



5

# Common Core State Standards

**Fifth Grade Assessments**

**Grade 5**

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

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

# Table of Contents

Use your mouse to navigate through the workbook by clicking on the Standard.

## English Language Arts

### Reading: Literature

RL.5.1.....	4
RL.5.2.....	5
RL.5.3.....	6
RL.5.4.....	7
RL.5.5.....	8
RL.5.6.....	9
RL.5.7.....	10
RL.5.9.....	11
RL.5.10.....	12

### Reading: Informational Text

RI.5.1.....	13
RI.5.2.....	14
RI.5.3.....	15
RI.5.4.....	16
RI.5.5.....	17
RI.5.6.....	18
RI.5.7.....	19
RI.5.8.....	20
RI.5.9.....	21
RI.5.10.....	22

### Reading: Foundational Skills

RF.5.3.....	23
RF.5.4.....	24

### Writing

W.5.1.....	26
W.5.2.....	27
W.5.3.....	28
W.5.4.....	29
W.5.5.....	30
W.5.6.....	32
W.5.7.....	33
W.5.8.....	34
W.5.9.....	35
W.5.10.....	37

### Speaking & Listening

SL.5.1.....	38
SL.5.2.....	39
SL.5.3.....	40
SL.5.4.....	41
SL.5.5.....	42
SL.5.6.....	43

### Language

L.5.1.....	44
L.5.2.....	47
L.5.3.....	48
L.5.4.....	50
L.5.5.....	52
L.5.6.....	54

## Mathematics

### Operations & Algebraic Thinking

5.OA.1.....	56
5.OA.2.....	57
5.OA.3.....	58

### Number & Operations in Base Ten

5.NBT.1.....	59
5.NBT.2.....	60
5.NBT.3.....	61
5.NBT.4.....	62
5.NBT.5.....	63
5.NBT.6.....	64
5.NBT.7.....	65

### Number & Operations - Fractions

5.NF.1.....	66
5.NF.2.....	67
5.NF.3.....	68
5.NF.4.....	69
5.NF.5.....	70
5.NF.6.....	71
5.NF.7.....	72

### Measurement & Data

5.MD.1.....	73
5.MD.2.....	74
5.MD.3.....	75
5.MD.4.....	76
5.MD.5.....	77

### Geometry

5.G.1.....	78
5.G.2.....	79
5.G.3.....	80
5.G.4.....	82

## Progress Reports

English Assessments Progress Report.....	84
Math Assessments Progress Report.....	85
Blank English Assessments Progress Report.....	87
Blank Math Assessments Progress Report.....	88

## Answer Key

English Assessments Answer Key.....	90
Math Assessments Answer Key.....	98



5

# Common Core State Standards

**English Assessments**

**Grade 5**

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

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Explain a portion of a text you read and form an inference from the text. Accurately cite quotes from the text that support your explanation and inference.

## Assessment

Text: \_\_\_\_\_

Author: \_\_\_\_\_

Explanation of Text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Inference from Text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Determine meanings of words and phrases as they are used in a text. Write the word or phrase you find interesting and its meaning based on clues in the text.

## Assessment

word or phrase

meaning

word or phrase

meaning

word or phrase

meaning

word or phrase

meaning

word or phrase

meaning

word or phrase

meaning

word or phrase

meaning

Name: \_\_\_\_\_

Date: \_\_\_\_\_

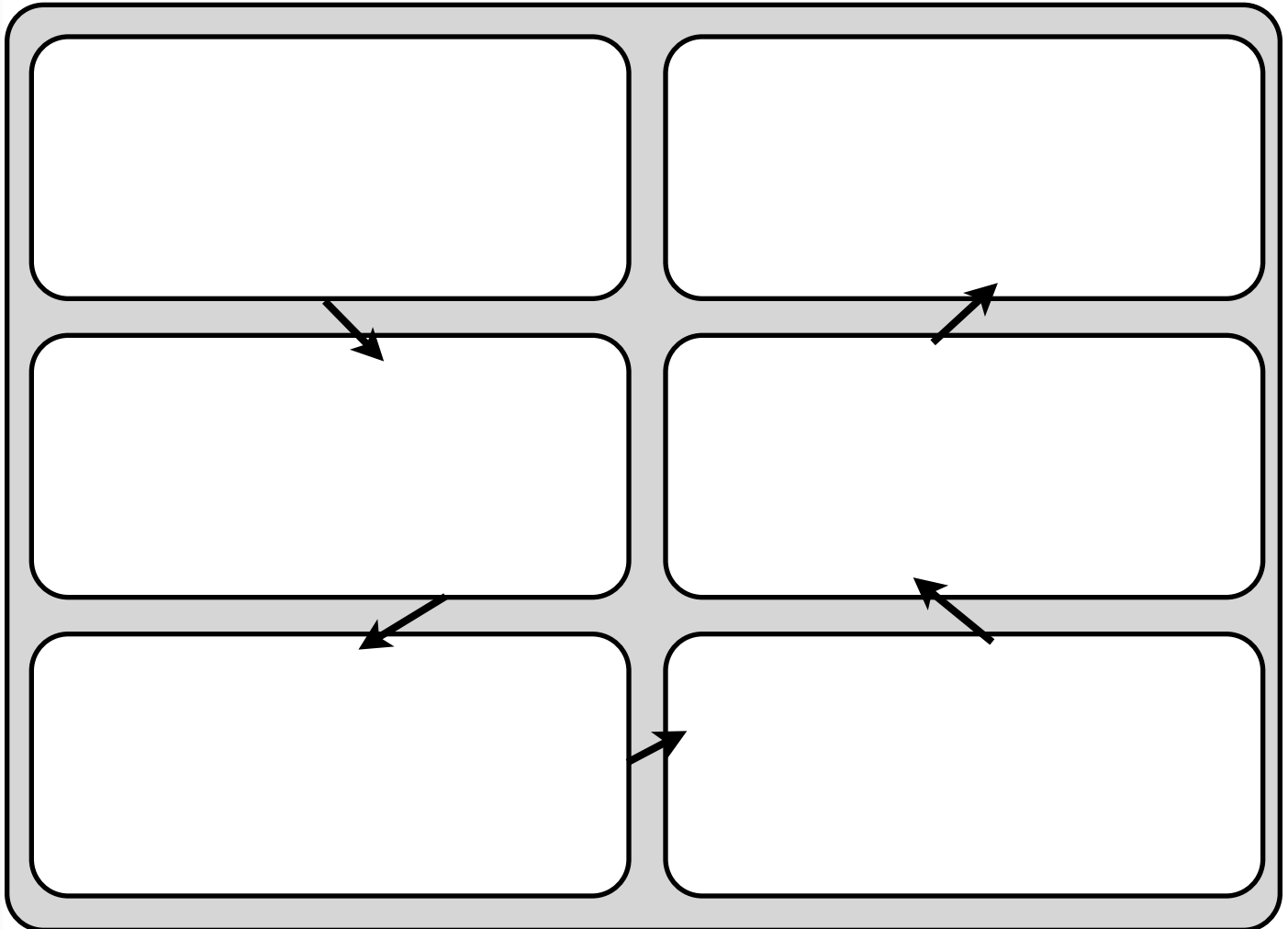
Directions: The *chapters / scenes / stanzas* in this *story / drama / poem* work together to provide an overall structure. Complete the flowchart to show this relationship. Write the Author's Purpose.

# Assessment

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Genre: \_\_\_\_\_



Author's Purpose: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Determine two main ideas of a text you read. Include key details from the text that support your main ideas. Summarize the text.

# Assessment

Source: \_\_\_\_\_

Author: \_\_\_\_\_

Main Idea

\_\_\_\_\_  
\_\_\_\_\_

Main Idea

\_\_\_\_\_  
\_\_\_\_\_

Key Details

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Key Details

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Summary of the Text

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read the passage below about cicadas. As you read, use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately read multisyllabic words you find. Write some of these words on the lines below.

# Assessment



Cicadas are insects in the order Hemiptera. Their eyes are prominent, though not especially large, and set wide apart on the anterior lateral corners of the frons (The front, uppermost part of the head of an insect). The wings are well-developed, with conspicuous veins; in some species the wing membranes are wholly transparent, whereas in many others the proximal parts of the wings are clouded or opaque and some have no significantly clear areas on their wings at all.

About 2,500 species of cicada have been described, and many remain to be described. Cicadas live in temperate-to-tropical climates where they are among the most-widely recognized of all insects, mainly due to their large size and unique sound. Cicadas are often colloquially called locusts, although they are unrelated to true locusts, which are various species of swarming grasshopper. Cicadas are related to leafhoppers and spittlebugs.

*“Cicada” partial text adapted from: <http://en.wikipedia.org/wiki/Cicada>*

## Multisyllabic Words

---



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---



---



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---



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Write an opinion piece about a topic or text. Support your point of view with reasons and information.

# Assessment

Topic or Text: \_\_\_\_\_

My point of view: \_\_\_\_\_

Reasons that support my point of view: \_\_\_\_\_

## My Opinion Piece has...

an introduction that states my opinion and tells the topic or text

an organizational structure

logically ordered reasons that are supported by facts and details

opinions and reasons linked by words and phrases (such as consequently, specifically...)

a concluding statement

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Directions: Use this checklist to record what digital skills you are able to perform when producing and publishing writing.

# Assessment













Digital Skill	Date	Success
I can use a mouse well. (Can double-click; move cursor to desired place; scroll if available.)		
I know where all common characters are on keyboard.		
I knows how to use space bar; back space; delete; and return.		
I can log in and out of programs.		
I can change the font or size of font.		
I can add a graphic.		
I can drag and drop an item.		
I can copy/paste an item.		
I can save a file.		
I can print work.		
I can create a Powerpoint Presentation.		
I can locate information on the internet.		
I can send an email.		
I can attach a file to an email.		
I can type at least one page in one sitting		

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Directions: Engage effectively in a range of collaborative discussions. Use this organizer to take notes of others' ideas, build upon them, and express your own clearly.

## Assessment

I came to the discussion prepared.		I asked meaningful questions.	
I studied the required materials.		I stayed on topic.	
I listened when others talked.		I explained my ideas and suggestions.	
I responded when I was asked a question.		I gained the floor in a respectful way.	
I reviewed key ideas that were expressed.		I followed agreed-upon rules.	
I was respectful of others' ideas.		I carried out my assigned role.	

**Connections I made...**

---



---



---



---

**Something new I learned...**

---



---



---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Use commas correctly. Add commas to the sentences below.

## Assessment

1. Jeanette purchased a protractor mechanical pencil and a ruler.
2. Although I had finished my homework early I still couldn't stay up late.
3. Would you like another piece of cake? Yes thank you.
4. Candace forgot to bring the script for the play didn't she?
5. What's that noise? Who's there? Frank is that you?

Directions: Use underlining, quotation marks, or italics to indicate titles of work.

1. My favorite nonfiction book is  
\_\_\_\_\_

2. At the library I checked out the book Marie Curie: A Brilliant Life.  
\_\_\_\_\_

3. I read the article Fungi as Carbon Keepers.  
\_\_\_\_\_

4. Grab the first book you see and write the title below:  
\_\_\_\_\_

5. Maya Angelou's poem, Phenomenal Woman, is my favorite.  
\_\_\_\_\_



5

# Common Core State Standards

**Math Assessments**

**Grade 5**

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

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Solve the numerical expressions below.

## Assessment

1

$$(6 + 3) - 5 =$$

6

$$5 + (8 - 2) =$$

2

$$4 \times (2 + 6) =$$

7

$$(9 \times 4) + 10 =$$

3

$$9 \times (13 - 6) =$$

8

$$(8 \times 12) - 14 =$$

4

$$16 + (9 \div 3) =$$

9

$$(44 + 6) \div 2 =$$

5

$$(8 \times 6) + 12 =$$

10

$$19 \times (2 + 2) =$$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Solve the multiplication and division problems. Think about place value and the power of ten in each.

## Assessment

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. $3 \times 8,000 =$ _____   | 6. $17 \times 60 =$ _____      |
| 2. $90 \div 9 =$ _____        | 7. $10^3 \times .24 =$ _____   |
| 3. $1000 \times .273 =$ _____ | 8. $6 \times 10,000 =$ _____   |
| 4. $68.2 \times 100 =$ _____  | 9. $1,000 \times .234 =$ _____ |
| 5. $456 \div 100 =$ _____     | 10. $16 \times 10^5 =$ _____   |

Directions: Solve the multiplication and division examples below. Do you notice a pattern?

- |                      |                |                   |
|----------------------|----------------|-------------------|
| 11. $33 \times 10 =$ | 33 $\div$ 10 = | .33 $\times$ 10 = |
| 12. $27 \times 10 =$ | 27 $\div$ 10 = | .27 $\times$ 10 = |
| 13. $52 \times 10 =$ | 52 $\div$ 10 = | .52 $\times$ 10 = |
| 14. $89 \times 10 =$ | 89 $\div$ 10 = | .89 $\times$ 10 = |
| 15. $74 \times 10 =$ | 74 $\div$ 10 = | .74 $\times$ 10 = |

Directions: Express the following numbers as multiplication to a power of ten.

- |                     |                   |
|---------------------|-------------------|
| 16. 34,000 _____    | 19. 162,000 _____ |
| 17. 3,900 _____     | 20. 130 _____     |
| 18. 4,200,000 _____ |                   |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Solve the addition and subtraction fraction number stories below.

## Assessment

1. Kenny ate  $\frac{1}{5}$  of the birthday cake. His sister ate  $\frac{2}{6}$  of the cake. How much cake was left?
2. Sal and Linda tiled their kitchen floor in 3 colors.  $\frac{1}{6}$  of the tile was blue.  $\frac{1}{4}$  of the tile was yellow. How much of the tile was red.
3. Isabelle and Aiden made desserts for the party.  $\frac{2}{7}$  of the desserts were chocolate.  $\frac{1}{5}$  were fruity. The rest were cinnamon. What fraction were cinnamon?
4. Claudia scooped ice cream into bowls. She placed  $\frac{1}{2}$  cup of mint,  $\frac{2}{3}$  cup of strawberry, and  $\frac{5}{6}$  cup of coffee. How many cups of ice cream did Claudia scoop?
5. Jimmy was busy today. He served his customers  $2\frac{2}{3}$  tureens of tomato soup,  $3\frac{3}{4}$  tureens of tortilla soup, and  $4\frac{1}{2}$  tureens of chicken noodle soup. How much soup did Jimmy serve today?

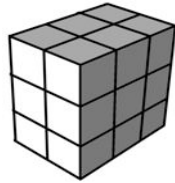


Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Determine the area of each base and the volume of each prism in the correct unit.

# Assessment



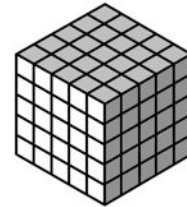
The prism above is made of inch cubes.

a. What is the area of the base?

\_\_\_\_\_

b. What is the volume of the prism?

\_\_\_\_\_



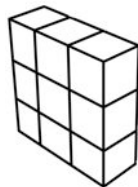
The prism above is made of cm cubes.

a. What is the area of the base?

\_\_\_\_\_

b. What is the volume of the prism?

\_\_\_\_\_



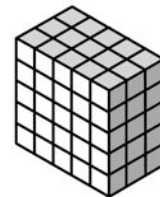
The prism above is made of 1 foot cubes.

a. What is the area of the base?

\_\_\_\_\_

b. What is the volume of the prism?

\_\_\_\_\_



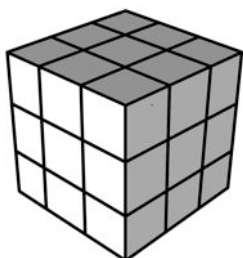
The prism above is made of mm cubes.

a. What is the area of the base?

\_\_\_\_\_

b. What is the volume of the prism?

\_\_\_\_\_



The prism to the left is made of decimeter cubes.

a. What is the area of the base?

\_\_\_\_\_

b. What is the volume of the prism?

\_\_\_\_\_

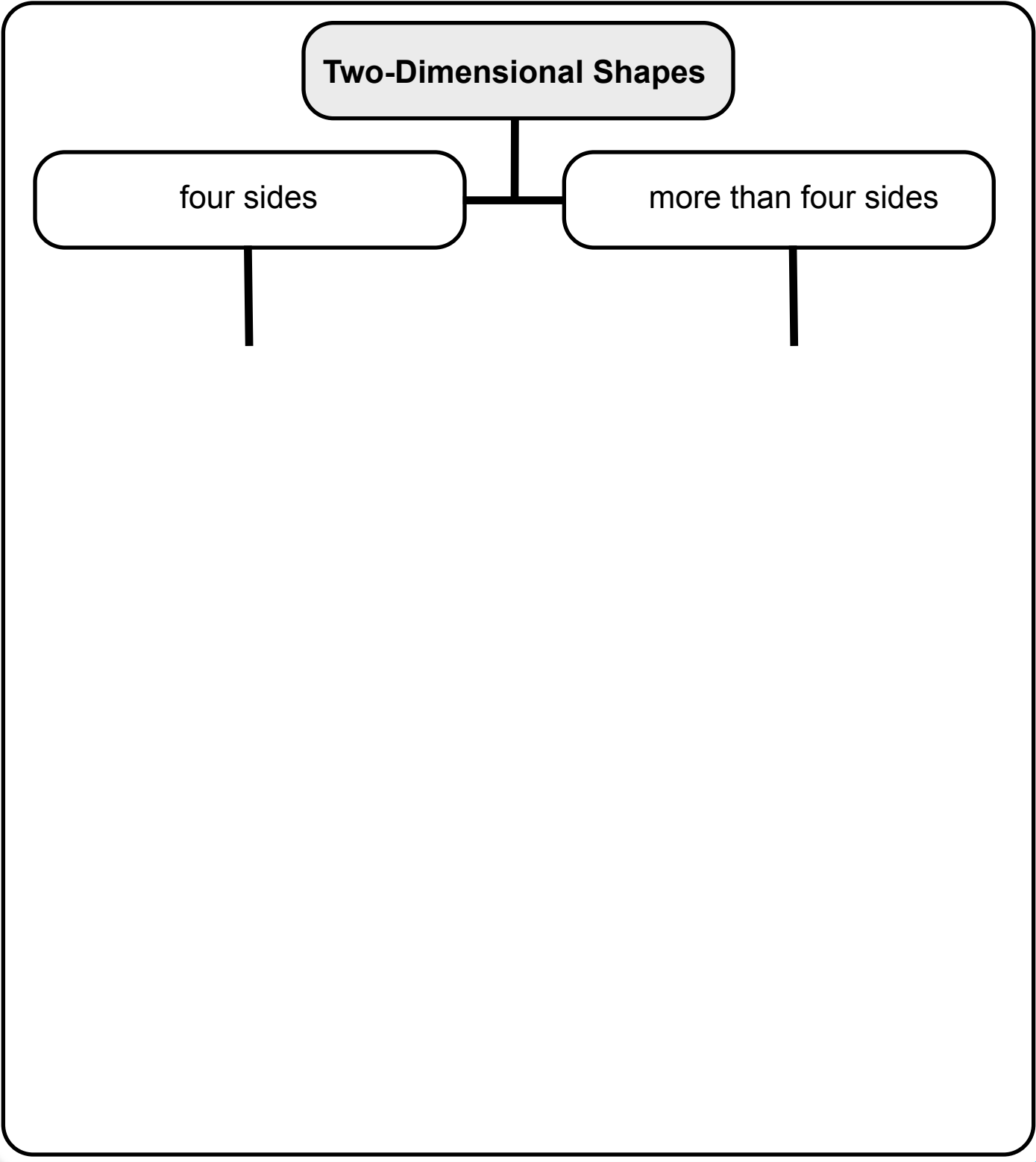
c. What is the volume in cm?

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Continue the flow chart by adding in different shapes, categories, and subcategories.

# Assessment A



**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Directions: Draw or write the names of 2-dimensional shapes that fit the criteria below.

## Assessment

	CONDITIONS:	SHAPES THAT MEET THE CONDITIONS:
1	Shapes with four sides	
2	Shapes with at least one set of parallel lines	
3	Shapes with at least one set of perpendicular lines	
4	Shapes with no right angles	
5	Shapes with at least two sets of parallel lines	
6	Shapes with no parallel sides	
7	Shapes with at least one acute angle	
8	Shapes with at least one obtuse angle	
9	Shapes that are quadrilaterals	
10	Shapes that are not quadrilaterals	



# 5

# Common Core State Standards

**Progress Reports**

## Grade 5

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

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

**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
RL.5.1	/ 6
RL.5.2	/ 6
RL.5.3	/ 8
RL.5.4	/ 16
RL.5.5	/ 8
RL.5.6	/ 8
RL.5.7	/ 6
RL.5.9	/ 10
RL.5.10	/ 6

Standard	Grade
RI.5.1	/ 6
RI.5.2	/ 10
RI.5.3	/ 8
RI.5.4	/ 16
RI.5.5	/ 10
RI.5.6	/ 10
RI.5.7	/ 8
RI.5.8	/ 6
RI.5.9	/ 6
RI.5.10	/ 6

Standard	Grade
RF.5.3	/ 14
RF.5.4	/ 5

Standard	Grade
W.5.1	/ 5
W.5.2	/ 7
W.5.3	/ 7
W.5.4	/ 8
W.5.5 1 & 2	/ 10
W.5.6	/ 15
W.5.7	/ 8
W.5.8	/ 6
W.5.9 A	/ 6
W.5.9 B	/ 6
W.5.10	/ 15

Standard	Grade
SL.5.1	/ 14
SL.5.2	/ 6
SL.5.3	/ 6
SL.5.4	/ 6
SL.5.5	/ 6
SL.5.6	/ 8

Standard	Grade
L.5.1 A	/ 10
L.5.1 B	/ 10
L.5.1 C	/ 10
L.5.2	/ 10
L.5.3 A	/ 6
L.5.3 B	/ 9
L.5.4 A	/ 16
L.5.4 B	/ 8
L.5.5 A	/ 14
L.5.5 B	/ 8
L.5.6	/ 12

**NOTES:**

**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
5.OA.1	/ 10
5.OA.2	/ 5
5.OA.3	/ 24

Standard	Grade
5.NBT.1	/ 10
5.NBT.2	/ 30
5.NBT.3	/ 20
5.NBT.4	/ 10
5.NBT.5	/ 10
5.NBT.6	/ 10
5.NBT.7	/ 10

Standard	Grade
5.NF.1	/ 10
5.NF.2	/ 5
5.NF.3	/ 5
5.NF.4	/ 5
5.NF.5	/ 6
5.NF.6	/ 5
5.NF.7	/ 5

Standard	Grade
5.MD.1	/ 5
5.MD.2	/ 10
5.MD.3	/ 10
5.MD.4	/ 11
5.MD.5	/ 14

Standard	Grade
5.G.1	/ 12
5.G.2	/ 10
5.G.3 A	/ 10
5.G.3 B	/ 10
5.G.4	/ 20

**NOTES:**



# 5

# Common Core State Standards

**Blank Progress Reports**

## Grade 5

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

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

**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
RL.5.1	
RL.5.2	
RL.5.3	
RL.5.4	
RL.5.5	
RL.5.6	
RL.5.7	
RL.5.9	
RL.5.10	

Standard	Grade
RI.5.1	
RI.5.2	
RI.5.3	
RI.5.4	
RI.5.5	
RI.5.6	
RI.5.7	
RI.5.8	
RI.5.9	
RI.5.10	

Standard	Grade
RF.5.3	
RF.5.4	

Standard	Grade
W.5.1	
W.5.2	
W.5.3	
W.5.4	
W.5.5 1 & 2	
W.5.6	
W.5.7	
W.5.8	
W.5.9 A	
W.5.9 B	
W.5.10	

Standard	Grade
SL.5.1	
SL.5.2	
SL.5.3	
SL.5.4	
SL.5.5	
SL.5.6	

Standard	Grade
L.5.1 A	
L.5.1 B	
L.5.1 C	
L.5.2	
L.5.3 A	
L.5.3 B	
L.5.4 A	
L.5.4 B	
L.5.5 A	
L.5.5 B	
L.5.6	

**NOTES:**



**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
5.OA.1	
5.OA.2	
5.OA.3	

Standard	Grade
5.NBT.1	
5.NBT.2	
5.NBT.3	
5.NBT.4	
5.NBT.5	
5.NBT.6	
5.NBT.7	

Standard	Grade
5.NF.1	
5.NF.2	
5.NF.3	
5.NF.4	
5.NF.5	
5.NF.6	
5.NF.7	

Standard	Grade
5.MD.1	
5.MD.2	
5.MD.3	
5.MD.4	
5.MD.5	

Standard	Grade
5.G.1	
5.G.2	
5.G.3 A	
5.G.3 B	
5.G.4	

**NOTES:**



# 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.



# 5

# Common Core State Standards

**Math Answer Keys**

## Grade 5

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

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

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:**

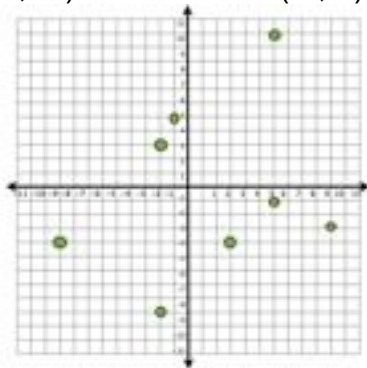
Rule = -6

- 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**

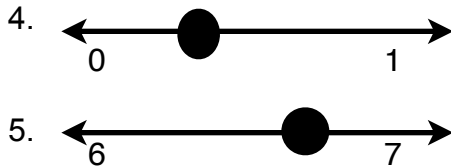
- |                     |                     |
|---------------------|---------------------|
| 1. $1 \frac{1}{10}$ | 6. $\frac{29}{72}$  |
| 2. $\frac{37}{60}$  | 7. $\frac{1}{11}$   |
| 3. $\frac{7}{12}$   | 8. 0                |
| 4. $\frac{13}{20}$  | 9. $\frac{20}{39}$  |
| 5. $\frac{17}{54}$  |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

**5.NF.2 Assessment**

- $\frac{7}{15}$  cake
- $\frac{7}{12}$  red
- $\frac{18}{35}$  cinnamon
- 2 cups
- 10 and  $\frac{11}{12}$  tureens

**5.NF.3 Assessment**

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



**5.NF.4 Assessment**

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

**5.NF.5 Assessment**

- circle  $\frac{3}{6} \times \frac{2}{7}$     circle  $\frac{2}{8} \times \frac{4}{5}$
- \$85
- 27 sand slugs
- 26 freckles
- 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**

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

**5.NF.7 Assessment**

- $\frac{1}{12}$  illustrations may vary
- answers may vary
- 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  $\frac{2}{8}$
- $36 \div \frac{4}{6} = 36 \times \frac{6}{4} = \frac{216}{4} = 54$  pieces
- $18 \div 2 = 9$ , 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-...)



# Common Core State Standards

*Educating classrooms one standard at a time.*

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