



Georgia
CRCT-M

Sample Items

Grade 5

ENGLISH / LANGUAGE ARTS



Original CRCT

Grade 5 Items

ENGLISH / LANGUAGE ARTS

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1. In which sentence is the word *swimming* used as an adjective?

- A. He was swimming all afternoon long.
- * B. Her swimming suit was a beautiful teal color.
- C. Swimming is good exercise.
- D. The toddler is still not very good at swimming.

2. What type of sentence is this?

Martin enjoyed the show and wished he could see it again.

- A. imperative
 - * B. declarative
 - C. exclamatory
 - D. interrogative
3. Which sentence uses the homophones correctly?
- * A. She wore a plain dress on the plane.
 - B. Their on the table was there book.
 - C. Harry new that he was the knew kid on the block.
 - D. Your going to you're sisters party, aren't you?

4. Which organizational structure BEST supports the topic sentence?

While American football is said to have developed from rugby, today the two sports seem to be more different than alike.

- A. cause and effect
- B. problem and solutions
- C. questions and answer
- * D. compare and contrast

5. Which sentence uses the correct comma placement?

- * A. The next evening, the young woman reached the camp just before nightfall.
- B. The next evening the young woman, reached the camp just before nightfall.
- C. The next evening the young woman reached the camp, just before nightfall.
- D. The next, evening the young woman reached the camp just before nightfall.



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- C. Swimming is good exercise.
- D. The toddler is still not very good at swimming.

Helpful Hint

Adjectives describe nouns or pronouns.

2. What **type of sentence** is this?

Martin enjoyed the show and wished he could see it again.

- A. imperative
- B. declarative
- C. exclamatory
- D. interrogative

Helpful Hint

- An imperative sentence gives a command.
- A declarative sentence makes a statement.
- An exclamatory sentence expresses strong feelings.
- An interrogative sentence asks a question.

ENGLISH / LANGUAGE ARTS

3. Which sentence uses the **homophones** correctly?

- A. She wore a plain dress on the plane.
- B. Their on the table was there book.
- C. Harry new that he was the knew kid on the block.
- D. Your going to you're sisters party, aren't you?

Helpful Hint

Homophones are pairs of words that sound the same but have different spellings and meanings.

4. Which **organizational structure** BEST supports the topic sentence?

While American football is said to have developed from rugby, today the two sports seem to be more different than alike.

- A. cause and effect
- B. problem and solutions
- C. questions and answer
- D. compare and contrast

Helpful Hint

Organizational structure is the way writers put their ideas together so readers can connect the main idea and supporting details.

ENGLISH / LANGUAGE ARTS

5. Which sentence uses the correct **comma** placement?
- A. The next evening, the young woman reached the camp just before nightfall.
 - B. The next evening the young woman, reached the camp just before nightfall.
 - C. The next evening the young woman reached the camp, just before nightfall.
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Item Sequence	Georgia Performance Standard	KEY
1	<p>Domain: Conventions</p> <p>ELA5C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:</p> <p>a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p>	B
2	<p>Domain: Conventions</p> <p>ELA5C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:</p> <p>e. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).</p>	B
3	<p>Domain: Conventions</p> <p>ELA5C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:</p> <p>g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.</p>	A
4	<p>Domain: Reading for Literary Comprehension</p> <p>ELA5R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p> <p>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</p> <p>d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).</p>	D

Item Sequence	Georgia Performance Standard	KEY
5	<p>Domain: Conventions</p> <p>ELA5C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:</p> <p>g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.</p>	A

Item Sequence	Commentary
All	<ul style="list-style-type: none"> • The font size was increased on all items. • The line spacing between items was increased.
1	<ul style="list-style-type: none"> • The key term was boldfaced to help the student focus on the skill being assessed. • A helpful hint was added to provide the definition of the key term. The student must apply this information to answer the question correctly.
2	<ul style="list-style-type: none"> • The key term was boldfaced to help the student focus on the skill being assessed. • A helpful hint was also added, providing the definition of the key term.
3	<ul style="list-style-type: none"> • The key term was boldfaced to help the student focus on the skill being assessed. • A helpful hint provides the definition of the key term. The student must apply this information to answer the question correctly.
4	<ul style="list-style-type: none"> • The key term was boldfaced to help the student focus on the skill being assessed. • A helpful hint provides the definition of the key term. The student must apply this information to answer the question correctly.
5	<p>The key term was boldfaced to help the student focus on the skill being assessed.</p>