



Our Students. Their Moment.

**New York State Testing Program
Grade 5
English Language Arts Test**

Released Questions

June 2018

New York State administered the English Language Arts Tests in April 2018 and is now making approximately 75% of the questions from these tests available for review and use.



New York State Testing Program Grades 3–8 English Language Arts

Released Questions from 2018 Exams

Background

In 2013, New York State began administering tests designed to assess student performance in accordance with the instructional shifts and rigor demanded by the new New York State P-12 Learning Standards in English Language Arts (ELA). To help in this transition to new assessments, the New York State Education Department (SED) has been releasing an increasing number of test questions from the tests that were administered to students across the State in the spring. This year, SED is again releasing large portions of the 2018 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2018, included in these released materials are at least 75 percent of the test questions that appeared on the 2018 tests (including all constructed-response questions) that counted toward students' scores. Additionally, SED is providing information about the released passages; the associated text complexity for each passage; and a map that details what learning standards each released question measures and the correct response to each question. These released materials will help students, families, educators, and the public better understand the tests and the New York State Education Department's expectations for students.

Understanding ELA Questions

Multiple-Choice Questions

Multiple-choice questions are designed to assess the New York State P-12 Learning Standards in English Language Arts. These questions ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary. Almost all questions, including vocabulary questions, will be answered correctly only if the student comprehends and makes use of the whole passage.

For multiple-choice questions, students select the correct response from four answer choices. Multiple-choice questions assess reading standards in a variety of ways. Some ask students to analyze aspects of text or vocabulary. Many questions require students to combine skills. For example, questions may ask students to identify a segment of text that best supports the central idea. To answer these questions correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions tend to require more than rote recall or identification.

Short-Response Questions

Short-response questions are designed to assess New York State P-12 Reading and Language Standards. These are single questions in which a student uses textual evidence to support his or her answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion)

based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her answer.

The purpose of the short-response questions is to assess a student’s ability to comprehend and analyze text. In responding to these questions, students are expected to write in complete sentences. Responses require no more than three complete sentences. The rubric used for evaluating short-response questions can be found in the grade-level Educator Guides at <https://www.engageny.org/resource/test-guides-english-language-arts-and-mathematics>.

Extended-Response Questions

Extended-response questions are designed to measure a student’s ability to write from sources. Questions that measure Writing from Sources prompt students to communicate a clear and coherent analysis of one or two texts. The comprehension and analysis required by each extended response is directly related to grade-specific reading standards. Student responses are evaluated on the degree to which they meet grade-level writing and language expectations. This evaluation is made by using a rubric that incorporates the demands of grade-specific New York State P-12 Reading and Language standards.

The integrated nature of the standards for ELA and literacy requires that students are evaluated across the strands (Reading, Writing, and Language) with longer pieces of writing, such as those prompted by the extended-response questions. The rubric used for evaluating extended-response questions can be found in the grade-level Educator Guides at <https://www.engageny.org/resource/test-guides-english-language-arts-and-mathematics>.

New York State P-12 Learning Standards Alignment

The alignment(s) to the New York State P-12 Learning Standards for English Language Arts is/are intended to identify the analytic skills necessary to successfully answer each question. However, some questions measure proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics.

These Released Questions Do Not Comprise a “Mini Test”

To ensure future valid and reliable tests, some content must remain secure for possible use on future exams. As such, this document is *not* intended to be representative of the entire test, to show how operational tests look, or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the test reflects the demands of the New York State P-12 Learning Standards.

The released questions do not represent the full spectrum of the standards assessed on the State tests, nor do they represent the full spectrum of how the standards should be taught and assessed in the classroom. It should not be assumed that a particular standard will be measured by an identical question in future assessments. Specific criteria for writing test questions, as well as additional assessment information, are available at <http://www.engageny.org/common-core-assessments>.

2018 Grade 5 ELA Test Text Complexity Metrics for Released Questions Available on EngageNY

Selecting high-quality, grade-appropriate passages requires both objective text complexity metrics and expert judgment. For the Grades 3–8 assessments based on the New York State P-12 Learning Standards for English Language Arts, both quantitative and qualitative rubrics are used to determine the complexity of the texts and their appropriate placement within a grade-level ELA exam.

Quantitative measures of text complexity are used to measure aspects of text complexity that are difficult for a human reader to evaluate when examining a text. These aspects include word frequency, word length, sentence length, and text cohesion. These aspects are efficiently measured by computer programs. While quantitative text complexity metrics are a helpful start, they are not definitive.

Qualitative measures are a crucial complement to quantitative measures. Using qualitative measures of text complexity involves making an informed decision about the difficulty of a text in terms of one or more factors discernible to a human reader applying trained judgment to the task. To qualitatively determine the complexity of a text, educators use a rubric composed of five factors; four of these factors are required and one factor is optional. The required criteria are: meaning, text structure, language features, and knowledge demands. The optional factor, graphics, is used only if a graphic appears in the text.

To make the final determination as to whether a text is at grade-level and thus appropriate to be included on a Grades 3–8 assessment, New York State uses a two-step review process, which is an industry best-practice. First, all prospective passages undergo quantitative text complexity analysis using three text complexity measures. If at least two of the three measures suggest that the passage is grade-appropriate, the passage then moves to the second step, which is the qualitative review using the text-complexity rubrics. Only passages that are determined appropriate by at least two of three quantitative measures of complexity **and** are determined appropriate by the qualitative measure of complexity are deemed appropriate for use on the exam.

For more information about text selection, complexity, and the review process please refer to:

<https://www.engageny.org/resource/new-york-state-passage-selection-resources-for-grade-3-8-assessments>

<https://www.engageny.org/resource/selection-of-authentic-texts-for-common-core-instruction-guidance-and-a-list-of-resources>

<https://www.engageny.org/resource/december-2014-nti-understanding-text-complexity-grades-9-12>

Text Complexity Metrics for 2018 Grade 5 Passages

Passage Title	Word Count	Lexile	Flesch Kincaid	Reading Maturity Metric*	Degrees of Reading Power*	Qualitative Review
Excerpt from <i>The Woolly-Puff Rescue</i>	772	800-900	5.3		55	Appropriate
Mrs. Majeska and the Lost Gloves	611	800-900	4.8		51	Appropriate
Excerpt from <i>The Brooklyn Bridge: New York's Graceful Connection</i>	731	700-800	6.5		55	Appropriate
Just Like Home	740	700-800	5.1		53	Appropriate
Excerpt from Young Ben Franklin	439	900-1000	7.2		58	Appropriate
Excerpt from Printer's Ink	376	700-800	7.2		59	Appropriate

* Depending on when the passage was selected, either the Reading Maturity Metric or Degrees of Reading Power was used as the third quantitative metric.

New York State 2018 Quantitative Text Complexity Chart for Assessment and Curriculum

To determine if a text's quantitative complexity is at the appropriate grade level, New York State uses the table below. In cases where a text is excerpted from a large work, only the complexity of the excerpt that students see on the test is measured, not the large work, so it is possible that the complexity of a book might be above or below grade level, but the text used on the assessment is at grade level. Because the measurement of text complexity is inexact, quantitative measures of complexity are defined by grade band rather than by individual grade level and then paired with the qualitative review by an educator.

Grade Band	ATOS	Degrees of Reading Power	Flesch Kincaid	The Lexile Framework	Reading Maturity	SourceRater
2 nd -3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th -5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th -8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th -10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th -12 th	11.20 – 14.10	67 – 74	10.34 – 14.20	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Source: Student Achievement Partners

Name: _____



New York State Testing Program

2018 English Language Arts Test Session 1

Grade 5

April 11–13, 2018

Released Questions

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Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice.

Directions
Read this story. Then answer questions 1 through 7.

Excerpt from *The Woolly-Puff Rescue*

by Sue Mozena

- 1 Wendy and Alex stared at the strange flower at their feet. Dozens of them bloomed in this remote corner of the field.
- 2 Wendy bent down for a closer look. “We shouldn’t name them until we’re sure we can keep them,” she warned. “But I like Woolly-Puffs. They look just like fleecy rainbows.”
- 3 As tempting as it was to pet the feathery yellow-orange-red-purple-blue petals, neither of them did. Instead, Wendy pulled protective gloves from her belt pack.
- 4 On the asteroid-based colony of New Harmony, even twelve-year-old pioneers knew the number one rule for living in outer space: don’t touch or taste or sniff anything that hasn’t been tested.
- 5 “Where do you think they came from?” Wendy asked. With a gentle tug, she freed a Woolly-Puff from the thin layer of soil, sealed it in a clear bag.
- 6 “They were probably in the compost shipment that brought these nagers,” Alex muttered. He slapped at one of the whining insects that swarmed around him looking for exposed skin to bite.
- compost = a mixture of decaying plants used to improve the soil in a garden
- 7 New Harmony depended on shipments of rich compost from nearby planets to build up its soil. Usually the compost was treated before it arrived, but one shipment had been accidentally overlooked. The whining gnat-like insects the colonists called “nagers” had hatched from the compost. Without any natural enemies in this new world, the insects had multiplied, becoming a constant torment to the colonists.
- 8 After turning in their discovery, Wendy settled on a stone bench in front of the New Harmony laboratory. Alex paced, then sat. “Poor Woolly-Puff,” Wendy said. “What if it’s just a weedy flower?”

GO ON

9 “Then one living plant and a packet of seeds will be sent to the Botany Preserve on Mars,” Alex answered, rubbing a hot-pink nagger welt just above his elbow.

10 Wendy gingerly held the extra bouquet she had picked, in case the Woolly-Puffs proved keepers. “And the rest of the plants—”

11 “The rest will be pulled up and destroyed to make room for ‘useful’ plants,” Alex said.

12 The colony of New Harmony did have flowers. It just didn’t have a lot of room. Woolly-Puffs would have to be more than pretty if they wanted to grow here.

13 The two friends scrambled to attention as the lab door opened.

14 “Your Woolly-Puff isn’t toxic,” Professor Raglin said. His smile faded as he went on. “The sap is thick and sticky, but we already have a good glue. The stems are too woody and the leaves too bristly to eat. And the petals, well, they smell funny. Not flowery at all. More like moldy lemons. I’m sorry, but I’ll have to make my report to the council this afternoon. The good news is that they seem to grow only in the soil where you found them, so it won’t be hard to get rid of them.”

15 “At least they’re not poison,” Wendy said after Professor Raglin had left. She hugged her colorful, fuzzy bouquet. She had to admit they did smell funny. “Mayor Murphy will probably send a reclaim crew out after the council meeting.” She sighed. “I wish the council would let us adopt one, like a pet.”

16 “Fat chance,” Alex said. He blew at a pair of nagers trying to land on his knee. “Shoo! For harmless gnats, these bugs sure are pests.”

17 “Yeah.” Wendy reached up to scratch the end of her nose. Then she realized something. The end of her nose itched simply because that’s what the ends of noses do sometimes. The nagers weren’t biting her. They weren’t even landing on her.

18 “We’re going to the council meeting,” she announced.

19 That afternoon, when the council members emerged from the community center, Alex and Wendy were waiting.

20 “What is the meaning of this?” Mayor Murphy demanded as Alex and Wendy presented each member of the council with a Woolly-Puff garland.

21 Glancing at Alex for courage, Wendy said, “Woolly-Puffs are bug chasers.”

22 “Sorry,” Mayor Murphy said firmly. “We have already made our decision.”

23 “Just watch,” Wendy pleaded. “Watch the nagers.”

- 24 Then someone said, “What naggers? I don’t see any.”
- 25 “Where are the naggers?” asked Professor Raglin. “It’s as if they’re avoiding us.”
- 26 Wendy smiled. “They are. Naggers don’t like Woolly-Puffs.”
- 27 So the Woolly-Puffs stayed in the vases and flower boxes and gardens of New Harmony because, of course, they weren’t just pretty. They smelled like moldy lemons. And luckily, naggers couldn’t stand the smell of moldy lemons.

GO ON

1

In paragraph 2, what does the sentence “They look just like fleecy rainbows” suggest about the flowers?

- A The flowers are colorful and fuzzy.
- B The flowers are wet and fluffy.
- C The flowers are striped and shaggy.
- D The flowers are transparent and puffy.

2

What does the word “welt” mean as used in paragraph 9?

- A itch
- B skin
- C gnat
- D bump

3

Read this sentence from paragraph 14.

His smile faded as he went on.

What does the sentence suggest about Professor Raglin?

- A He is suffering from the bad smell.
- B He regrets having to study the plant.
- C He dislikes the plant he is talking about.
- D He is about to deliver disappointing news.

4

Read this sentence from paragraph 15.

“At least they’re not poison,” Wendy said after Professor Raglin had left.

What does the sentence suggest about Wendy?

- A Wendy looks for the positive side of situations.
- B Wendy does not like people to give her bad news.
- C Wendy challenges people who do not agree with her.
- D Wendy encourages people to learn to love the flowers.

5

How does the setting of the story affect what happens to the Woolly-Puff?

- A A lack of space causes the flower to be shipped away.
- B A need for compost causes the plant to be valued.
- C A problem with insects causes the flower to be kept.
- D A lack of pets causes the plant to be adopted.

6

What does the phrase “smell funny” mean as it is used in paragraph 15?

- A The flowers made the children laugh.
- B The scent of the flowers was unusual.
- C The flowers caused the children to be itchy.
- D The stems of the flowers were strange.

GO ON

7

Which statement **best** states a theme of the story?

- A Friends should support each other in difficult situations.
- B Following the rules can sometimes get you in trouble.
- C It may take courage to speak up when you have a good idea.
- D The smallest things can cause big problems.

D*irections* Read this story. Then answer questions 22 through 28.

Mrs. Majeska and the Lost Gloves

by *Ethel Pochocki*

- 1 One crisp fall morning, Mrs. Majeska woke up with a craving for sauerkraut. It was so strong, she could smell it, she could taste it, and she knew she must have it for supper. So she put on her walking shoes, picked up her tub with a lid and a handle, and went into town to buy some.

sauerkraut = chopped, pickled cabbage
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- 2 She walked briskly, enjoying the wind messing up her hair and the parade of dried leaves dancing ahead of her. It was a glorious day, and the thought of sauerkraut for supper, with a bit of apple and onion and sausage, made her want to dance along with the leaves.
- 3 But suddenly she stopped. In the road there was a glove, a small black glove, the fingers still plump, as if it had just left its owner's hand. It was out of place in the middle of the road.
- 4 Poor thing, thought Mrs. Majeska. I cannot leave it there. She picked it up quickly—a logging truck was coming—and laid it on the grass. She felt sorry for its owner, who now had only one glove. What good was one glove?
- 5 On the way home from the store, she walked on the other side of the road, the sauerkraut sloshing inside the tub. A cluster of children came toward her, laughing and shouting to one another as they took turns kicking something in the dust. Finally they tired of it and ran off past Mrs. Majeska.
- 6 She looked down at the sorry thing they had been kicking. It was another black glove, of the same size and shape as the one she had rescued. She examined it—yes, it was the mate to the other!
- 7 Mrs. Majeska hesitated, then continued walking. It was only a glove, after all, not a child or a kitten or a wallet. Suddenly she stopped, turned around, and walked back to the crumpled bit of cloth. She picked it up, shook it out, and brushed off the dirt. It looked almost as good as new.

GO ON

8 With the glove in one hand and the tub of sauerkraut in the other, she strode down the road to where the other glove still lay in the grass. She placed its mate beside it, satisfied that they were now together. For what good was one glove without the other?

9 A boy whizzed by on a bike and looked at her. Two old ladies, arm in arm, marched toward her on their way to the post office. Mrs. Majeska bent down and pretended to tie her shoelaces, for she felt foolish to be caught in the act of reuniting a pair of gloves.

10 That night, after a supper as delicious as she had imagined it, Mrs. Majeska sat in her rocker and thought about the gloves. She wished she had brought them home to use for herself. Their owner had probably already given them up for lost. The next morning, after she had her coffee and read the newspaper, she decided to go back and get the gloves. But they were gone.

11 Mrs. Majeska was mystified. Who—beside herself—would want a pair of gloves lying by the side of the road? Perhaps the owner had retraced her steps and rejoiced in finding them? Or maybe a housewife on a cleaning binge had used them to polish the stove? Or maybe a puppy needed something to chew on? Or a squirrel, to line its nest for winter?

12 Mrs. Majeska would never know, but as long as she did not know, she would believe in a happy ending. No matter what their fate, the gloves were together, and that was all that mattered.

22 In paragraph 2, what does the phrase “made her want to dance along with the leaves” **most** suggest about Mrs. Majeska?

- A** She is ready to move along quickly to get home.
- B** She remembers the words to a song in her head.
- C** She likes the fall weather because it causes change.
- D** She is happy because she is enjoying her day.

23 How do paragraphs 3 and 4 foreshadow the ending of the story?

- A** by emphasizing that a single glove is of little use
- B** by emphasizing that nobody cares about a lost glove
- C** by showing that Mrs. Majeska is careful when picking up the glove
- D** by showing that Mrs. Majeska is worried about the owner of the glove

24 Based on paragraphs 5 and 6, which sentence **best** contrasts Mrs. Majeska and the children?

- A** Mrs. Majeska wants to clean the glove but the children do not.
- B** Mrs. Majeska is sorry for the glove owner but the children are not.
- C** Mrs. Majeska is happy to see the glove while the children are not.
- D** Mrs. Majeska understands the value of the glove while the children do not.

GO ON

25 Mrs. Majeska's actions in paragraphs 7 and 8 **most** contribute to the development of the central idea by showing that she

- A** is content that the gloves are back together
- B** considers taking the gloves home for herself
- C** thinks she is silly for worrying about the gloves
- D** cleans off the gloves to make them easy to find

26 What can the reader infer about Mrs. Majeska in paragraph 9?

- A** She is nervous that the gloves will not be found by their owner.
- B** She is concerned about what the boy and the two ladies think of her.
- C** She is scared by the boy who is riding on the bike.
- D** She is upset by the old ladies who walk past her.

27 Which word **best** describes Mrs. Majeska in paragraph 10?

- A** proud
- B** restless
- C** stubborn
- D** regretful

28

What does the point of view in paragraph 11 help the reader to understand?

- A** an owner's joy in finding the gloves
- B** Mrs. Majeska's concern that a puppy might chew the gloves
- C** a housewife's eagerness to put the gloves to use
- D** Mrs. Majeska's surprise that someone took the gloves

GO ON

Directions

Read this article. Then answer questions 29 through 35.

Excerpt from *The Brooklyn Bridge: New York's Graceful Connection*

by Vicki Weiner



- 1 John Roebling was a native of Germany. After studying engineering at his country's finest technical school, he came to the United States. It was 1831. Roebling was twenty-five years old. He wanted to put his skills and education to work. He and a group of fellow Germans purchased a large plot of land in Pennsylvania. The group built houses, stores, and churches on the land. They called their new farming town Saxonburg.
- 2 Roebling found the farmer's life too quiet, though. He told his son, Washington, that he longed to "employ science to useful purpose." In the early 1840s, Roebling got his first chance to do just that. He knew a new type of rope called wire cable was being used in Europe. It was made from iron wires. These wires were twisted together to form a long strand. Roebling made the first iron wire cable in the United States.

3 At first, people doubted that Roebling’s cable could work better than rope. Once they tested it, though, they were amazed. The iron cable was thinner, stronger, and longer lasting than ordinary rope. Soon, delighted business owners were snatching up Roebling’s iron cables. They used the cables to haul heavy loads over Pennsylvania’s Allegheny Mountains.

4 Roebling’s cable helped him create the modern suspension bridge. A suspension bridge spans a wide body of water. Ancient bridges were held up by rope made from hemp. Today’s bridges are held up by thick metal cables. The cables are attached to two strong towers, made of stone, steel, or iron. These towers hold the bridge in place. The roadway is suspended, or held up, by the cable.

5 In 1861 the American Civil War began. John’s son, Washington, served in the Union Army. He even fought in the battle at Gettysburg. As a colonel, he built temporary suspension bridges using his father’s ideas. Washington soon became his father’s chief engineer.

6 Together, father and son built many suspension bridges. One of their most famous works was built in Cincinnati, Ohio. The Cincinnati Bridge spanned the Ohio River. At the time, in 1872, it was the largest suspension bridge ever seen. It was a triumph of engineering skills. Yet both father and son knew that harder work lay ahead. John Roebling never rested. He was an ambitious, driven man. Once he got an idea for a new bridge, he never forgot it.

7 John Roebling first presented his plan for the Brooklyn Bridge in 1867. His idea pleased many. Others thought Roebling’s bridge seemed unnecessary. New Yorkers didn’t go frequently to Brooklyn. To them, the project was a waste of money. On the other hand, Brooklyn’s residents were in favor of a bridge. Brooklyn was growing fast as a city. Its residents needed an easier way to travel to New York for work, school, shopping, and entertainment.

8 Public opinion was divided. However, the terrible winter of 1866-67 swayed many city leaders’ minds. Icy conditions along the East River froze ferry service for days on end. This convinced Brooklyn’s mayor that the city couldn’t continue to grow without a bridge. Meanwhile, New Yorkers were warming to the idea, too. They knew that Brooklyn was booming. Still, it remained a cheaper and less crowded city than New York. It would be wonderful to have easy access to Brooklyn’s charms. On April 16, 1867, New York’s legislature created the New York Bridge Company. The company would be dedicated to Roebling’s dream—constructing a bridge over the East River. John Roebling was asked to be the bridge’s designer.

- 9 Excitement about the bridge swelled. It was going to be unlike any structure seen before. Its length would measure 1,596 feet (486 m) from tower to tower. This would make it one-and-a-half times longer than the Cincinnati Bridge. The Brooklyn Bridge's towers would feature 117-foot-high (35.7 m) Gothic arches. Horse and carriage riders would use outer lanes across the span. Trains would travel across the bridge's inner lanes. A special walkway, called a promenade, would be built above the roadways. Pedestrians, or people walking, would stroll across the promenade and be treated to magnificent views of the city.
- 10 Everyone knew the completed bridge would be beautiful. However, many worried it would not be safe. Roebling invited a group of experts to study his plans. These experts were impressed with Roebling's vision. Finally, in 1869, all their questions were answered. The two cities gave their final approvals.

29 Which sentence **best** describes a main idea of the article?

- A** John Roebling and his son formed an uncomfortable working relationship.
- B** John Roebling was an inspired engineer who designed modern bridges.
- C** John Roebling came to the United States to build bridges.
- D** John Roebling was a popular student and successful businessman.

30 What does the phrase “snatching up” (paragraph 3) suggest about John Roebling’s iron cables?

- A** They sold quickly.
- B** They were inexpensive.
- C** They lasted a long time.
- D** They pulled a lot of weight.

31 Which paragraph does the photo of the Brooklyn Bridge **best** support?

- A** paragraph 3
- B** paragraph 4
- C** paragraph 7
- D** paragraph 8

GO ON

32 Which sentence **best** describes how John Roebling influenced his son Washington?

- A** Washington learned why it was important to use science to improve his military skills.
- B** Washington applied what his father taught him about the different types of iron cables.
- C** Washington learned the reasons suspension bridges needed to be improved.
- D** Washington applied what his father taught him and built bridges when he was a soldier.

33 What do paragraphs 7 and 10 **most** contribute to the article?

- A** They introduce different opinions about the bridge.
- B** They outline the long process involved in planning, paying for, and constructing the bridge.
- C** They highlight the concerns people had about the appearance of the bridge.
- D** They describe the disagreements people had about where the bridge should be built.

34 What effect did the winter of 1866–67 have on the construction of the Brooklyn Bridge?

- A** The weather caused people to go to Brooklyn because they thought it was safer there.
- B** The weather caused ferry service to stop, making more people decide the bridge was a good idea.
- C** The weather made more people go to New York to find work and to shop.
- D** The weather made more people want to leave the area, making the mayor decide the bridge was necessary.

35

Which detail from the article would be **most** important to include in a summary?

- A John Roebling graduated from a technical school in Germany.
- B John Roebling bought a large plot of farm land in Pennsylvania.
- C John Roebling had a son who was promoted to colonel in the Civil War.
- D John Roebling made the first iron cable used in the United States.

STOP

Grade 5
2018
English Language Arts Test
Session 1 Form
April 11–13, 2018

Name: _____



New York State Testing Program

2018 English Language Arts Test Session 2

Grade 5

April 11–13, 2018

Released Questions

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Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before writing your response.
- In writing your responses, be sure to
 - clearly organize your writing and express what you have learned;
 - accurately and completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided, but do NOT write your final answer on this Planning Page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on the lined response pages provided.

Directions
Read this story. Then answer questions 36 through 38.

Just Like Home

by Mathangi Subramanian

- 1 When the recess bell rang, Priya sighed and slowly hung up her smock. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her.
- 2 The only thing Priya liked about her new school was art. They hadn't had art at her old school, but here, art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of paris and India ink. During art, Priya forgot that she didn't have any friends at her new school. All she thought about was whatever she was working on.
- 3 As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in her pockets. Then she took her usual place at the end of the recess line.
- 4 While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building. The patterns were called *rangoli*, and they looked like stars and roses. Priya's mother said that the drawings were to welcome guests to their home. All the families in India, where Priya's family was from, did rangoli every morning, just like Priya and her mother. Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli. Priya missed the early mornings she and her mother would spend drawing feathery, colorful patterns on the cement.
- 5 Priya walked over to the basketball court and sat on the hot pavement. She was glad to have something to do besides sit in her corner. She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved best. She drew flowers with huge, swirling petals and stars with eight points. She colored them green, yellow and blue, all colors her mother had used. She liked the soft, solid feeling of the chalk in her hand, and the way that the dust left patterns on her fingers.
- 6 "That's pretty," a voice said.

GO ON

7 She turned around and saw that Enrique, a boy in her class, was watching her.

8 “It’s called rangoli,” she said. “They do this in India, where my parents are from.”

9 “You know what that reminds me of?” he asked, kneeling down beside her. “The floor of my grandmother’s house in Mexico has tiles that have designs like that.”

10 “What do you mean?” Priya asked.

11 “Hand me a piece of chalk,” Enrique said. “I’ll show you.” Enrique sat down on the pavement and began to draw. He used the green, orange, and yellow chalk to draw flowers that were more detailed than Priya’s, but still had huge, curvy petals. Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique’s designs.

12 “What are you guys doing?” a voice asked.

13 Priya and Enrique had been so absorbed in drawing that they hadn’t noticed that their classmate Farah had been watching them.

14 “Hey,” Farah said, sitting down beside them, “that looks like the rugs in my uncle’s house in Iran. Except on the rugs, the shapes are bigger, and aren’t as curly.”

15 “Show us,” said Enrique, handing her a piece of chalk.

16 Farah took the chalk and began drawing. She drew shapes that were full of straight lines and bold colors. They were bigger than the shapes Priya and Enrique had drawn, and they overlapped each other in diagonals to form new shapes. She colored the drawings purple, dark blue, and white.

17 “Wow!” Ms. Lopez, Priya’s teacher, said. “That’s beautiful!”

18 Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together. Their classmates began to drift over to see what was happening.

19 “It looks like a universe, with lots of planets and stars,” said Lily.

20 “It looks like a coral reef full of tropical fish,” said Jasper.

21 “What do you think it looks like Priya?” asked Enrique.

22 Priya looked at Enrique and Farah. Their knees, elbows, and fingers were covered in red, yellow, green and blue chalk dust. Priya smiled and said, “It looks like home.”

Directions

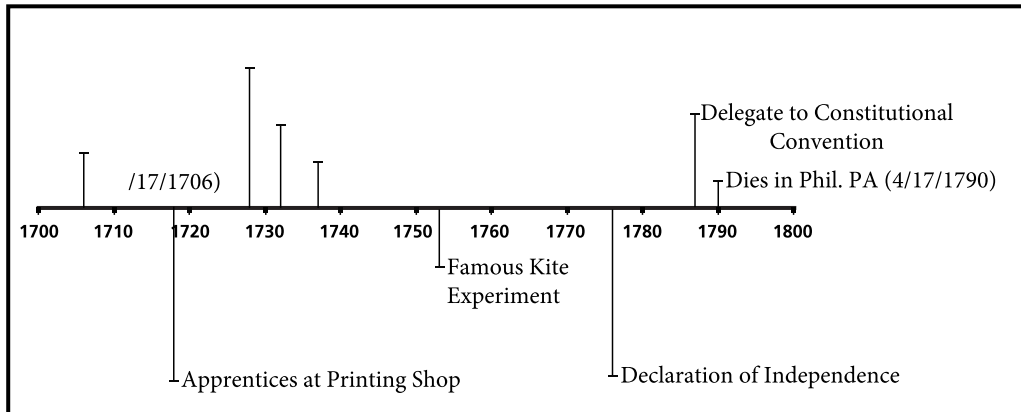
Read this article. Then answer questions 39 and 40.

Excerpt from *Young Ben Franklin*

by Julie Doyle Durway

- 1 Ben's early childhood was happy. He spent a lot of time playing, swimming, and fishing on the Charles River in Boston. Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily. Even as a child, Franklin had an inventive mind and a desire to improve himself.
- 2 "From a Child I was fond of Reading," Ben wrote, "and all the little Money that came into my Hands was ever laid out in Books." Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did. He looked at the world in a practical way, trying to find solutions for everyday problems.
- 3 When Ben was 10, he left school and began working in his father's soap and candle shop. He spent his days "employed in cutting Wick for the Candles, filling the Dipping Mold . . . attending the Shop, going on errands, etc." Although Ben did not enjoy this experience, it helped him learn the importance of hard work. He also spent time with his father watching other craftsmen at their work. He learned to appreciate good workmanship and creativity.
- 4 After several years, it became clear to Ben's father that his son wasn't happy in the soap and candle shop. Mr. Franklin sent Ben to work with his older brother James, who owned a print shop. Although James was often harsh with his younger brother, Ben enjoyed the printing business. "In a little time I made great Proficiency in the Business, and became a useful Hand to my Brother," he wrote later. Not only did Ben learn all the skills of printing, he also wrote poetry, essays, and articles for his brother's newspaper. Ben's natural ability as a writer developed quickly.
- 5 When Ben worked with his brother, he spent much of his free time reading. "Often I sat up in my Room reading the greatest part of the Night, when the Book was borrow'd in the Evening to be return'd early in the Morning." He also used this time to improve his writing skills. Studying the work of other authors, Ben would try to rewrite their essays in his own words.

- 6 When he was 17, Ben left his brother's print shop. He moved to Philadelphia and found work as a printer and writer. Eventually, he opened his own print shop. Later, his accomplishments as a scientist and statesman made him one of the most powerful and important men in America. But Ben Franklin never forgot the lessons he learned during his boyhood years.



40

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

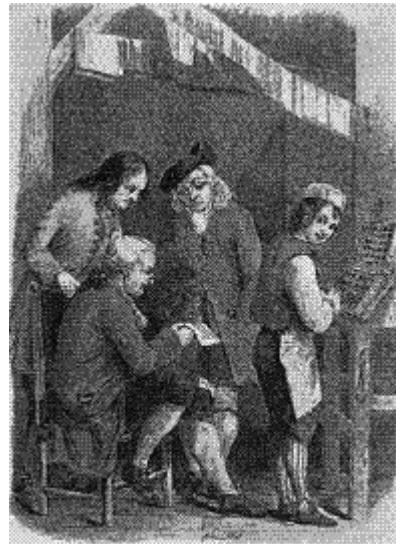
GO ON

Directions
Read this article. Then answer questions 41 and 42.

Excerpt from *Printer's Ink*

by Jerry Miller

- 1 When Benjamin Franklin was 12, he went to work in his brother James's print shop. Ben had trouble getting along with his brother, but he loved being a printer. Who wouldn't have loved it? Print shops were great places to be, whether you were interested in politics, science, books—or the local gossip.
- 2 In Ben Franklin's day, printers did more than just run the printing presses. Many printers published newspapers. When Ben was a man, he opened his own print shop in Philadelphia. Soon, he started publishing a weekly newspaper called *The Pennsylvania Gazette*. Later, he began a second newspaper, in German, to serve Pennsylvania's many German settlers. He published one of America's first magazines, too.
- 3 Ben Franklin also published books: novels, schoolbooks, medical books for doctors, and more. He printed books about new scientific discoveries. And he became friends with many of the people who wrote those books.
- 4 One of Ben Franklin's most famous works—and his first big success—was *Poor Richard's Almanack*. Ben wasn't the only printer to publish an almanac. Everyone used almanacs—helpful books that contain all sorts of useful information like calendars, weather forecasts, moon phases, and planting advice. And everyone bought a new almanac each year. What was different about Franklin's almanac were his wise and funny sayings and useful, everyday advice. Ben's sayings became popular. Today, people still repeat many of them. "Early to bed and early to rise makes a man healthy, wealthy, and wise" is one of his sayings.



Young Ben in his brother's Boston print shop

- 5 Franklin never quit printing. When he was 42, he retired from business. But printing was still his hobby. During the Revolutionary War, Franklin moved to France. In Paris, he kept a small printing press. When he had time, he printed essays for his friends to read.
- 6 Many people believe that Ben Franklin’s autobiography, the story of his own life, was the first great book ever written by an American. Franklin wrote it when he was an old man, finishing it at the age of 82. He continued writing even on his deathbed. His last writings were essays against slavery.
- 7 Benjamin Franklin became famous as a scientist, inventor, writer, and statesman. But when he wrote his will, he began with the words: “I, Benjamin Franklin of Philadelphia, printer. . .”

Planning Page

You may PLAN your writing for question 42 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 15 and 16.



Lined writing area consisting of 25 horizontal lines.

STOP

Grade 5
2018
English Language Arts Test
Session 2
April 11–13, 2018

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2018 English Language Arts Tests Map to the Standards
Released Questions on EngageNY
Grade 5

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions:	Constructed Response Questions:	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
1	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.4	Reading	0.93		
2	Multiple Choice	D	1	CCSS.ELA-Literacy.L.5.4	Reading	0.56		
3	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.61		
4	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.84		
5	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.62		
6	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.4	Reading	0.90		
7	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.2	Reading	0.55		
22	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.4	Reading	0.80		
23	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.5	Reading	0.35		
24	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.39		
25	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.2	Reading	0.66		
26	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.71		
27	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.57		
28	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.6	Reading	0.73		
29	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.2	Reading	0.65		
30	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.4	Reading	0.73		
31	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.7	Reading	0.33		
32	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.44		
33	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.45		
34	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.52		
35	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.2	Reading	0.76		
Session 2								
36	Constructed Response		2	CCSS.ELA-Literacy.RL.5.3	Writing to Sources		1.4	0.70
37	Constructed Response		2	CCSS.ELA-Literacy.RL.5.6	Writing to Sources		1.5	0.75
38	Constructed Response		2	CCSS.ELA-Literacy.RL.5.2	Writing to Sources		1.28	0.64
39	Constructed Response		2	CCSS.ELA-Literacy.RI.5.8	Writing to Sources		1.38	0.69
40	Constructed Response		2	CCSS.ELA-Literacy.RI.5.7	Writing to Sources		1.26	0.63
41	Constructed Response		2	CCSS.ELA-Literacy.RI.5.5	Writing to Sources		1.2	0.60
42	Constructed Response		4	CCSS.ELA-Literacy.RI.5.3	Writing to Sources		1.96	0.49

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two point and four point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions please refer to the rubrics shown in the Educator Guides.