



# 5

# Common Core State Standards

**English Answer Keys**

## Grade 5

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that assess every standard!**

**Reading: Literature****RL.5.1 Assessment**

Responses May Vary. Responses should include an explanation of a portion of the text, as well as an inference, with examples.

**RL.5.2 Assessment**

Responses May Vary. Responses should include the theme of the text, with examples to support, as well as a summary.

**RL.5.3 Assessment**

Responses may vary but should compare and contrast two characters, settings, or events, including details.

**RL.5.4 Assessment**

Responses may vary but should include various words and phrases and the meanings based on text clues.

**RL.5.5 Assessment**

Responses may vary but should show how the different parts of a piece of work relate to one another and provide structure to the text.

**RL.5.6 Assessment**

Responses may vary but should show how the narrator's or speaker's point of view influences how the events are described.

**RL.5.7 Assessment**

Responses may vary but should compare the film version of a story to its text version.

**RL.5.9 Assessment**

Responses may vary but should compare two stories with similar themes from the same genre.

**RL.5.10 Assessment**

Responses will vary depending on books chosen, but check for accuracy in the story summaries.

**Reading: Informational Text****RI.5.1 Assessment**

Responses may vary but should include an explanation of and inference from a portion of a text. Quotes from the text should be included for support.

**RI.5.2 Assessment**

Responses may vary but should offer the theme of the text and a summary including details.

**RI.5.3 Assessment**

Responses may vary but should explain the relationships or interactions between to major parts of a historical, scientific, or technical text.

**RI.5.4 Assessment**

Responses may vary but should include various academic and domain-specific words and phrases and the meanings based on text clues.

**RI.5.5 Assessment**

Responses may vary but should compare and contrast the structure of parts of two or more texts.

**RI.5.6 Assessment**

Responses may vary but should show information from two sources about a particular topic and who is telling the information.

**RI.5.7 Assessment**

Responses may vary but should show the student's ability to ask a grade-level question and use sources to find possible answers to that question.

**RI.5.8 Assessment**

Responses may vary but should include three main points from an informational text, including text evidence.

**RI.5.9 Assessment**

Responses may vary but should show information from multiple sources about a particular topic and in order to gain knowledge about that topic.

**RI.5.10 Assessment**

Responses will vary depending on what books are chosen.

**Reading: Foundational Skills****RF.5.3 Assessment**

Answers may vary. Here are some sample answers:

cicada	hemiptera
prominent	anterior
conspicuous	proximal
opaque	significantly
colloquially	swarming
leafhoppers	spittlebugs
temperate	tropical
recognized	transparent

**RF.5.4 Assessment**

Use the form and the directions on the following page to check for reading accuracy and comprehension. Keep a running record of each student's reading progress.

**Writing****W.5.1 Assessment**

Responses may vary but should include the writer's point of view of a topic or text, including reasons that support the point of view.

**W.5.2 Assessment**

Responses may vary but should be a summary of an informative/explanatory text that examines a topic.

**W.5.3 Assessment**

Responses may vary but should be a narrative of an experience told using clear details.

**W.5.4 Assessment**

Responses may vary but should be a piece of writing that is for a particular audience.

**W.5.5 Assessment - Page 1 & 2**

Responses may vary but should be a piece of writing of the student's choice. Writing should show skills learned to write clearly and strengthen the writing through editing and revising.

**W.5.6 Assessment**

Students can use this checklist to keep track of skills with computers, word processing, and making presentations.

**W.5.7 Assessment**

Responses may vary. Students should be able to research a topic using different sources and present the topic in an interesting way.

**W.5.8 Assessment**

Responses may vary. Students should gather information from different sources and summarize the information.

**W.5.9 Assessment A**

Responses may vary but should be an analysis, reflection, or research of key points from a text.

**W.5.9 Assessment B**

Responses may vary but should be an analysis or reflection of story elements.

**W.5.10 Assessment**

Students can use this checklist to keep track of writing assignments with different purposes, genres, and audiences.

**Speaking and Listening****SL.5.1 Assessment**

Students can use this to critique their contributions to conversations. They should grade their skills in conversation and respond to the content.

**SL.5.2 Assessment**

Responses may vary. Students should summarize a text or information and include detail from the text.

**SL.5.3 Assessment**

Responses may vary. Students should summarize points made by a speaker and include evidence.

**SL.5.4 Assessment**

Responses may vary. Students should give an oral presentation which includes facts and detail.

**SL.5.5 Assessment**

Students can use this sheet to keep track of visual aids and multimedia being added to their presentations.

**SL.5.6 Assessment**

Responses may vary. Students should record informal and formal speech overheard around them.

## Language

## L.5.1 Assessment A

**WORD:      FUNCTION:**

- |            |                            |
|------------|----------------------------|
| 1. but     | shows a contrast           |
| 2. and     | links two objects          |
| 3. despite | shows something unexpected |
| 4. through | shows direction            |
| 5. wow     | shows excitement           |
| 6. phew    | indicates relief           |

Students should be able to identify one or more of the perfect tense forms of the verbs given and use them in a sentence.

7. had clapped, have clapped, will have clapped (sentences vary)  
 8. had jumped, have jumped, will have jumped (sentences vary)

## L.5.1 Assessment B

**TOP SECTION:**

For numbers 1-5, responses may vary, but should include sentences with various verb tenses. They should also note what the purpose of the verb is.

**BOTTOM SECTION:**

6. consider  
 7. wears  
 8. needed  
 9. were  
 10. burned

## L.5.1 Assessment C

Answers will vary. Students should use the pairs of correlating conjunctions in the sentences they write.

## L.5.2 Assessment

**TOP SECTION:**

Partial sentences shown to indicate comma positions:

1. protractor, mechanical pencil, and a ruler.
2. homework early, I still couldn't
3. Yes, thank you.
4. for the play, didn't she?
5. Frank, is that you?

**BOTTOM SECTION:**

Students should be able to locate the titles in the sentences, or provide one when asked.

1. *Answers May Vary*
2. *Marie Curie: A Brilliant Life*
3. *Fungi as Carbon Keepers*
4. *Answers May Vary*
5. *Phenomenal Woman*

## L.5.3 Assessment A

Answers may vary but should show sentences that are improved upon by being reduced, expanded, or combined with other sentences.

## L.5.3 Assessment B

Answers may vary but should include key words found in a text, meanings based on affixes, and actual pronunciations.

## L.5.4 Assessment A

Answers may vary but should include key words found in an informational text, as well as the inferred meaning, cues, and actual meanings.

## L.5.4 Assessment B

Answers may vary but should include key words found in a text, meanings based on affixes, and actual pronunciations.

**Language - Continued****L.5.5 Assessment A**

Answers may vary but should include various examples of similes and metaphors, as well as a sentence containing an idiom, adage, or proverb and its meaning.

**L.5.5 Assessment B**

Answers may vary but should include various examples antonyms and their synonyms, along with meanings.

**L.5.6 Assessment**

Answers may vary but should include domain-specific and academic words found in texts. Each word should have an original sentence.





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# Common Core State Standards

**Math Answer Keys**

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Operations and Algebraic Thinking

5.OA.1 Assessment

1. 4
2. 32
3. 63
4. 19
5. 60
6. 11
7. 46
8. 82
9. 25
10. 76

5.OA.2 Assessment

Answers are not required, just the expressions.

1.  $6 \times (67 + 4) =$
2.  $679 + q =$
3.  $(5 + 12) \times 6 =$
4.  $(4 \times 10) - 16 =$   
*potentially, this one could also be understood as:  $(4 \times 10) - (4 \times 16)$*
5.  $(11 + 4) \times 3 =$

5.OA.3 Assessment

**SET A:**

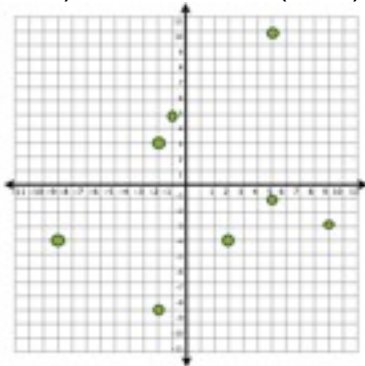
Rule = -6

- A. (5, -1)
- B. (9, 3)
- C. (-2, -8)
- D. (2, -4)

**SET B:**

Rule = +5

- A. (-1, 4)
- B. (5, 10)
- C. (-9, -4)
- D. (-2, 3)



**SET C:**

- Z. (6, 2) or (2, 6)
- X. (-6, -2) or (-2, -6)
- Y. (-6, 2) or (-2, 6)
- W. (6, -2) or (2, -6)

## Number and Operations in Base Ten

### 5.NBT.1 Assessment

- |              |                      |
|--------------|----------------------|
| 1. 400       | 6. 1200              |
| 2. 8,562     | 7. answers will vary |
| 3. 50        | 8. 4                 |
| 4. 90        | 9. 300               |
| 5. 4,500,000 | 10. 70,524           |

### 5.NBT.2 Assessment

#### TOP SECTION:

- |           |               |
|-----------|---------------|
| 1. 24,000 | 6. 1020       |
| 2. 10     | 7. 240        |
| 3. 273    | 8. 60,000     |
| 4. 6820   | 9. 234        |
| 5. 4.56   | 10. 1,600,000 |

#### MIDDLE SECTION:

- |         |     |     |
|---------|-----|-----|
| 11. 330 | 3.3 | 3.3 |
| 12. 270 | 2.7 | 2.7 |
| 13. 520 | 5.2 | 5.2 |
| 14. 890 | 8.9 | 8.9 |
| 15. 740 | 7.4 | 7.4 |

#### BOTTOM SECTION:

- |                      |                       |
|----------------------|-----------------------|
| 16. $34 \times 10^3$ | 19. $162 \times 10^3$ |
| 17. $39 \times 10^2$ | 20. $13 \times 10$    |
| 18. $42 \times 10^5$ |                       |

### 5.NBT.3 Assessment

Answers from top to bottom of the chart by columns...

**EXPANDED:**  $5 \times 1000 + 3 \times 100 + 8 \times 10 + 9 \times 1 + 3 \times (1/10) + 4 \times (1/100)$

**NAMES:** five thousand, three hundred, eighty-nine, and thirty-four hundredths.

**NUMERALS:** 346.283

**NAMES:** three hundred, forty-six, and two hundred eighty-three thousandths

**NUMERALS:** 16,547.6

**EXPANDED:**  $1 \times 10,000 + 6 \times 1000 + 5 \times 100 + 4 \times 10 + 7 \times 1 + 6 \times (1/10)$

**EXPANDED:**  $6 \times 100 + 2 \times 10 + 3 \times 1 + 7 \times (1/10) + 8 \times (1/100) + 1 \times (1/1000)$

**NAMES:** six hundred twenty-three, and seven hundred eighty-one thousandths

### 5.NBT.3 Continued

**EXPANDED:**  $2 \times 10 + 0 \times 1 + 2 \times (1/10) + 8 \times (1/100) + 9 \times (1/1000)$

**NAMES:** twenty, and two hundred eighty-nine thousandths

#### LEFT COLUMN: RIGHT COLUMN:

- |   |   |
|---|---|
| < | > |
| > | = |
| = | < |
| > | < |
| > | > |

### 5.NBT.4 Assessment

- |            |              |
|------------|--------------|
| 1. 240     | 6. 45.3      |
| 2. 400     | 7. 519.38    |
| 3. 15,000  | 8. 4.882     |
| 4. 50,000  | 9. 33.3150   |
| 5. 800,000 | 10. 20.77419 |

### 5.NBT.5 Assessment

- |            |                |
|------------|----------------|
| 1. 14,592  | 6. 383,565     |
| 2. 43,083  | 7. 14,573,590  |
| 3. 181,186 | 8. 71,063,619  |
| 4. 78,084  | 9. 6,861,645   |
| 5. 558,090 | 10. 42,884,912 |

### 5.NBT.6 Assessment

- |       |         |
|-------|---------|
| 1. 27 | 6. 88   |
| 2. 53 | 7. 55   |
| 3. 82 | 8. 73   |
| 4. 94 | 9. 92   |
| 5. 81 | 10. 250 |

### 5.NBT.7 Assessment

Remember, answers have been rounded to hundredths.

- |           |            |
|-----------|------------|
| 1. 123.45 | 6. 2,407.2 |
| 2. 972.8  | 7. 94.29   |
| 3. 509.08 | 8. 99.50   |
| 4. 17.18  | 9. 1.91    |
| 5. 279.33 | 10. 2.07   |

**Number and Operations - Fractions**
**5.NF.1 Assessment**

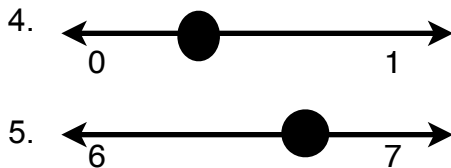
1.  $1 \frac{1}{10}$
2.  $\frac{37}{60}$
3.  $\frac{7}{12}$
4.  $\frac{13}{20}$
5.  $\frac{17}{54}$
6.  $\frac{29}{72}$
7.  $\frac{1}{11}$
8. 0
9.  $\frac{20}{39}$
10.  $\frac{13}{56}$

**5.NF.2 Assessment**

1.  $\frac{7}{15}$  cake
2.  $\frac{7}{12}$  red
3.  $\frac{18}{35}$  cinnamon
4. 2 cups
5. 10 and  $\frac{11}{12}$  tureens

**5.NF.3 Assessment**

1.  $\frac{3}{8}$  pizza
  2. 6 and  $\frac{2}{3}$  lbs
  3. \$32
- Possible answers for \$ & 5...


**5.NF.4 Assessment**

1. 2 and  $\frac{2}{5}$  illustrations may vary
2. answers may vary
3.  $\frac{1}{8}$  illustrations may vary
4.  $6 \frac{1}{2} \times 7 \frac{1}{2} = 48 \frac{3}{4}$  sq ft
5.  $16 \frac{1}{3} \times 10 = 163 \frac{1}{3}$  sq ft

**5.NF.5 Assessment**

1. circle  $\frac{3}{6} \times \frac{2}{7}$  circle  $\frac{2}{8} \times \frac{4}{5}$
2. \$85
3. 27 sand slugs
4. 26 freckles
5. answers may vary, but should show understanding of the fact that multiplying by a fraction makes answers smaller, while multiplying by a mixed number, which is larger than 1, should result in a larger answer.

**5.NF.6 Assessment**

1. 42 min
2. 79 and  $\frac{1}{3}$  cups
3. 18 blue balloons
4. 24 seeds
5. 1 and  $\frac{4}{5}$  cups

**5.NF.7 Assessment**

1.  $\frac{1}{12}$  illustrations may vary
2. answers may vary
3. 28 explanations may vary, but should explain that dividing by a number less than 1 gives a larger answer. It might also mention using the reciprocal of the answer in a problem where you divide by a fraction. In this case, multiply by  $\frac{8}{2}$  instead of divide by  $\frac{2}{8}$
4.  $36 \div \frac{4}{6} = 36 \times \frac{6}{4} = \frac{216}{4} = 54$  pieces
5.  $18 \div 2 = 9$ , and  $9 \times \frac{2}{3} = 6$  flowers

**Measurement and Data**
**5.MD.1 Assessment**

1.  $450\text{m} \times 7 = 3150 \text{ m} = 3.15 \text{ km}$
2.  $200\text{g} \times 7 = 1400\text{g} = 1.4\text{kg}$
3.  $81,450\text{g} - 16\text{kg} (16,000\text{g}) = 65,450\text{g} = 65.45\text{kg}$
4.  $2\text{oz} + 8\text{oz} + 4\text{oz} + 19\text{oz} (1 \text{ lb } 3\text{oz}) = 36\text{oz}$
5.  $3.5\text{mi} \times 6 = 21\text{mi}$   $21\text{mi} \times 5280\text{ft} = 110,880 \text{ ft}$

**5.MD.2 Assessment**

Responses may vary. Measurement data should be correctly placed onto line plot.

**5.MD.3 Assessment**

Responses may vary. Volume should represent the structures built with various unit cubes.

**5.MD.4 Assessment**

Answers from top to bottom by column.

**LEFT COLUMN:**      **RIGHT COLUMN:**

- |                |                  |
|----------------|------------------|
| a. 6 sq in.    | a. 25 sq cm.     |
| b. 8 cubic in. | b. 125 cubic cm. |

- |                |                 |
|----------------|-----------------|
| a. 3 sq ft.    | a. 15 sq. mm.   |
| b. 9 cubic ft. | b. 75 cubic mm. |

**BOTTOM SECTION:**

- a. 9 sq. decimeters
- b. 27 cubic dm
- c. 270 cubic centimeters

**5.MD.5 Assessment**

Responses may vary depending on the boxes the students choose.

**Geometry**
**5.G.1 Assessment**

Responses may vary. Points labeled on grid should coordinate with generated sets

**5.G.2 Assessment**

Responses may vary. Data should reflect experiment results. Coordinate pairs should be accurately placed onto grid.

**5.G.3 Assessment A**

Responses may vary. Students should create a flowchart with various shapes that meet the criteria of each category and subcategory.

**5.G.3 Assessment B**

Responses may vary. Students should create a flowchart with various shapes that meet the criteria of each category and subcategory.

**5.G.4 Assessment**

Possible Responses Include:

1. square, rectangle, rhombus, parallelogram, trapezoid, dart, kite, or quadrilateral
2. square, rectangle, trapezoid, parallelogram, hexagon, octagon, decagon
3. square, rectangle, right triangle, right trapezoid
4. rhombus, kite, dart, acute triangle, obtuse triangle, semicircle, crescent, oval, circle...
5. square, rectangle, parallelogram, hexagon, octagon, decagon...
6. all triangles, all rounded shapes, pentagon, heptagon, nonagon...
7. all triangles, rhombus, trapezoid, most parallelograms, darts, kites...
8. all triangles, pentagons, hexagons, octagons, heptagons, nonagons, decagons
9. square, rectangle, rhombus
10. all rounded shapes, all triangles, all polygons with more than 4 sides (penta-hexa- octa-...)