



Georgia CRCT-M

Sample Items

Grade 6

ENGLISH / LANGUAGE ARTS



Original CRCT

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ENGLISH / LANGUAGE ARTS

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1. Which sentence has a linking verb?

- * A. The cake tasted so sweet.
- B. The fireman grabbed the water hose.
- C. My mom dropped the egg.
- D. She typed an e-mail message.

2. What is the subordinating conjunction?

Mary, please lock the door after you turn on the alarm.

- A. please
- B. lock
- * C. after
- D. turn

3. What is the topic sentence of the paragraph?

¹She knows that it will not be easy. ²She has to follow the steps consistently. ³To improve her running, she must eat healthy foods, practice, drink plenty of water, and get at least 8 hours of sleep each night. ⁴Ruby wants to become a better runner for an upcoming race.

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- * D. Sentence 4

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4. The sentence below has a spelling error. Fill in the space provided on your answer sheet for the letter of the underlined word that is NOT spelled correctly.

The attorney must imediately interview candidates for the job.
A * B C D

5. Which sentence contains an intransitive verb?
- A. The ice skater lost her competition.
 - * B. Kate listened to the whole story.
 - C. Joey remembered his house keys.
 - D. The band played the music for the school program.



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1. Which sentence has a **linking verb**?

- A. The cake tasted so sweet.
- B. The fireman grabbed the water hose.
- C. My mom dropped the egg.
- D. She typed an e-mail message.

Helpful Hint

A linking verb connects a subject to a noun, pronoun, or adjective that renames or describes the subject.

2. What is the **subordinating conjunction**?

Mary, please lock the door after you turn on the alarm.

- A. please
- B. lock
- C. after
- D. turn

Helpful Hint

A subordinating conjunction joins dependent clauses to main or independent clauses.

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3. Which sentence would be the BEST **topic sentence**?

1. She knows that it will not be easy.
2. She has to follow the steps consistently.
3. To improve her running, she must eat healthy foods, practice, drink plenty of water, and get at least 8 hours of sleep each night.
4. Ruby wants to become a better runner for an upcoming race.

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

Helpful Hint

A topic sentence states the main idea of the paragraph.

4. Identify the spelling error in the sentence below.

The attorney must imediately interview candidates for the job.

A B C D

- A. attorney
- B. imediately
- C. interview
- D. candidates

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5. Which sentence contains an **intransitive verb**?

- A. The ice skater lost her competition.
- B. Kate listened to the whole story.
- C. Joey remembered his house keys.
- D. The band played the music for the school program.

Helpful Hint

An intransitive verb expresses action but without an object.

Item Sequence	Georgia Performance Standard	KEY
1	<p>Domain: Conventions</p> <p>ELA6C1. 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> <ul style="list-style-type: none"> a. Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence. iv. Identifies and uses verbs—action (transitive/intransitive), linking, and state-of-being. 	A
2	<p>Domain: Conventions</p> <p>ELA6C1. 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> <ul style="list-style-type: none"> a. Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence. viii. Identifies and uses conjunctions—coordinating, correlative, and common subordinating. 	C
3	<p>Domain: Writing</p> <p>ELA6W2. The student demonstrates competence in a variety of genres.</p> <p>The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:</p> <ul style="list-style-type: none"> b. Establishes a statement as the main idea or topic sentence. 	D
4	<p>Domain: Conventions</p> <p>ELA6C1. 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> <ul style="list-style-type: none"> f. Produces final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization. 	B

Item Sequence	Georgia Performance Standard	KEY
5	<p>Domain: Conventions</p> <p>ELA6C1. 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> <ul style="list-style-type: none"> a. Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence. iv. Identifies and uses verbs—action(transitive/intransitive), linking, and state-of-being. 	B

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 grammatical term being assessed was boldfaced to help the student focus on critical information. • A helpful hint was added so the student is assessed on the ability to identify the grammatical term.
2	<ul style="list-style-type: none"> • The grammatical term being assessed was boldfaced to help the student focus on critical information. • A helpful hint was added so the student is assessed on the ability to identify the grammatical term.
3	<ul style="list-style-type: none"> • The writing term being assessed was boldfaced to help the student focus on critical information. • A helpful hint was added so the student is assessed on the ability to identify the writing term. • The sentences were listed to improve readability. The question stem was rephrased to reflect this change.
4	<ul style="list-style-type: none"> • The stem was shortened to clarify the task. • The answer choices were listed so that the student can more readily identify the misspelled word.
5	<ul style="list-style-type: none"> • The grammatical term being assessed was boldfaced to help the student focus on critical information. • A helpful hint was added so the student is assessed on the ability to identify the grammatical term.