



Georgia CRCT-M

Sample Items

Grade 5

READING



Original CRCT

Grade 5 Passage & Items

READING

READING

A Montana Storm

Tyler never paid attention to thunderstorms. He and his family lived in a nice, solid, brick apartment building downtown. He didn't have to go outside to play. He could play with other friends in his building. In fact, he sometimes barely noticed storms at all in his strong city building.

Every summer, Tyler and his parents would visit his grandparents in Montana. Storms were a whole different story for Tyler out in Montana. His grandparents lived on a large ranch with rolling hills and lots of cattle. Tyler loved spending time playing in the hills, but he became upset whenever a thunderstorm came rolling in.

"How can I have fun outside in all that rain? I don't have any friends nearby. The thunder is so loud! The lightning is so bright!"

Tyler could not wait to get to Montana this summer. He did not have thunderstorms on his mind. He was thinking about stones. Tyler's favorite thing to do in Montana was go to a pond on the ranch to skip stones across the water. Each summer, he would try to set a new record for himself, skipping a stone farther than the last time. Last year, he could not do it. Each stone fell just short of his record from the year before. This year was different. Tyler had played baseball on his school team. He was the number one pitcher. He knew he could really use his strong arm to skip stones at the pond. He would definitely set a new record!

He knew his strong arm would help him skip stones at the pond. Their car finally came to a stop at the ranch, and Tyler jumped out. He hugged his grandparents and said, "I can't wait to check out the pond! I'm going to set a new skipping record this year!"

His grandpa smiled but looked a bit upset. "I'm afraid it's been really dry here this year, Ty. We just haven't been getting the rain we need. I think the pond might just have dried up."

Tyler ran out to the pond himself to check. Sure enough, there was a large space of dried wispy grass and a bunch of stones where the pond used to be. His heart sank. "I know I could have set a new record!" He went back to the house, feeling discouraged.

Later that night, Tyler climbed into his bed. He was just falling asleep when a loud crash of thunder roared outside. There was a sharp crack of lightning. Soon the rain was pouring down all around. So much came down so fast. Tyler had never seen so much rain! The thunder kept booming and the lightning kept flashing. Tyler was amazed. He watched it for a while and soon drifted off to sleep.

Early the next morning, his grandpa woke him up saying, "Hey Ty, I think there is a great surprise for you up past the first hill out there." Tyler knew his grandpa was talking about where the pond used to be.

"Really? Do you think the pond filled back up? After only one storm?"

Excited, Tyler quickly dressed and ran outside. He grabbed a couple of good-looking stones on the way just in case.

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As he topped the first hill, his jaw dropped at what he saw. The pond was back! A beautiful pool of fresh water was glistening in the sunlight. It looked even bigger than before! Tyler concentrated for a moment then swung back his arm. He flicked his elbow, then his wrist, sending a stone soaring across the water. It skipped six times! He set a new record!

After that day, Tyler decided that thunderstorms were a good thing to have every now and then.

1. What is the main conflict in the passage?

- A. character against self
- * B. character against nature
- C. character against society
- D. character against character

2. Which of these is used in the sentence below?

He was just falling asleep when a loud crash of thunder roared outside.

- A. simile
- B. hyperbole
- C. metaphor
- * D. personification

3. What is the meaning of *discouraged* as it is used in this sentence?

He went back to the house, feeling discouraged.

- * A. saddened
- B. relieved
- C. irritated
- D. ignored

4. What is the turning point of the plot?

- A. when Tyler sets a new record
- B. when Tyler arrives in Montana
- C. when Tyler gathers some stones
- * D. when Tyler sees the pond after the storm

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5. What is a synonym for the underlined word?

He would definitely set a new record!

- A. suddenly
- B. basically
- * C. certainly
- D. truthfully



Grade 5 Passage & Items

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A Montana Storm

Tyler never paid attention to thunderstorms. He and his family lived in a nice, solid, brick apartment. He didn't have to go outside to play. He could play with other friends in his building. In fact, he sometimes barely noticed storms in his strong city building.

Every summer, Tyler and his parents would go to his grandparents' ranch in Montana. Storms were very different in Montana. Tyler loved playing in the hills, but he became upset whenever a thunderstorm came rolling in.

"How can I have fun outside in all that rain? I don't have any friends nearby. The thunder is so loud! The lightning is so bright!"

Tyler could not wait to get to Montana this summer. He was thinking about stones. Tyler's favorite thing to do was to skip stones across a pond. Each summer, he tried to set a new record by skipping a stone farther than the last time. Last year, he fell just short of his record from the year before.

This year would be different. Tyler was the number one pitcher on his school's baseball team. He knew his strong arm would help him skip stones at the pond. He would definitely set a new record!

As Tyler's family drove out to Montana, Tyler pictured the pond and how he would break his record. As the car came to a stop at the ranch, Tyler jumped out. He hugged his grandparents and said, "I can't wait to check out the pond! I'm going to set a new skipping record this year!"

His grandpa smiled but looked a bit upset. "I'm afraid it's been really dry here this year, Ty. We just haven't been getting the rain we need. The pond is dried up."

Tyler ran out to the pond to see for himself. He saw dried grass and a bunch of stones where the pond used to be. His heart sank. "I know I could have set a new record!" He went back to the house, feeling discouraged.

Later that night as he climbed into bed, he heard thunder roaring angrily outside. Then he saw lightning. Soon rain was pouring down. Tyler was amazed to see so much rain. He watched it for a while and soon drifted off to sleep.

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Early the next morning, his grandpa woke him up saying, “Hey Ty, I think there is a great surprise for you up past the first hill out there.” Tyler knew his grandpa was talking about where the pond used to be.

“Really? Do you think the pond filled back up? After only one storm?” Excited, Tyler quickly dressed and ran outside. He grabbed some stones on the way just in case.

As he topped the hill, his jaw dropped at what he saw. The pond was back! A beautiful pool of fresh water glistened in the sun. It looked even bigger than before! Tyler concentrated for a moment then swung back his arm and sent a stone soaring across the water. It skipped six times! He set a new record!

After that day, Tyler decided that thunderstorms were a good thing to have every now and then.

1. What is the **main conflict** in the passage?
 - A. Tyler has an emotional struggle within himself.
 - B. Tyler’s plans are upset by nature.
 - C. Tyler must fight against society.
 - D. Tyler argues with his grandparents.

Helpful Hint

Remember, conflict is the problem.

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2. Which sentence from the story shows **personification**?

- A. He knew his strong arm would help him skip stones at the pond.
- B. As Tyler's family drove out to Montana, Tyler pictured the pond and how he would break his record.
- C. Later that night as he climbed into bed, he heard thunder roaring angrily outside.
- D. A beautiful pool of fresh water glistened in the sun.

Helpful Hint

Personification means giving human traits to things that are not human.

3. What is the meaning of *discouraged* as it is used in this sentence?

He went back to the house, feeling discouraged.

- A. saddened
- B. relieved
- C. irritated
- D. ignored

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4. What is the **turning point** of the plot?
- A. when Tyler sets a new record
 - B. when Tyler arrives in Montana
 - C. when Tyler gathers some stones
 - D. when Tyler sees the pond after the storm

Helpful Hint

The turning point marks an important change in the story and its conflict.

5. What is a **synonym** for the underlined word?

He would definitely set a new record!

- A. suddenly
- B. basically
- C. certainly
- D. truthfully

Helpful Hint

Synonyms are words that mean the same.

Item Sequence	Georgia Performance Standard	KEY
1	<p>Domain: Reading for Literary Comprehension</p> <p>ELA5R1. Literary: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</p> <p>a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.</p>	B
2	<p>Domain: Reading for Literary Comprehension</p> <p>ELA5R1. Literary: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</p> <p>e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.</p>	C
3	<p>Domain: Reading Skills and Vocabulary Acquisition</p> <p>ELA5R3. The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student:</p> <p>b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example).</p>	A
4	<p>Domain: Reading for Literary Comprehension</p> <p>ELA5R1. Literary: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</p> <p>i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p>	D
5	<p>Domain: Reading Skills and Vocabulary Acquisition</p> <p>ELA5R3. The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student:</p> <p>i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.</p>	C

Item Sequence	Commentary
Passage	<ul style="list-style-type: none"> You will see that this passage has been edited. While the essence of the story has been preserved, the reading load for the student has been reduced from 629 words to 524.
All	<ul style="list-style-type: none"> The font size was increased both in the passage and in the items. Line spacing was increased between paragraphs within a passage and also between items.
1	<ul style="list-style-type: none"> Main conflict has been boldfaced to emphasize the term being assessed in the question. Answer choices have been changed from generic conflict situations to Tyler's actual situation. A hint box with the definition of conflict was provided to help the student recognize the main problem of the passage.
2	<ul style="list-style-type: none"> Personification has been boldfaced to highlight the term being assessed in the question. A hint box with the definition of personification was provided. The answer choices and question stem were changed so the student now has to apply the definition of personification and not focus on four types of figurative language.
3	<p>The key word was underlined in the text box to help the student focus on the term being assessed.</p>
4	<ul style="list-style-type: none"> Turning point has been boldfaced to help the student focus on the term being assessed in the question. The definition of turning point has been provided to help the student identify a key event in the development of the story's plot.
5	<ul style="list-style-type: none"> Synonym has been boldfaced to help the student focus on the term being assessed in the question. The definition of synonyms was provided in a hint box to help the student correctly identify a pair of words that have the same meaning.

