

Georgia
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Reading for Critical Analysis Test 1

Fifth Grade Reading
Test

Jill Tonelli

Name: _____

Date: _____

Instructions:

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Teacher: Jill Tonelli

Charlie the Baker

Charlie the baker enjoys his work. He likes to make bread, muffins, and rolls for people. He thinks the fresh smells in a bakery are the most pleasant in the world.

He whistles as he pats the bread dough gently into the pan. While he waits for it to bake, he sweeps the kitchen floor. He sings a song for everyone to hear.

Later, when the bread is baked, he wraps it up. He ties a red ribbon around it. It looks as good as it smells. Charlie smiles his biggest smile and puts the bread on the shelf for everyone to see.

1. Charlie ties a red ribbon on his bread

- A. to cover it up
 - B. to make it look as good as it smells
 - C. to use up extra ribbon
 - D. to show off his favorite color
-

2. One of the things Charlie loves about the bakery is

- A. that it is his store
 - B. the way it looks
 - C. sweeping the floor
 - D. the way it smells
-

3. Which of the following does Charlie do after he ties a ribbon on his bread?

- A. wraps it up
 - B. waits for it to bake
 - C. puts it on the shelf
 - D. pats the dough into the pan
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Name: _____

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*This passage comes from the book *Long Meg*, by Rosemary Minard. Meg was a young English girl who disguised herself to serve as a foot soldier during the Battle of Boulogne in 1544. In this passage, Meg and the laundry women defend Boulogne against a French attack.*

from *Long Meg*

by Rosemary Minard

“Good women! Good women!” Meg called to the astonished laundresses. “The French are attacking the city, and all our soldiers are sick. But I have an idea, and perhaps *we* can save Boulogne. Come inside with me and I will tell you my plan.”

The women followed Meg into the house. It was a single large room with several fireplaces. In each one steaming kettles of water hung bubbling over the fire. And on the long tables that took up most of the room, fat tubs of hot, soapy wash water sat waiting for the heaps and piles of sheets and shirts and breeches that lay scattered in between them.

Meg explained her plan, and the women quickly went to work. First they gathered up all the empty buckets they could find and filled them with the hot wash water from the tubs. And as soon as they had emptied a tub, they filled it again with the boiling water from the kettles, being careful to add great quantities of soap.

Then, each carrying a bucket of wash water in each hand, the women hurried after Meg to the city wall. And they got there just in time, for the French had raised their ladders, and on each one several soldiers were already on the way up.

Silently the women moved along the top of the wall and crouched behind the battlement. And beside each woman sat her two buckets of hot, soapy wash water.

6 Hardly daring to breathe, they waited without a sound while the scrape, scrape of the soldier’s boots on the ladders came closer and closer and closer...

Then, from somewhere on the wall, a whistle cut through the silence. And just as Meg had known they would, the startled men on the ladders jerked back their heads and looked up.

Name: _____

Test: Reading for Critical Analysis

Date: _____

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- .
6. What was unusual about this battle?
- A. It was fought by the sick soldiers.
 - B. It was won by laundry women.
 - C. It was won by soldiers on ladders.
 - D. It was fought by children.
7. Why did the women add “great quantities of soap” to the water?
- A. to prepare to do the laundry
 - B. to make the water boil faster
 - C. to make the soldiers sick
 - D. to sting the soldiers’ eyes
8. Look at the underlined words in paragraphs 6 and 9. Why did the author put these words in italics?
- A. They represent sounds.
 - B. They are names of people or places.
 - C. They are the most important words.
 - D. They are the topics of paragraphs.
9. Why did Meg blow the whistle?
- A. to wake up the sick English soldiers
 - B. to make the French soldiers look up
 - C. to call the troops to breakfast
 - D. to announce the end of the battle
10. How does the author think the soldiers were like dominoes?
- A. Each one knocked the next one down.
 - B. They all stood in rows.
 - C. They all fell down at once.
 - D. Each one made a different sound.
11. What had the women learned from their laundry work that helped them MOST to save Boulogne?

Name: _____

Test: Reading for Critical Analysis

Date: _____

Teacher: Jill Tonelli

- A. how to clean clothes
- B. how to use weapons
- C. how to work as a team
- D. how to breathe quietly

12. What kind of person is Meg?

- A. dishonest
- B. clever
- C. foolish
- D. cruel

13. “Hardly daring to breathe,” in paragraph 6 means that the women were

- A. quiet.
- B. excited.
- C. happy.
- D. unsure.

14. *Couldn't* is an example of a

- A. contraction.
- B. synonym.
- C. proper noun.
- D. compound word.

The soldiers lay in wriggling heaps . . .

15. The word *wriggling* means

- A. moving.
- B. quiet.
- C. large.
- D. tall.

Pulling and working together, they drew each up over the wall . . .

16. What does the word *drew* mean in the sentence above?

- A. broke

Name: _____

Test: Reading for Critical Analysis

Date: _____

Teacher: Jill Tonelli

- B. pulled
- C. pictured
- D. threw

. . . being careful to add great quantities of soap.

17. In the sentence above, what does the word *quantities* mean?

- A. good smells
- B. large amounts
- C. different types
- D. many names

18. What word sounds the same as *threw*, but has a different meaning?