Name	Week Three

Daily Common Core ELA Practice Grade 5

Day 1

Something stirred in the nearby tree which left Rocco feeling nervous. It was nothing more than a branch bobbing back and forth after a bird had taken flight. Madeleine on the other hand stretched her legs on the chair in front of her and leaned back as though she could take a quick nap.

"We can leave whenever you want to," she said impatiently. Rocco pretended not to hear her and peeked around the corner. Charlie was supposed to be back in a few minutes, and Rocco was not sure what he was going to say to him. For Madeleine, it was a different story. Nothing in the world could bother her.

Common Core Standard PL.4 Vocabulary

- 1. As it used in the text, what does "nothing in the world" mean?
- a. Nothing was going to happen.
- b. They were there alone.
- c. Madeleine was not afraid.

Common Core Standard PL.3 Compare & Contrast Char.

- 2. How is Rocco different from Madeleine?
- a. Rocco is ready to leave and Madeleine is not.
- b. Rocco is afraid, but Madeleine is not.
- c. Rocco is not listening, and Madeline wants to stay.

<u>Day 2</u>

I call our home tomato because it sits plump and red in the middle of white and tan houses. It is the only home of this color in the sleepy town of Ranch, California. Whenever someone asks me about where I live, I always say the town is as wide as a cat's whisker. With a population of only three hundred people, my town is easily forgotten. The two stores that sit in the middle of the city are not *really* stores. They are where you go when you need an emergency ingredient for a recipe or if you need gasoline for an automobile.

Common Core Standard PL.6 Narrator's Point of View

- 1. How does the narrator feel about the town?
- a. She thinks it has many houses.
- b. She thinks it is a fun place to live.
- c. She thinks it is too small.

Common Core Standard PL. | Quote Accurately from Text

2. What details helped you answer question. Explain.

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<u> Day 3</u>

The thundering roar of the sky grew louder, and Annie felt a chill as she remembered how the bear had chased her and Daniel out of the wooded area. What would they do if they saw the big black bear this time? Would they be able to protect themselves from an attack? Annie continued to wonder as she picked up sticks from the ground and prepared for their meal.



Common Core Standard PL. | Quote Accurately from Text

- 1. How does Annie most likely feel?
- a. daring because she picked up sticks
- b. worried because the bear is coming back right now
- c. afraid because she is unsure how to protect herself

Common Core Standard PL.7 Visual Elements

- 2. How does the illustration contribute to the text?
- a. It shows the setting of the story.
- b. It shows where Annie could hide.
- c. It shows where Annie and Daniel could find help.

Day 4

If they were quiet enough, the soldiers would not hear them. Ada stood behind the door and didn't want to breathe. Her heart beat so loudly that she wondered if the soldier talking to Mr. Mitchell in the other room would discover her family's hiding place. It had been three months since they had gone into hiding. Mr. Mitchell had successfully kept her family's hidden room a secret. Ada could hear the harsh words of the soldier as he talked to Mr. Mitchell. He reminded her of a cruel vulture. Although she could not make out the words, she heard the coldness in his voice while Mr. Mitchell's voice remained calm and assuring.

Common Core Standard PL.6 Narrator Point of View

- 1. A reader can tell that the narrator-
- a. wants the girl and her family to escape
- b. thinks Mr. Mitchell should not hide the family
- c. believes that Ada should not be there

Common Core Standard PL.3 Compare & Contrast Characters

- 2. A reader can tell that the soldier is different from Mr. Mitchell because
- a. the soldier is unable to discover the hiding place
- b. the soldier is not able to convince Mr. Mitchell to let him inside
- c. the soldier is cruel but Mr. Mitchell on the other hand is caring

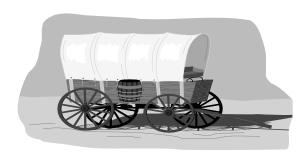
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<u>Day 5</u>

Catherine placed an iron kettle on top of the fire and looked at the river along the winding path. The men drank their coffee as they listened to Pa explain what everyone should do next.

"There are crooks down that road," said Pa as he pointed out into the distance. "I think this route is better for us to travel." Pa drew a line with a stick on the ground. I didn't care which way we went. I just wanted to get to my new home in Oregon.



Common Core Standard PL.7 Visual Elements

- 1. How does the illustration contribute to the meaning of the text?
- a. It shows the place where Catherine placed the kettle.
- b. It shows the location that the characters should travel.
- c. It shows the time period that the story takes place.

Common Core Standard PL.5 Overall Structure

- 2. How do the paragraphs fit the overall structure of the text?
- a. The first paragraph explains the conflict in the text
- b. The second paragraph further progresses the story
- c. Both paragraphs tell about the crooks in the story.

Common Core Standard PL. | Quote Accurately from Text

3. Why does Pa want to travel down a different path? Explain and cite your evidence from the text.

	Standards Covered This Week
	RL.1 Quote Accurately from Text
	RL.3 Compare & Contrast Characters
	RL.4 Vocabulary
	RL.5 Overall Structure
	RL.6 Narrator Point of View
	RL.7 Visual Elements
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<u>Overall</u>	<u>Friday</u>	Review	Progress
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___/3 Correct