**Name:**                                                                         Date:                                           
  
**5th Grade Common Assessment 3rd 9 Weeks Week 3**

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| **Question 1 of 20** | | | | |
| Which pronouns can correctly replace the words in bold type? **Uncle Jabulani** sent **Chilo** and his brother a gift from Africa. | | | | |
|  |  |  |  |  |
|  | | A. | Him . . . him | |
|  | | B. | He . . . he | |
|  | | C. | He . . . him | |
|  | | D. | Him . . . he | |
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| **Question 2 of 20** | | | | |
| Which sentence below uses an apostrophe correctly to show a plural possessive? | | | | |
|  |  |  |  |  |
|  | | A. | Both of that birds' wings are red. | |
|  | | B. | All of the babie's toys are clean. | |
|  | | C. | My two brothers' rooms are so messy! | |
|  | | D. | Are the classes desks in a straight row? | |
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| **Question 3 of 20** | | | | |
| Choose the sentence that is written correctly. | | | | |
|  |  |  |  |  |
|  | | A. | "Dr. and Mrs. Astor," Sam said, "would you like to follow me?" | |
|  | | B. | "Dr. and Mrs. Astor, Sam said, would you like to follow me?" | |
|  | | C. | "Dr. and Mrs. Astor" Sam said "would you like to follow me?" | |
|  | | D. | "Dr. and Mrs. Astor?" Sam said, "would you like to follow me?" | |
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| **Question 4 of 20** | | | | |
| Choose the correctly punctuated sentence. | | | | |
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|  | | A. | "Do you know the answer? asked Mr. Bailey | |
|  | | B. | "I don't know," replied Rylan. | |
|  | | C. | "you are right! said the teacher. | |
|  | | D. | "Joshua said, How is your day going?" | |
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| **Question 5 of 20** | | | | |
| Which contraction is **NOT** written correctly? | | | | |
|  |  |  |  |  |
|  | | A. | Don't you have to go? | |
|  | | B. | That stain does'nt come out. | |
|  | | C. | Shouldn't you put on an apron? | |
|  | | D. | You mustn't throw the water. | |
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| **Question 6 of 20** | | | | |
| Which sentence has the underlined word spelled correctly? | | | | |
|  |  |  |  |  |
|  | | A. | The beautifuly arranged wedding food was delicious! | |
|  | | B. | The artwork was so beautyfuly painted that we couldn't believe it. | |
|  | | C. | The lady's hair was beautyfully done. | |
|  | | D. | The garden was beautifully planted with lots of flowers. | |
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| **Question 7 of 20** | | | | |
| Which word means the same thing as lure, as used in the sentence? | | | | |
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| The police lured the suspect to the scene of the crime. | | | | |
|  |  |  |  |  |
|  | | A. | removed | |
|  | | B. | enticed | |
|  | | C. | gathered | |
|  | | D. | forgave | |
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| **Question 8 of 20** | | | | |
| What is the function of the word "essential" in the following sentence?  Watering the flowers is an essential part of gardening. | | | | |
|  |  |  |  |  |
|  | | A. | noun | |
|  | | B. | verb | |
|  | | C. | adjective | |
|  | | D. | direct object | |
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| **Question 9 of 20** | | | | |
| The bold words in the following sentences are what type of words?  Logan hurt his **left** hand playing tennis.  Susan **left** her purse at the store. | | | | |
|  |  |  |  |  |
|  | | A. | homophones | |
|  | | B. | homographs | |
|  | | C. | heteronym | |
|  | | D. | homonyms | |
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| **Question 10 of 20** | | | | |
| Organize the following ideas for a speech about how video games can be beneficial for the brain.  1. What are video games?  2. What are the benefits of video games?  3. A video game is an electronic device that requires interaction.  4. Video games can teach you to multi task.  5. Why is multi tasking a good thing?  6. Learning to play a video game can be lots of fun. | | | | |
|  |  |  |  |  |
|  | | A. | 1, 3, 4, 5, 2, 6 | |
|  | | B. | 1, 3, 2, 4, 5, 6 | |
|  | | C. | 1, 2, 3, 4, 5, 6 | |
|  | | D. | 1, 4, 3, 2, 5, 6 | |
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| **Question 11 of 20** | | | | |
| (1) In 1928, the United States Congress awarded Edison a special Medal of Honor. (2) The next year, in 1929, Henry Ford, also a great inventor, gave Edison a banquet. (3) President Herbert Hoover and many American scientists and inventors came to the banquet. (4) They served fresh fruit and roast beef at the banquet. (5) Fifty-five years after they awarded Edison the Medal of Honor, Congress chose February 11, Edison's birthday, as National Inventor's Day. | | | | |
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| Which would be the **best** sentence to delete from the paragraph without changing the meaning of the paragraph? | | | | |
|  |  |  |  |  |
|  | | A. | sentence (3) | |
|  | | B. | sentence (1) | |
|  | | C. | sentence (2) | |
|  | | D. | sentence (4) | |
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| **Question 12 of 20** | | | | |
| It was just an ordinary Friday morning when I woke up to the sun shining through my window. I stretched and yawned a few times before I crawled out of bed. Before I went downstairs for breakfast, I opened the window to let in the fresh air. Mom and Dad had already left for work and my younger sister had spent the night at a friend's house, which meant I had the place to myself.  I poured a bowl of cereal and flipped on the television to some old cartoons. The one with the coyote chasing after roadrunner and never being able to catch him came on. Silly coyote had bought an anvil thinking he could drop it on the roadrunner and kill him, but it didn't work. Somehow the coyote ended up on the bottom of the anvil looking very flat.  I thought, after a while, I probably should get dressed and do something productive. Maybe I would read a book or write a poem. That was what I loved about summer, I could do whatever I wanted. So, I yanked myself off our plaid colored couch and ran upstairs to get dressed. I was just turning the corner of my room when, out of the corner of my eye, I thought I saw a dove fly out of my open window. A dove that had been on my wallpaper! One whole wall of my room was wallpapered with pictures of doves, but that just couldn't be. Parts of my wallpaper could not just be flying away. Carefully, I stepped into my bedroom to examine the wall closer and, sure enough, where there had been a dove the paper was missing!  I didn't have time to gasp before another dove was tearing itself away from the wall and popping out in three dimensional form. I had to duck quickly as it flew right over my head and out the window too. I called my friend, Elizabeth, and told her what was happening. She just laughed and asked what I had eaten for breakfast. "Just cereal!" I screamed at her. "Go back to bed, you maniac," was what she replied and then hung up the phone.  If my best friend didn't believe me, then I knew calling my mom or dad was out of the question. So, I sat there on my bedroom floor and watched as one by one the painted doves popped off of my wallpaper and flew out the window. They were never aggressive and I didn't feel threatened, just awed by this beautiful and mysterious sight.  The last dove to peal away from the wall lingered in my room a few minutes as if sad to be leaving. Surprisingly, the dove landed at my feet on the floor and looked up into my eyes. I couldn't say that it actually talked to me, but a strange message flashed across my mind. "It is time to grow up and leave the nest to make our own way." Then the dove gracefully flew away. It was then that I realized the doves were right. There is a time in everyone's life that they have to grow up and leave the nest. Maybe it was my time too. | | | | |
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| What part of the story above could be deleted, in revision, to improve its coherence and progression? | | | | |
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|  | | A. | The part describing the cartoon because it doesn't have anything to do with the story. | |
|  | | B. | The part about calling the friend because she did nothing to help the situation. | |
|  | | C. | The part about opening the window because it isn't relative to the story. | |
|  | | D. | The part about the doves flying off the wallpaper because the story is really about the cartoon characters on the television. | |
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| **Question 13 of 20** | | | | |
| **1.** When I grow up I would like to be a fireman. **2.** No two days are ever the same. **3.** Firemen have great jobs because they get to put out fires and rescue people. **4.** To me, a fireman is a hero. **5.** Everyday they risk their lives to help other people. **6.** There is always another adventure just around the corner. **7.** I thrive under pressure and look forward to challenges, so I know I'll make a good fireman. | | | | |
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| How could you move sentence 2 to somewhere else in the paragraph and have it sound better? | | | | |
|  |  |  |  |  |
|  | | A. | move sentence 2 to before sentence 1 | |
|  | | B. | move sentence 2 to after sentence 4 | |
|  | | C. | move sentence 2 to after sentence 5 | |
|  | | D. | move sentence 2 to after sentence 6 | |
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| **Question 14 of 20** | | | | |
| What is a more interesting way to write the following sentences?  Jack had a good time visiting his grandmother. He liked swimming in the pool every day. | | | | |
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|  | | A. | Jack had a good time visiting his grandmother, and he liked swimming in the pool every day. | |
|  | | B. | Jack had a good time visiting his grandmother and swimming in the pool every day. | |
|  | | C. | Jack had a delightful experience visiting his grandmother and swimming daily in the crystal clear water of the pool. | |
|  | | D. | Jack had a nice time visiting his grandmother and really enjoyed swimming in the pool every day. | |
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| **Question 15 of 20** | | | | |
| At my baseball game Thursday night the score was tied right up until the ninth inning. My team, the Raptors, had battled the Wildcats back and forth all evening, and it all came down to the last batter on our team. Guess who that was?  Bases were loaded in the bottom of the ninth as I nervously approached the plate and took my stance. The crowd was yelling like crazy; the other team trying to distract me, while my team was cheering me on. As I glanced toward the bleachers, I caught sight of my dad. He gave me a wink and a thumbs up, which reassured me that I could do this.  The first pitch was a wild curve ball that the umpire ruled out of the strike zone. The second ball came in too low and was ruled another "ball." Was this pitcher going to walk me with bases loaded? No way, so I tightened my grip on the bat and prepared myself for the pitch. Just as I expected, it came flying straight in across the plate, a fast ball.  I swung the bat hard and made perfect contact, like slicing through butter. It sailed high toward the back of center field and everyone froze. The next seconds ticked by in slow motion as I prayed that the ball had enough on it to make it over the center-fielder who was back peddling for the fence to try and catch the ball. **The ball began to fall and with a quiet thud landed on the other side of the fence.** Home run!  My teammates on the bases jumped for joy as they all came running home. With a smile on my face, I jogged around the field taking the time to soak in the moment. As I approached home plate my team and coach were waiting to lift me high in the air, but before I reached them I turned to my dad and pointed straight at him just so he would know. That one was for him. | | | | |
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| Which of the following transition words would provide a smooth transition into the sentence in bold if placed at the beginning? | | | | |
|  |  |  |  |  |
|  | | A. | slowly | |
|  | | B. | however | |
|  | | C. | although | |
|  | | D. | obviously | |
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| **Question 16 of 20** | | | | |
| **How to Make a Grilled Cheese Sandwich**  #1 Butter one side of each slice of bread. Place one slice, buttered side down, on the griddle or skillet. Lay the slice of cheese on the bread. Top it with the other piece of bread, buttered side up. Cook on medium heat. After three or four minutes, flip the sandwich over and toast the other side. The sandwich is done when each side is a light golden brown and the cheese is melted inside.  #2 Nothing goes better with a hot bowl of soup than a grilled cheese sandwich. Here's how to make one.  #3 First assemble everything that you will need: two slices of bread, butter or margarine, a slice of cheese, a butter knife, and a griddle or skillet. | | | | |
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| Put the following paragraphs in the correct sequence. | | | | |
|  |  |  |  |  |
|  | | A. | 2,1,3 | |
|  | | B. | 3,2,1 | |
|  | | C. | 1,3,2 | |
|  | | D. | 2,3,1 | |
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| **Question 17 of 20** | | | | |
| What is the most logical way to organize paragraphs about the important leaders in these conflicts?  1. Civil War (1861) 2. Revolutionary War (1776) 3. French and Indian War (1755) 4. War of 1812 (1812) | | | | |
|  |  |  |  |  |
|  | | A. | 1, 2, 3, 4 | |
|  | | B. | 2, 1, 3, 4 | |
|  | | C. | 3, 2, 4, 1 | |
|  | | D. | 3, 2, 1, 4 | |
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| **Question 18 of 20** | | | | |
| Read the following passage.  When I was a young girl, my father played the piano while my mother cooked supper. I remember the sounds of familiar hymns drifting through the air as I helped my mother or did my chores. When I began to take piano lessons, I was determined that I would learn to play like my father.  This passage is from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | | |
|  |  |  |  |  |
|  | | A. | a play | |
|  | | B. | an autobiography | |
|  | | C. | a biography | |
|  | | D. | a folk tale | |
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| **Question 19 of 20** | | | | |
| Mrs. Rudolph was concerned about her class. For days her fifth grade students seemed to be acting strangely. Or were they? Maybe it was just her imagination, but they seemed to be more secretive lately. During the day she would notice the students gathering in small groups. The students whispered whenever they would notice her coming in their direction. She noticed this activity in the classroom, outside, and in the lunch room. The students seemed to take advantage of every opportunity to whisper. Something was going on, Mrs. Rudolph finally admitted. She was determined to find out what it was.  This behavior continued for another week. Finally, one day, she reached the limit of her patience. Mrs. Rudolph called a class meeting. She asked for the students' attention and started the meeting. "Something unusual is going on. I want to know what it is."  They could hear the concern in Mrs. Rudolph's voice, but still the students remained silent. Mrs. Rudolph told the students to get back to work because this was not a meeting but a one way conversation. The whispering stopped for a while.  On Jan.9th, the whispering started up again, but she did not have to wait to find out what was happening. Mrs. Rudolph returned from lunch to her empty classroom where she found on her desk a huge decorated cake with beautiful yellow and white frosting. The message read, "Happy Birthday to a Great Teacher!" At that moment the students jumped from behind the door singing "Happy Birthday" slightly out of tune.  Now you know what we were whispering about! Mrs. Rudolph was speechless and happy. | | | | |
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| In the first paragraph **opportunity** means a/an \_\_\_\_\_\_\_\_\_. | | | | |
|  |  |  |  |  |
|  | | A. | suitable time | |
|  | | B. | unpleasant moment | |
|  | | C. | unusual event | |
|  | | D. | simple request | |
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| **Question 20 of 25** | | | | |
| When scanning the newspaper, you can often get an idea of the focus of newspaper articles by reading the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | | |
|  |  |  |  |  |
|  | | A. | footnotes | |
|  | | B. | sidebars | |
|  | | C. | glossary | |
|  | | D. | table of contents  **Question 21 of 25** | |
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**A Winning Team**

1 Jamal’s main ambition was to play big-league baseball like his favorite catcher, Billy Hawkins. Jamal’s baseball glove was always either on his hand or close by: under his desk at school, under his chair when he ate, or under his pillow while he slept.

2 Jamal’s teacher, Ms. Sampson, asked his parents to come in for a meeting. “Mr. and Mrs. Wilkins,” she said, “Jamal is not living up to his potential. He could be doing better in his math, spelling, and social studies. He seems distracted.” It was true. Jamal did have trouble thinking about long division, world explorers, or American literature. His favorite part of the school day was recess, when he could take out his glove and play catch.

3 Jamal’s parents told him to leave his glove at home. Jamal became depressed. He was lost without his glove. He stopped talking in class. At recess, he stood around with sad eyes and drooping shoulders. His parents said, “There must be a better way than this.” They came up with a plan and secretly set it in motion.

4 One day, Ms. Sampson introduced a special guest to the class—Billy Hawkins! Jamal was thrilled! Billy Hawkins said, “If you want to be a ball player, it’s important to study hard in school.”

5 Jamal was puzzled. “What does school have to do with baseball?” he asked.

6 “I’ll show you by giving you a little baseball test,” said Billy. “I’ll ask you three questions. Each student who answers all three questions correctly will win two tickets to a Leopards game!”

7 Jamal was sure he would be able to answer the questions, but there were some surprises in store. The first question was, “How do you figure out a player’s batting average?” Jamal wasn’t sure how to do the math on that one. For the second question, Billy Hawkins handed out copies of a magazine article about baseball. It contained several words that Jamal didn’t understand. The third question asked which team had won the World Series in the year George Bush became President of the United States. Though Jamal knew about the World Series winners, he didn’t know much about Presidents.

8 He wasn’t the only one who had trouble. No one got all three answers right. Luckily, the students would have another chance the following week. “If you combine your efforts,” Billy Hawkins said, “maybe everyone will win tickets to the game.”

9 That week, they all helped each other. Jamal told his classmates what he knew about batting averages and the World Series. The students who were good with numbers taught the others how to figure the averages. The strong readers helped with the difficult words, and the best history students helped the others learn important dates and names. When they took the second baseball test, they were able to answer all of the questions correctly, and the whole class won tickets to the next Leopards game!

10 That Saturday afternoon at the stadium, Jamal bought a souvenir baseball. After the game, he asked his hero to sign it. It read, “To Jamal: Keep working hard in school. See you in the big leagues! Billy Hawkins.”

**The word distracted is derived from the Latin root *tract*, meaning “to draw.” Based on this information, the reader can tell the literal meaning of to distract is**

* **A** to be unhappy with.
* **B** to draw poorly.
* **C** to draw away.
* **D** to be confused.

**Question 22 of 25**

**What do Jamal’s parents have in common with Billy**

**Hawkins?**

* **A** They are related to each other.
* **B** They are friends of Ms. Sampson.
* **C** They are interested in professional baseball.
* **D** They want the students to understand the

importance of school.

**Question 23 of 25**

**To help the students correctly answer all the questions, Billy Hawkins suggests that they**

* **A** go home and ask their parents.
* **B** conduct research at the library.
* **C** work together as a group.
* **D** watch more baseball on television.

**Question 24 of 25**

**What is the main problem in this story?**

* **A** Jamal is more interested in baseball than in school.
* **B** Jamal is disappointed when he meets Billy Hawkins.
* **C** Jamal’s parents are upset that he wants to be a baseball player.
* **D** Jamal doesn’t fully understand how to determine baseball batting averages.

**Question 25 of 25**

**For Jamal, the baseball at the end of the story will most likely be a symbol of**

* **A** his parents’ concern.
* **B** his new attitude about school.
* **C** his knowledge of history.
* **D** his time in Ms. Sampson’s class.

**Answer Key**

1. **C**
2. **C**
3. **A**
4. **B**
5. **B**
6. **D**
7. **B**
8. **C**
9. **D**
10. **B**
11. **D**
12. **A**
13. **C**
14. **C**
15. **A**
16. **D**
17. **C**
18. **B**
19. **A**
20. **B**
21. **C**
22. **D**
23. **C**
24. **A**
25. **B**