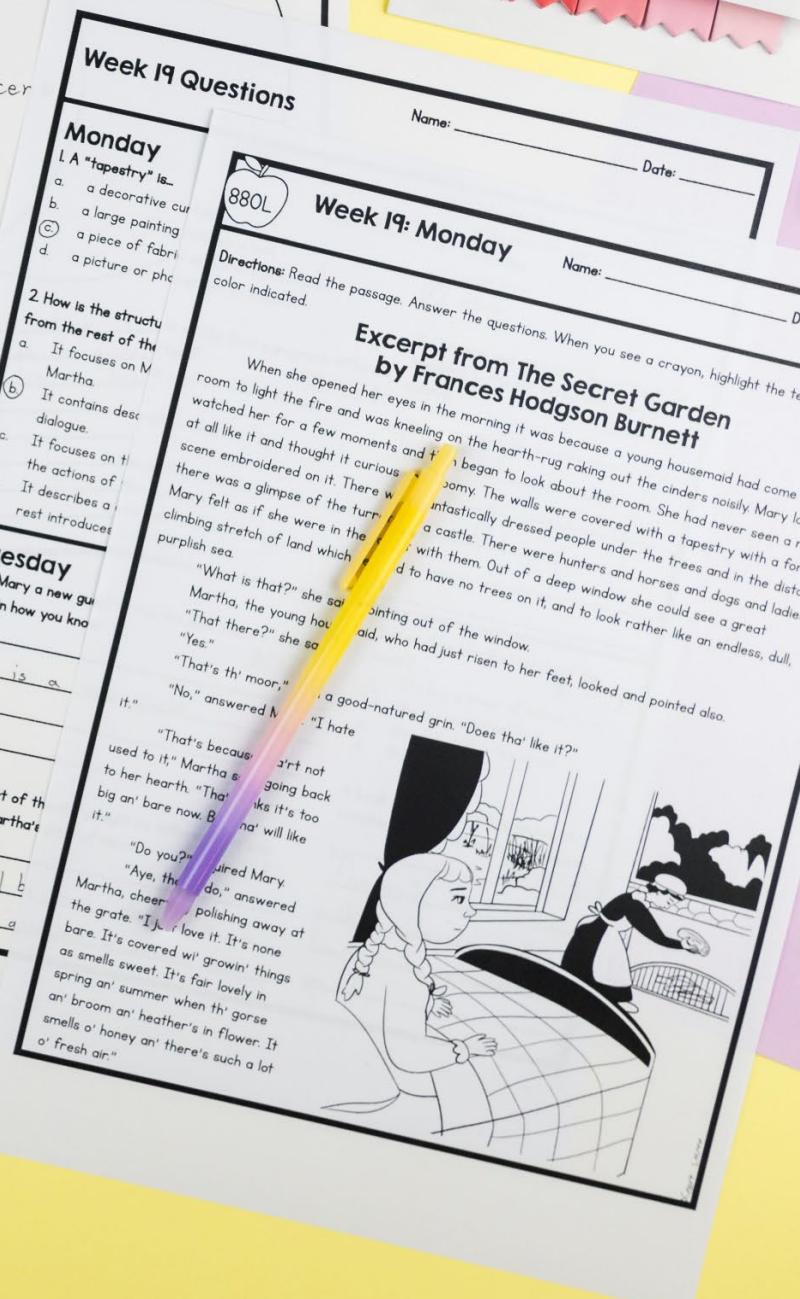
David nodded and started towing him along towards the small bridge. Hiram was surprised by how quickly David had recovered from his initial setback. He closed his eyes and took a deep breath, trying to ignore the sound of the waterfall crashing down the rocky cliff face. As they continued along the path, he heard the sound of a nearby stream. He stopped and looked around, taking in the sights and sounds of the forest. The air was cool and fresh, and he could smell the scent of pine trees and earth. He turned to David and asked, "So, what's next?"

"Well, we've got a campsite picked out over there," David said, pointing towards a clearing in the distance. "I'm going to set up the tent while you get the fire started. We can eat dinner once everything is ready. And after dinner, we can sit around the fire and tell stories or play cards. What do you think?"

Hiram thought for a moment. He had never been camping before, but he was excited at the prospect of experiencing something new. He nodded and said, "That sounds like a plan. Let's get started!"

They began to walk towards the campsite, with David leading the way. They found a spot under a large tree and started setting up the tent. Hiram helped by carrying some of the equipment and getting water from a nearby stream. Once the tent was up, they gathered sticks and dried leaves to start a fire. Hiram watched as David lit the sticks and waited for the flames to catch. Once the fire was burning, he sat down next to it and enjoyed the warmth. They ate dinner together, sharing stories and laughing. After dinner, they sat around the fire and told stories. Hiram was amazed at how much fun he was having, and he realized that he had never experienced anything like it. He knew that he would never forget this camping trip.

A yellow star-shaped paperclip is pinned to the bottom right corner of the page.



# 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

+

Responses

Total points: 4

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.



**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.

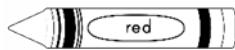
"Aye, that I do," answered Martha, cheerfully polishing away at the grate. "I just love it. It's none bare. It's covered wi' growin' things as smells sweet. It's fair lovely in spring an' summer when th' gorse an' broom an' heather's in flower. It smells o' honey an' there's such a lot o' fresh air."



# Week 19 Questions

## Monday

1. A "tapestry" is...



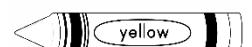
- a. a decorative curtain.
- b. a large painting hung on a wall.
- c. a piece of fabric with a design sewn on.
- d. a picture or photograph on display.

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



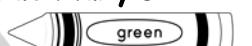
- a. It focuses on Mary while the rest focuses on Martha.
- b. It contains description while the rest contains dialogue.
- c. It focuses on the setting while the rest focuses on the actions of the characters.
- d. It describes a character's point of view while the rest introduces a conflict.

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.




---



---



---



---



---



---

## Tuesday

1. Is Mary a new guest or has she lived there a while?

Explain how you know.




---



---



---

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




---



---



---

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.




---



---



---



# 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.



# Week 19 Questions

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Wednesday

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



---

---

---

---

---

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



---

---

---

---

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.

4. Write a short summary of the story below.



---

---

---

---

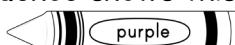
## Thursday

- I. 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.



---

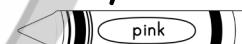
---

---

---

---

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



---

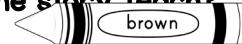
---

---

---

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: Friday

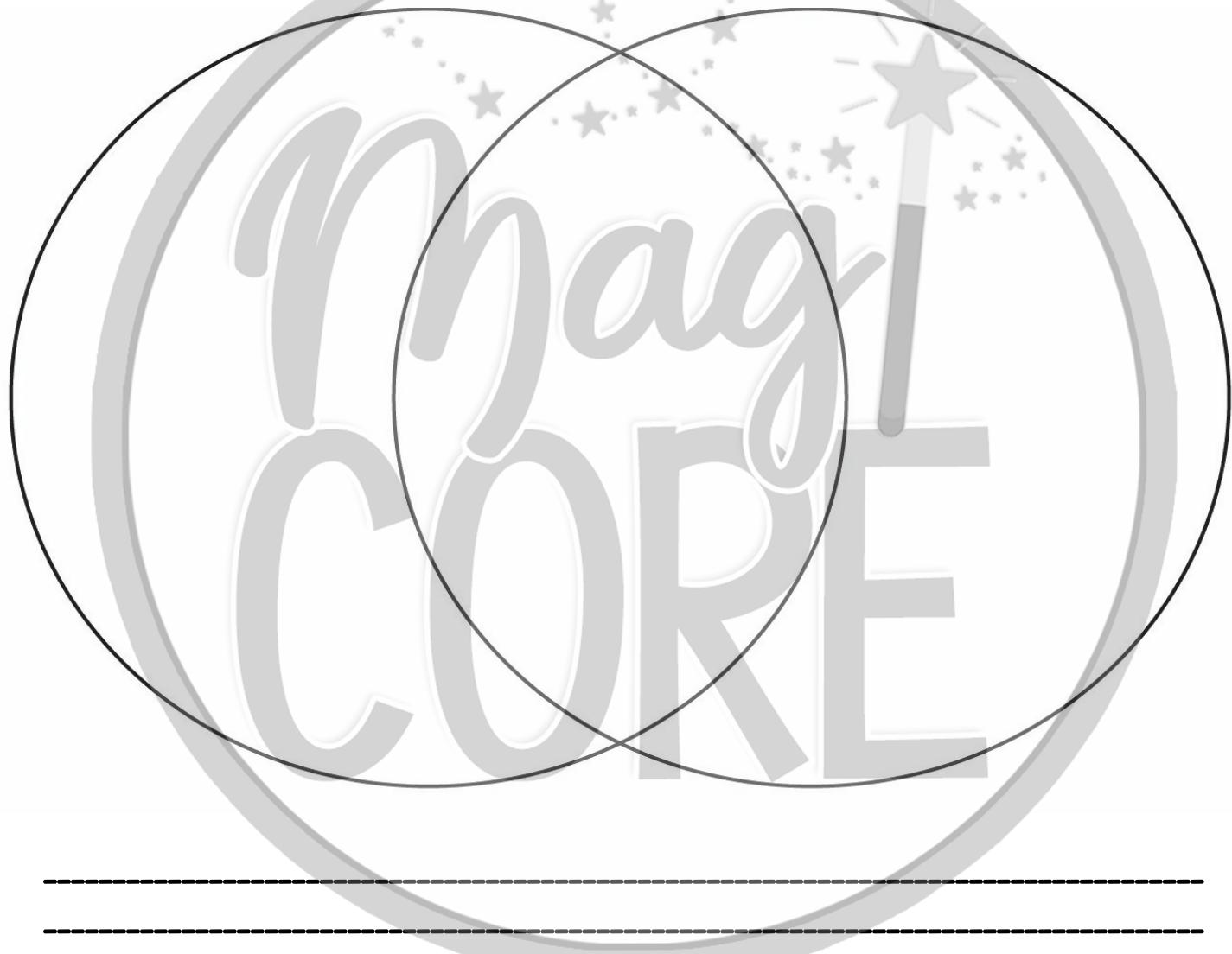
Name: \_\_\_\_\_ Date: \_\_\_\_\_

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.

The Secret Garden

Both

Setting up Camp



# 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](mailto:julie@magicorelearning.com).



Good to Go



Not O.K.

- 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:
- 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.

<https://magicorelearning.com/>

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

© 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](mailto: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](http://www.magicorelearning.com)



<https://www.teacherspayteachers.com/Store/MagiCore>



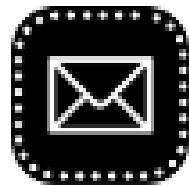
<https://www.facebook.com/MagiCoreLearning/>



<https://www.instagram.com/magicorelearning/>



<https://www.pinterest.com/magicorelearning/pins/>



Julie@magicorelearning.com



## Looking for more?



# CREDITS

[https://commons.wikimedia.org/wiki/File:Simple\\_Pie\\_Chart\\_Timeline\\_of\\_the\\_History\\_of\\_Games.jpg](https://commons.wikimedia.org/wiki/File:Simple_Pie_Chart_Timeline_of_the_History_of_Games.jpg)

[https://upload.wikimedia.org/wikipedia/commons/c/cf/Ancient\\_Olympia\\_%2C\\_Greece2.jpg](https://upload.wikimedia.org/wikipedia/commons/c/cf/Ancient_Olympia_%2C_Greece2.jpg)

[https://commons.wikimedia.org/wiki/File:NPS\\_cuyahoga-valley-cross-country-trail-map.pdf](https://commons.wikimedia.org/wiki/File:NPS_cuyahoga-valley-cross-country-trail-map.pdf)

[https://commons.wikimedia.org/wiki/File:Sandstone\\_cliffs\\_in\\_Ras\\_Abrouq.jpg](https://commons.wikimedia.org/wiki/File:Sandstone_cliffs_in_Ras_Abrouq.jpg)

[https://commons.wikimedia.org/wiki/File:Blacksmith\\_anvil\\_hammer.svg](https://commons.wikimedia.org/wiki/File:Blacksmith_anvil_hammer.svg)

