

COMMON CORE CONNECTIONS

LANGUAGE ARTS

Focused Skill Practice

Name _____

Read the passage. Then, follow the directions.

The Brain: A Control Panel

The brain is an organ that controls almost everything that the human body does. It is divided into three parts. Each part controls different bodily functions. The three parts are the cerebellum, the brainstem, and the cerebrum.

The medulla is located where the spinal cord enters the head. It takes care of involuntary actions. Involuntary actions do not require any decision making. They happen automatically. Breathing, digestion, and eliminating waste are involuntary actions.

Voluntary movements demand some thinking. Voluntary actions include brushing your teeth, dressing, and doing a somersault. The cerebellum is the part of the brain that controls involuntary actions.

The largest part of the brain is the cerebrum. It controls voluntary mental operations, such as remembering, learning, and deciding. The cerebrum is divided into two equal parts called hemispheres. Each hemisphere is covered by a layer of nerve cells called neurons. Each neuron sends and receives messages. Each of the many centers located in different areas of the cerebrum controls a different bodily function.



Then, use the passage to define _____

5.RF.3a, 5.RF.4c

Name _____

Read the paragraph. Write time-order words or phrases on the lines to help the events of the passage flow. You can use the time-order words from the list or write your own. Be sure to include commas as necessary.

5.W.3c

at last
in the meantime
at this point
meanwhile
finally
next
first
then
in conclusion

Growing a Sunflower

Did you know that you can plant a sunflower seed inside a cup? It is simple and fun!

_____ gather the following materials: a clear, plastic cup; a wet paper towel; and a sunflower seed. _____

_____ place the paper towel inside the cup. _____

_____ make sure that the paper towel covers the entire inside of the cup. Place _____

the seed on the paper towel and fold the paper towel over the _____

seed. _____ place the cup near a window with _____

a lot of sunlight shining through. If your sunflower does not get _____

enough sunlight, it will not be able to grow. It will take three weeks _____

for your seed to sprout. _____ you can record any _____

changes that you observe. _____ you will be able _____

to see your sunflower flourish.



I can use transitional words, phrases, and clauses to help the events in a story flow.

- Ideal for differentiation and remediation
- Includes assessment and targeted practice pages
- Excellent resource for teachers and parents
- "I Can" statements provide self assessment on every page



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Introduction

What are the Common Core State Standards for Language Arts?

The standards are a shared set of expectations for each grade level in the areas of reading, writing, speaking, listening, and language. They define what students should understand and be able to do. The standards are designed to be more rigorous and allow for students to justify their thinking. They reflect the knowledge that is necessary for success in college and beyond.

As described in the Common Core State Standards, students who master the standards in reading, writing, speaking, listening, and language as they advance through the grades will exhibit the following capabilities:

1. They demonstrate independence.
2. They build strong content knowledge.
3. They respond to the varying demands of audience, task, purpose, and discipline.
4. They comprehend as well as critique.
5. They value evidence.
6. They use technology and digital media strategically and capably.
7. They come to understand other perspectives and cultures.*

How to Use This Book

This book is a collection of practice pages aligned to the Common Core State Standards for English Language Arts and appropriate for fifth grade. Included is a skill matrix so that you can see exactly which standards are addressed on the practice pages. Also included are a skill assessment and a skill assessment analysis. Use the assessment at the beginning of the year or at any time of year you wish to assess your students' mastery of certain standards. The analysis connects each test item to a practice page or set of practice pages so that you can review skills with students who struggle in certain areas.

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Circle the two words or phrases that are being compared in each sentence. Then, write a sentence to explain the comparison.

1. The row of trees looked like soldiers standing at attention.

2. Looking down from the airplane, the cars were ants crawling along the highway.

3. Twenty circus clowns packed into one little car as sardines are packed in a can.

4. The shadows were ghosts dancing on the sunlit lawn.

5. The sound of waves lapping the shore reminded me of a dog getting a long drink.

6. The baseball flew like a rocket out of the ballpark.



I can determine the meaning of figurative language.

Read the story. Then, circle the phrase that best completes each sentence. Write a quote from the text that supports the answer.

Family Vacation

Before the Atkins family began to pack for their vacation, they made a list of what they would need. Then, they laid out the needed clothes on the dining room table. They each had three pairs of shorts, three T-shirts, a swimsuit, socks, and shoes. They placed their tents, sleeping bags, raincoats, flashlights, bug spray, cooking equipment, and fishing gear on the dining room floor.

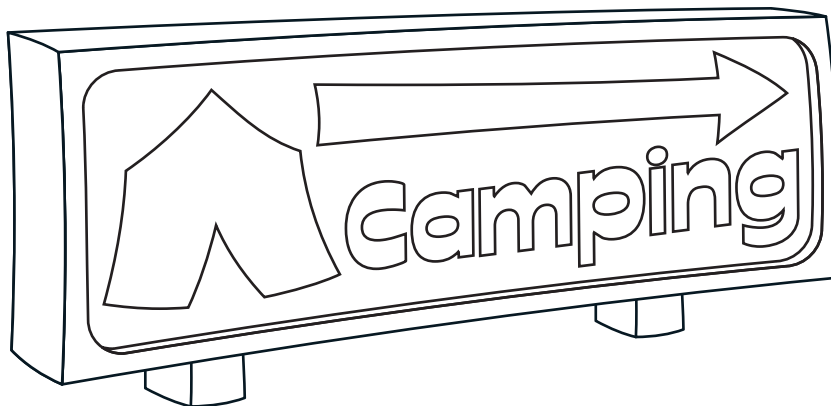
They packed the camping equipment and a duffel bag filled with their clothes in the car. They were off! In a couple of hours, they got to the campsite. After setting up camp, they headed for a swim. They ran shoeless to the water and jumped in. After swimming, they had to shower because they were muddy. They hung their suits on trees to dry. While Mom prepared dinner at the campsite, Dad and the children went back to the lake with their poles and bait.

1. The Atkins's family vacation was _____, by the seashore by a lake

2. They planned to be away _____, for a long weekend for two weeks

3. They were hoping to _____, eat at restaurants eat fish they caught

4. They swam in a _____, lake swimming pool



I can use direct evidence from a text to explain and draw inferences.

Read the poem.

Eldorado

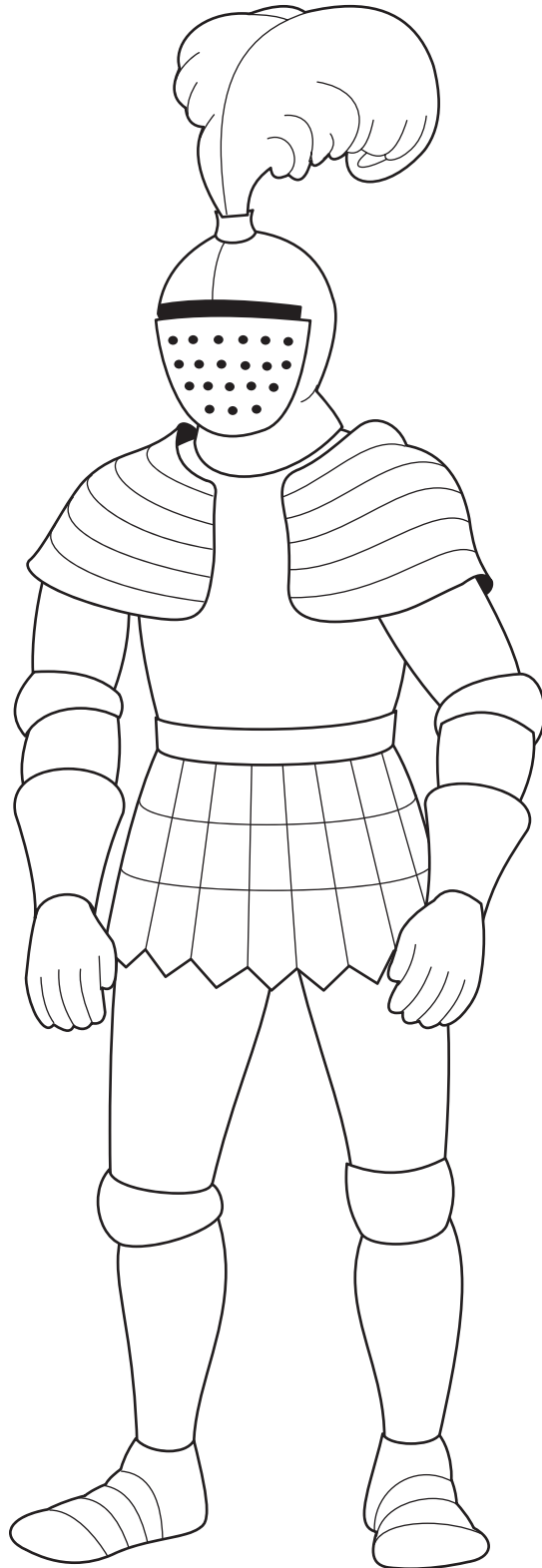
by Edgar Allan Poe

Gaily bedight,
A gallant knight,
In sunshine and in shadow,
Had journeyed long,
Singing a song,
In search of Eldorado.

But he grew old—
This knight so bold—
And o'er his heart a shadow
Fell as he found
No spot of ground
That looked like Eldorado.

And, as his strength
Failed him at length,
He met a pilgrim shadow—
“Shadow,” said he,
“Where can it be—
This land of Eldorado?”

“Over the Mountains
Of the Moon,
Down the Valley of the Shadow,
Ride, boldly ride,”
The shade replied,—
“If you seek for Eldorado!”



I can read and comprehend grade-level fiction texts.

After reading the poem “Eldorado” (page 14), answer the questions.

1. The phrase “gaily bedight, a gallant knight” reflects the language of the time the poem was written. Circle the phrase that best restates the phrase in the language of a fifth grader today. Use a dictionary if needed.

- A. a happy, sleepy, nobleman
- B. a bright, sleepy soldier
- C. brightly dressed, a brave soldier
- D. happily dressed, a nobleman

2. Explain how the author uses repetition in each stanza.

3. Why does the author divide the poem into stanzas?

4. What happens to the knight in the poem? Quote a phrase to support your answer.

5. El Dorado is a legendary golden city that is filled with treasure and precious jewels. Many explorers have searched for the city, but it has never been found. Knowing this, what do you think Poe’s message is in “Eldorado”?

I can explain the importance of chapters, scenes, or stanzas in a text.
 I can compare and contrast varieties of English in written works.

Read the story.

The Hero of Harlem

by Sara Cone Bryant (adapted)

Long ago, a boy named Hans lived in a small town in Holland called Harlem. One day, Hans took his little brother out to play to the edge of the town near the dike. As the boys were playing, the little brother commented, "Look, Hans, the dike has a hole."

Hans looked at the hole in the dike and saw a drop of water bubbling slowly through the hole. He knew that all the water needed was a little hole, and soon, it would burst through the dike, flooding the whole town. Almost without thinking, Hans stuck his finger into the hole and told his little brother to run to town and warn the townspeople that there was a hole in the dike.

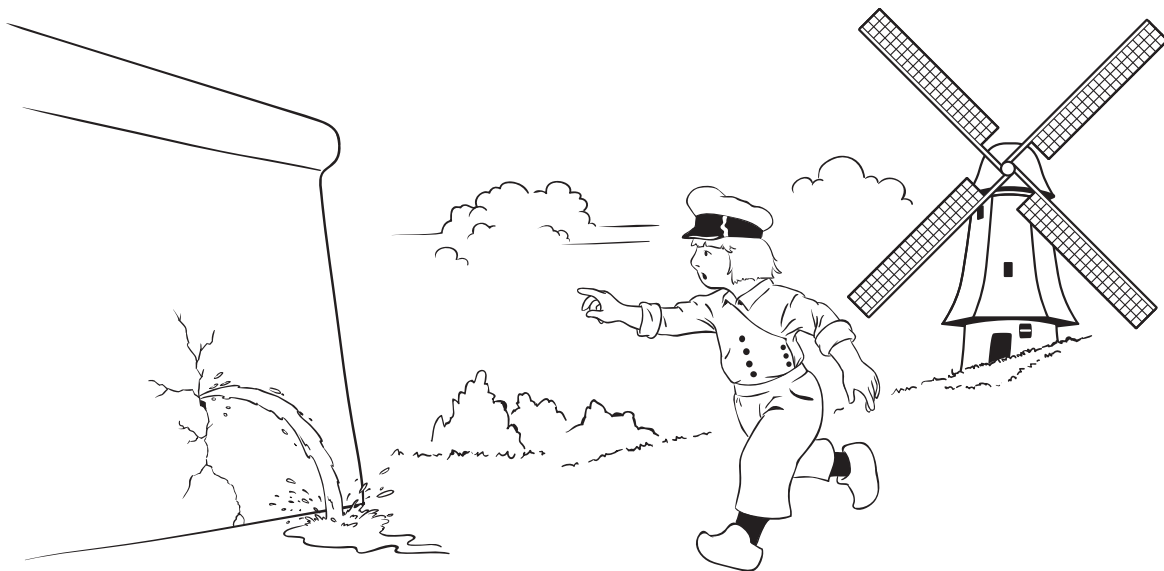
For a long time, Hans knelt with his finger in the hole in the dike. His hand began to feel numb, and the cold began to creep up his arm. It seemed as if hours had gone by since his brother left. He stared down the road, straining to see someone, but there was no one.

As his ear touched the dike, he thought he heard the voice of the ocean murmuring, "I am the great sea. No one can stand against me. You are only a little boy. Do you think that you can keep me out?"

Hans instinctively started to pull his finger from the dike to run before the sea broke through, and it was too late to escape. He thought of the sea bursting through the dike and imagined a great flood spreading far over the land, leaving ruin in its wake. As he thought of this, he gritted his teeth and shoved his finger into the dike tighter than before.

At that moment, he heard a shout. In the distance, he saw the townspeople dashing down the road carrying pickaxes and shovels. "Hold on! We're coming!" they shouted.

It seemed like only a moment before the crowd was there. When they saw Hans with his finger wedged tightly into the hole in the dike, they gave a robust cheer. When the dike was fixed, they hoisted him onto their shoulders and carried him to town as a hero. To this day, people still tell the story of Hans, the boy who saved Harlem.



I can read and comprehend grade-level fiction texts.

After reading “The Hero of Harlem” (page 16), answer the questions.

- 1. Summarize the story in one sentence. Your summary should include the main characters, the conflict, and the resolution.

- 2. Using the image and the text, tell what a *dike* is.

- 3. Without the image, would you have known what a *dike* is? Explain.

- 4. Circle the sentence that best describes the theme of the story.
 - A. Water can be a destructive force.
 - B. Never give up. No one is too small to make a difference.
 - C. Being a hero is an important goal.
 - D. Brothers should stick together.

- 5. *Personification* is a literary technique used to give human qualities to a nonliving thing. Write an example of personification used in this story.

I can use specific details to summarize the text and determine the theme.

I can analyze graphics or images and determine what they add to a text.

Read the story.

The Burning of the Rice Fields

by Sara Cone Bryant (adapted)

An old man lived on a mountaintop in Japan. At the base of the mountain was a small village. On one side of this village was the mountain, and on the other side was the sea. There was no room for planting crops at the base of the mountain. The land around the old man's house on the mountaintop, however, was flat and fertile. Because of this, the people who lived in the village planted their rice fields around his house. The old man enjoyed looking down the mountain at the village below, out at the blue sea that spanned the horizon, and over the rice fields growing plentiful around his small house. The old man loved the rice fields. He knew that the fields provided food for all of the villagers.

One day, the old man was passing time looking out at the sea. Suddenly, he saw something strange far off where the sea meets the sky. Something like a great cloud was rising, as if the sea was lifting itself into the sky. The old man grabbed a brand from the hearth and ran to the rice fields, where he thrust the burning brand into the ripe, dry rice. The flames ran up the dry stalks, and the entire field was ablaze in an instant. Thick, black smoke billowed into the sky. The villagers below saw the smoke and knew that their rice fields were on fire. Men, women, and children climbed the mountain as fast as they could to save the rice. No one stayed behind.

When they came to the mountaintop and saw the flaming fields of rice, they cried, "Who has done this? How did this happen?"

"I set the fire," said the old man solemnly.

The villagers gathered fiercely around the old man and demanded to know why he had burned their fields. The old man turned and pointed to the sea. The calm blue sea had been replaced by a mighty wall of water that was rolling toward the land. The villagers fell silent at the terrible sight. As they watched, the wall of water rolled over the land, passed over the place where the village had been, and broke with an awful crash against the mountainside. Water covered all of the land at the base of the mountain, and the village was destroyed. But, all of the people were safe. When they realized that the old man had saved them from the tsunami, they praised and honored him for his quick thinking and bravery.

I can read and comprehend grade-level fiction texts.

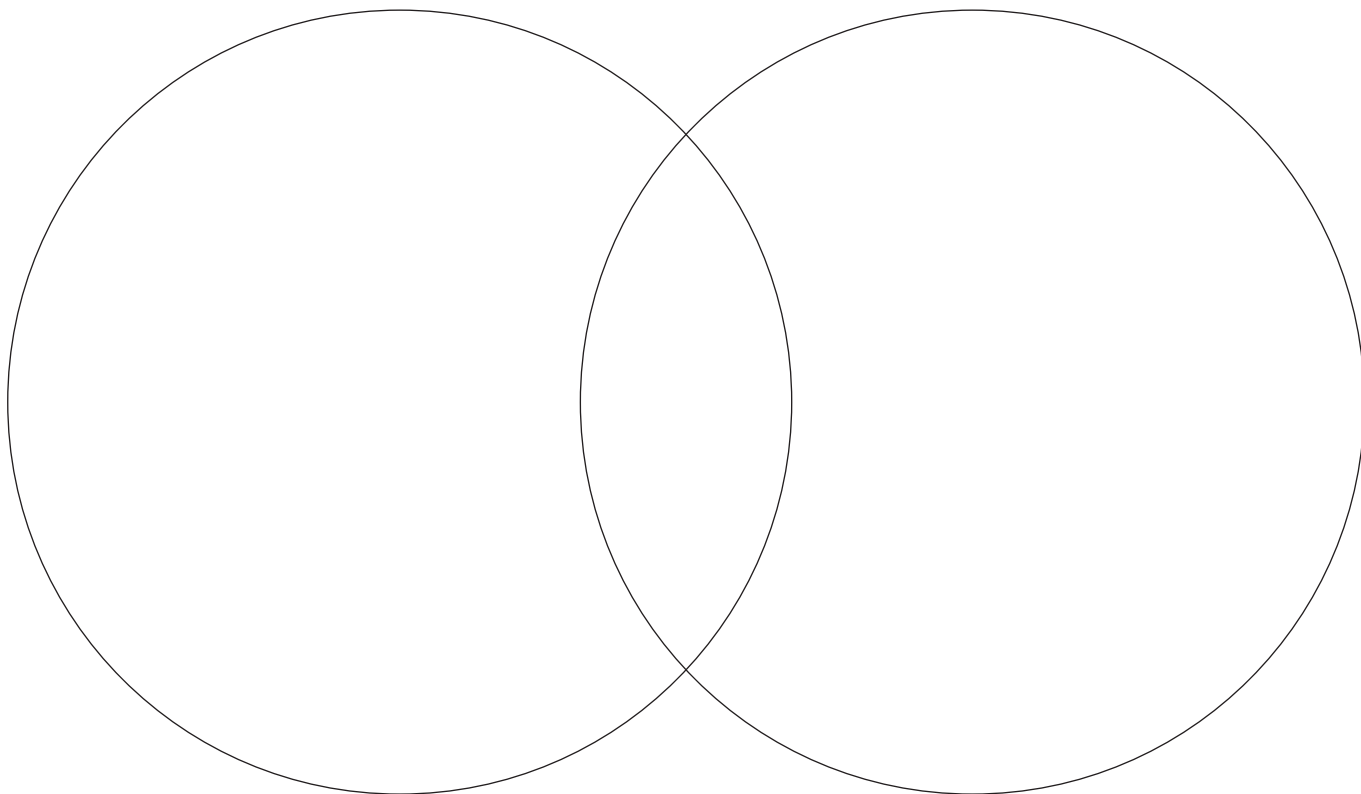
After reading “The Hero of Harlem” (page 16) and “The Burning of the Rice Fields” (page 18), answer the questions.

- 1. Summarize “The Burning of the Rice Fields” in one sentence. Your summary should include the main characters, the conflict, and the resolution.

- 2. Complete the Venn diagram to show the similarities and differences between the characters, settings, and events of “The Hero of Harlem” and “The Burning of the Rice Fields.”

The Hero of Harlem

The Burning of the Rice Fields



I can use specific details to summarize the text.

I can use specific details from a text to compare and contrast characters, settings, or events.

Answer Key

Page 12

1. row of trees and soldiers standing at attention; Answers will vary. 2. cars and ants crawling along; Answers will vary. 3. clowns and sardines packed; Answers will vary. 4. shadows and ghosts dancing; Answers will vary; 5. sound of waves lapping and a dog getting a drink; Answers will vary; 6. baseball flew and rocket; Answers will vary.

Page 13

1. by a lake; “they had to shower because they were muddy” or “went back to the lake”; 2. for a long weekend; “three pairs of shorts, three T-shirts”; 3. eat fish they caught; “they placed their . . . fishing gear” or “went back to the lake with their poles and bait”; 4. lake; “they had to shower because they were muddy”

Page 15

1. C; 2. Answers will vary, but possible answers include that the word shadow is used at the end of the third line of each stanza. *Eldorado* is used as the last word in each stanza. The rhyme scheme is aabccb. 3. Answers will vary, but possible answers include: for the rhythm and rhyme; to make it easier to read and understand. 4. He dies; “as his strength failed him at length”; 5. Answers will vary, but possible answers

include that Poe might have been suggesting that people should pursue their dreams no matter how long it takes them, or that people should appreciate what they have and not waste their lives seeking unattainable treasures.

Page 17

1. Answers will vary, but possible answers include that a brave boy places his finger in a hole in a dike to keep the water from bursting through the dike and flooding the town. 2. A dike is a wall that holds back water. 3. Answers will vary. 4. B; 5. the voice of the ocean murmuring

Page 19

1. Answers will vary, but possible answers include that an old man set the town’s rice fields on fire to save the people of the town from a tsunami. 2. Answers will vary, but possible answers include: Similarities: The main characters bravely act alone to save the townspeople. Water is a powerful, destructive force. Differences: “The Hero of Harlem” has a young boy as a main character and the setting of a dike in Holland. “The Burning of the Rice Fields” has an old man as a main character and the setting of rice fields in Japan.

Page 21

1. Answers will vary, but possible answers may include that Finlay and Murchadh are both kind. Finlay is young and Murchadh is old. 2. Finlay moves from one relative’s home to another. Murchadh has lived in his home for a long time. 3. B; “Long ago” indicates it is not present day. The setting indicates it is not thousands or millions of years ago. 4. Answers will vary, but possible answers include being found by a kind shepherd.

Page 23

1. Answers will vary, but possible answers include that an orphan finds good fortune after being taken in by a kind shepherd and sleeping in a yew tree. 2. A; 3.

Folk Tale Characteristics	“The Hero of Harlem”	“The Yew Tree”
Ordinary Characters	a young boy	an orphan; a shepherd
Storyteller’s Beginning	long ago	long ago
A Problem to Solve	hole in a dike	an unloved orphan
A Happy Ending	A boy saves the town.	An orphan finds gold and a home with a kind shepherd.
A Positive Theme	No one is too young to help.	Good things happen to good people.

Page 25

1. Jess; 2. the pronoun *I* and the conversations; 3. Jess and Jim are siblings and are