



Our Students. Their Moment.

**New York State Testing Program  
Grade 4  
English Language Arts Test**

**Released Questions**

**June 2019**

New York State administered the English Language Arts Tests in April 2019 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 2019 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 2019 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2019, included in these released materials are at least 75 percent of the test questions that appeared on the 2019 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>.

## 2019 Grade 4 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 2019 Grade 4 Passages

Passage Title	Word Count	Lexile	Flesch-Kincaid	Reading Maturity Metric*	Degrees of Reading Power*	Qualitative Review
<b>Around the World</b>	451	810L	6.7		56	Appropriate
<b>Mouse Deer and the Tigers</b>	580	510L	2.5		45	Appropriate
<b>The Day I Rescued Einstein's Compass</b>	621	560L	3.6		49	Appropriate
<b>Meet Hannah Wynne: Teen Storyteller</b>	365	760L	7		56	Appropriate
<b>Reaching for the Top</b>	298	790L	6		54	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 2019 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
<b>2<sup>nd</sup>-3<sup>rd</sup></b>	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
<b>4<sup>th</sup>-5<sup>th</sup></b>	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
<b>6<sup>th</sup>-8<sup>th</sup></b>	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
<b>9<sup>th</sup>-10<sup>th</sup></b>	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
<b>11<sup>th</sup>-12<sup>th</sup></b>	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*

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**2019  
English Language Arts Test  
Session 1**

**Grade 4**

**April 2–4, 2019**

**RELEASED QUESTIONS**

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“Mouse Deer and the Tigers” an Indonesian folktale retold by Marilyn Bolchunos. Copyright © 1990 by Cricket Media. Used with permission of Carus Publishing Company via Copyright Clearance Center.

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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.



## **D**irections

Read this article. Then answer questions 13 through 18.

# Around the World

by Paula Morrow

- 1 “No one but a man can do this,” the business manager of the *World*, a New York newspaper, said to the young woman. The year was 1888. A popular book at the time told about a character who traveled around the world in 80 days. Now Nellie Bly, a young reporter for the newspaper, wanted to do it in real life.
- 2 “Very well,” said Nellie. “Start the man, and I’ll start the same day for some other newspaper and beat him.”
- 3 In those days it was very unusual for a woman to travel alone. But Nellie Bly was an unusual woman. Her real name was Elizabeth Jane Cochran. When she was 20, she wrote a fiery letter to the editor of the *Pittsburgh Dispatch*. The editor was so impressed with her letter that he offered her a job as a writer.
- 4 It wasn’t considered “proper” to use a woman’s name in a newspaper. So the editor signed Elizabeth’s work *Nellie Bly*, a name from a popular song.
- 5 Back then, women were only supposed to write about things considered to be “women’s topics,” such as fashion and society. But Nellie had other ideas. She reported on issues that were important, even controversial. Newspaper readers were fascinated—but they didn’t believe that Nellie Bly was really a woman. They thought men were writing the articles!

controversial = a topic that causes an argument

- 6 After Nellie threatened to make the trip for another newspaper, her editor gave in and allowed her to do it for the *World*. One year after asking to do the trip, Nellie set out. Traveling east across the Atlantic, Nellie took just one bag in order to move quickly. As she traveled, she wrote. She telegraphed her articles about people and places to the newspaper. Schoolchildren followed her route across Europe and Asia. Geography became a national fad as readers tracked her around the world.

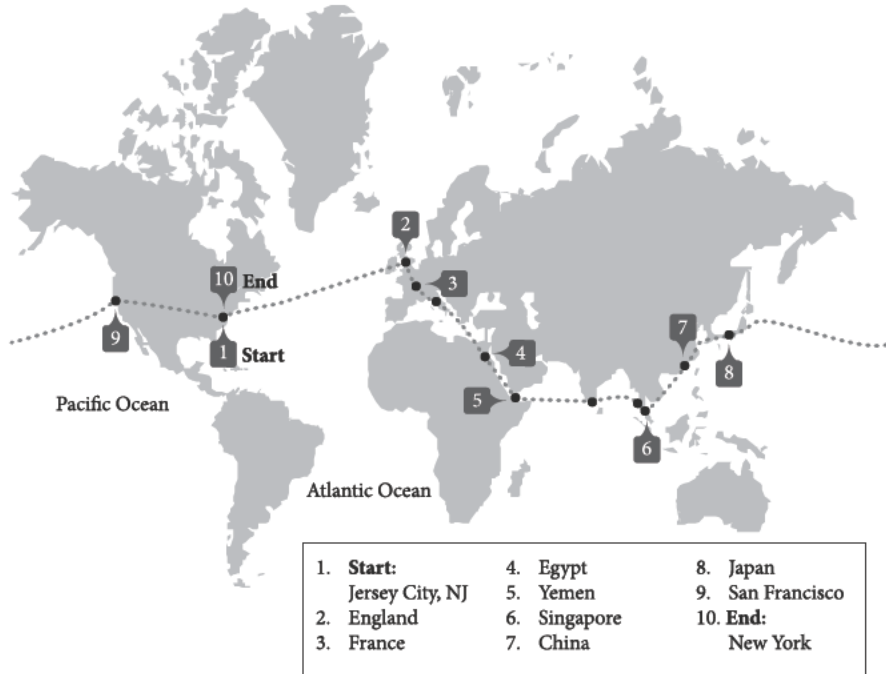
telegraphed = a way to send messages to a faraway place

- 7 On day 68 of her trip, Nellie reached San Francisco. Quickly, she dashed across the country on a train hired by her newspaper. She reached New York in 4½ days.
- 8 She met her challenge! Along the way, every train stop was a “maze of happy greetings, happy wishes, congratulating telegrams, fruit, flowers, loud cheers, wild hurrahs, rapid hand-shaking,” she wrote. While traveling through France, Nellie was thrilled to meet Jules Verne, author of the book that inspired her trip, *Around the World in 80 Days*.
- 9 Nellie Bly beat the 80-day goal. She also invented a new style of journalism. She reported to her readers what she saw, thought, and felt during her adventure. She also proved that a woman is as competent and resourceful as a man. Her journey around the world was a journey toward equal opportunity for both women and men.

competent = capable

resourceful = skilled at solving problems

Nellie Bly's Historic 1888 Trip Around the World in 72 Days



**13** What does the phrase “set out” mean as it is used in paragraph 6 of the article?

- A** grabbed her suitcase
- B** began her journey
- C** accepted work
- D** started writing

**14** Read this sentence from paragraph 6.

**Traveling east across the Atlantic, Nellie took just one bag in order to move quickly.**

How is this detail important to paragraph 1?

- A** It shows how she is the same as the character in the book.
- B** It shows one way to help her reach her goal.
- C** It shows a young reporter exploring the world in real life.
- D** It shows that a young woman taking a trip alone is unusual.

**15** How does the author organize the information in paragraphs 6 and 7?

- A** by listing events in the order they happened
- B** by comparing and contrasting the places Nellie visited
- C** by showing what caused Nellie to want to take the trip
- D** by stating how the problem of traveling so far was solved

**GO ON**

16 What does the word “journalism” mean as it is used in paragraph 9?

- A writing for newspapers
- B traveling for women
- C finding adventures
- D discovering opinions

17 Which detail from the article does the map support?

- A “Start the man, and I’ll start the same day . . .” (paragraph 2)
- B “She reached New York in 4½ days.” (paragraph 7)
- C “She met her challenge!” (paragraph 8)
- D “She reported to her readers what she saw, thought, and felt . . .” (paragraph 9)

18 Which sentence **best** states the main idea of “Around the World”?

- A Traveling around the world in a short period of time is a difficult goal.
- B It was unusual for a woman to travel in the past.
- C Geography is an important subject to study.
- D A woman showed she can do anything.

## **D**irections

Read this story. Then answer questions 19 through 24.

# Mouse Deer and the Tigers

*an Indonesian folktale retold by Marilyn Bolchunos*

1 King Tiger thought he was the greatest tiger in the world. While I do not know if that was true, he was certainly the greediest. One day he said to himself, “I wonder if there is tasty food nearby on the Island of Borneo.”



2 He called three of his strongest tigers and said to them, “I have a job for you. You must swim to Borneo and ask their tiger king for food. Tell them the King of All Tigers demands it. If they don’t agree, we will attack.”

3 The King pulled out one of his large whiskers. “Show him this and he will see what kind of tiger he is dealing with.”

4 The three tigers swam over to Borneo, roaring all the way. Now, there were no tigers on Borneo, but all the animals hid when they heard the strange sounds and splashes. All except for Mouse Deer. He didn’t hear them coming because he was busy eating his lunch of tender grass. Suddenly he looked up and saw three pairs of golden eyes staring at him.

5 “Brave little morsel, isn’t he?” said one of the tigers. “We have a message for your tiger king. Where is he?”

6 Mouse Deer thought, We have no tiger king. We have no tigers. But if I tell them that, I will be lunch for these tigers. I must think fast or, or . . . I *will* be lunch for these tigers.

**GO ON**

7 He thought fast.

8 “I can take your message to our tiger king,” he said. “But you look tired. Rest in the shade, and I will get him.”

9 “Good idea,” said the biggest tiger. “Tell him that he must give us food, or we will attack. Show him King Tiger’s whisker.”

10 The whisker was so big it made Mouse Deer tremble. But he bravely hurried away with it in his mouth.

11 If I promise them food, they may eat me, he thought. What should I do?

12 He bounded on. Finally he had an idea. He found his friend Porcupine. “Friend, the King of All Tigers wants to attack Borneo,” he said. “He says we won’t be able to fight him. Would you please let me have one of your quills?”

quill = a thick hair with a sharp point

13 “Gladly,” said Porcupine.

14 Mouse Deer waited awhile so that the tigers would think he had traveled far. When he came back they said, “Well?”

15 “O, Great Tigers,” said Mouse Deer, “when I reached our king he was sharpening his claws between two mountains. I gave him your message. He said, ‘Good. It is too quiet around here. I’d be happy to fight that tiger. Send him over.’ Then he pulled out one of his whiskers for you to give your king.”

16 The tigers were astonished. They had never seen a whisker as big and thick as that. They turned and left for their long swim back.

17 Mouse Deer pranced off on his tiny hoofs.

18 As soon as the tigers reached their island, they went to the King of All Tigers.

19 “What took you so long?” he roared.

20 “Well,” one tiger said, “the King of Borneo looks forward to fighting the King of All Tigers. He sends his whisker.”

21 The King stared at it for a while. Then he spoke, “I have been thinking while you were gone. We should demand food from the Island of the Elephants instead of the Island of Borneo.”

22 And that is why, even today, there are no tigers on Borneo. There are plenty of mouse deer, but no tigers.

**GO ON**



**19** What does the word “demand” mean as it is used in paragraphs 2 and 21?

- A** to correct
- B** to look for
- C** to work on
- D** to insist

**20** What does the reader know in paragraphs 6 through 8 that the tigers do not know?

- A** King Tiger wants to take food from the Island of Borneo.
- B** The Island of Borneo has no tiger king.
- C** Mouse Deer is afraid of King Tiger’s whisker.
- D** The whisker from Mouse Deer is not from a tiger.

**21** Paragraph 15 supports a theme of the story by showing that Mouse Deer

- A** honors the tigers
- B** is clever and brave
- C** is happy to be telling lies
- D** finds his king

- 22 In paragraph 17, the phrase “pranced off” shows that Mouse Deer feels
- A eager to run far away from the tigers
  - B satisfied with how things went with the tigers
  - C worried that the tigers will return with their king
  - D surprised to see that the tigers could swim
- 23 Which sentence **best** describes how Mouse Deer causes the event in paragraph 21?
- A He sees three tigers looking at him.
  - B He carries King Tiger’s whisker in his mouth.
  - C He asks Porcupine for one of his quills.
  - D He waits so the tigers will think he went far.
- 24 What do the details in paragraph 21 suggest about King Tiger?
- A He wants to avoid showing that he is scared.
  - B He believes there is more food on a different island.
  - C He knows that it is important to plan ahead.
  - D He thinks he is the greatest tiger in the world.

**STOP**

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**Grade 4**  
**2019**  
**English Language Arts Test**  
**Session 1**  
April 2–4, 2019

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



# ***New York State Testing Program***

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## **2019 English Language Arts Test Session 2**

# **Grade 4**

**April 2–4, 2019**

**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.

## **D**irections

Read this story. Then answer questions 25 through 27.

*Theo is in a boat named “Fleet Felix” with Albert Einstein, a very famous scientist. Einstein speaks first.*

# The Day I Rescued Einstein’s Compass

*by Shulamith Levey Oppenheim*

1 “When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass.” He peered at me. “You know what a compass is, of course?” I nodded. “Good.” He continued, “It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass.”

2 I took a deep breath. “Because the needle is magnetic, and there is a magnet at the North Pole that attracts the needle.”

3 My sailing partner raised his bushy eyebrows. “*Nearly* correct. There are two magnetic poles, north and south. So far away. And there, on the palm of my hand, was my compass, always pointing north! For me, it was the greatest mystery I could imagine. And so I decided, then and there, that I would learn all about the forces in the universe that we cannot see. For I certainly could not . . .”

4 At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit *Fleet Felix* smack against the side, knocking the compass from the professor’s hand, right into the water!

5 He stared at his empty palm. “The compass, Theo. It is gone! Overboard?” Suddenly there was so much sadness in his eyes. “I should hate to lose it. And I cannot swim very well . . . and my eyesight is not good . . .” His voice trailed off, and he was looking far into space.

6 But *I* could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.

**GO ON**

7 I jumped into the water.

8 Then I started swimming farther away from the boat. Under and under and round and round. No compass. I had to find it! Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years. I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

Herr = a German word for "Mr."

9 I made another dive under the boat. As I came up for air, I felt something ever so gently hit my cheek. It was the compass, bobbing alongside *Fleet Felix*, just waiting to be rescued! Clutching it in my left hand, I grabbed hold of the boat with my right. Professor Einstein's eyes were closed.

10 He opened his eyes. "So," he said with a smile, "this is why I became a physicist," continuing as if nothing had happened. "As you know, a physicist studies the forces in nature that we cannot know directly, only we know they are there from what we observe, like the compass needle or . . .," he paused.

11 "Or gravity?" I offered, a bit tentatively.

12 "Bravo, young man. Or gravity. All these forces keep our planet running quite smoothly most of the time. And thank you, dear Theo. For me, you are the most famous boy alive!"

13 His eyes were merry again. I was still trying to catch my breath, but I had to ask another question. "Would you say it is because of the compass that you are now the most famous man alive?"



14 He sat very still. “The compass was my first mystery, and all my life I have worked to solve mysteries.” He put the compass in his pocket—the one with the hole in it. “And I am not the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know.”



**GO ON**

**25**

In the story, how does Einstein feel about the compass his father gave him? Use **two** details from the story to support your response.

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**26**

What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

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**GO ON**

27

Read this sentence from paragraph 8 of the story.

**I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.**

How does this sentence support a theme of the story? Use **two** details from the story to support your response.

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## *Directions*

Read this article. Then answer questions 28 and 29.

# Meet Hannah Wynne: Teen Storyteller

*by Kathiann M. Kowalski*

- 1 Like most kids, Hannah Wynne has always loved hearing stories. But Hannah doesn't just listen. At age 18, Hannah is already a professional storyteller.
- 2 As a little girl, Hannah told stories to family members in Valley City, Ohio. Later, she shared stories with friends during school recess. "I loved giving oral book reports," adds Hannah. Often Hannah dressed as a book character to tell her books' stories to the class.
- 3 When Hannah was 15, a professional storyteller named Janelle Reardon performed at a cousin's birthday party. Hannah knew then that she wanted to become a storyteller, too. Soon afterward, Janelle began coaching Hannah. Then Hannah began performing.
- 4 "All my stories right now are personal stories," says Hannah. "Most of them are funny." Most of Hannah's stories are about eight minutes long. And most come from things that happened when Hannah was around 6 years old. But the stories aren't just memories, she says. "Our lives aren't like movies or books. We're not moving toward one goal."
- 5 Instead, starting with real events, Hannah makes up stories with a beginning, middle, and end. Even her funny stories often have a lesson. In "The Revenge of Dr. Seuss," young Hannah wanted to hear *Fox in Socks* over and over. But her mom was tired of that book. She had already read it many times for Hannah's older brother and sisters.
- 6 Hannah told that story at the National Youth Storytelling Showcase in Pigeon Forge, Tennessee, in 2007. With it, she won the title of High School Division Torchbearer. Hannah also met other young storytellers from

**GO ON**

across the nation. “The oldest was 18, and the youngest was 7 that year,” says Hannah. “Everyone was fantastic. And I learned so much from everyone.”

7 Today, Hannah tells stories at schools, libraries, recreation centers, and storytelling festivals. After college, she hopes to be a professional writer and continue storytelling.

8 Hannah especially loves when people laugh along with her. Her stories often remind people about events in their own lives. At its heart, storytelling is about sharing a story or an experience and connecting with the listeners. “The best way to tell people what storytelling is,” Hannah says, “is to tell them a story.”

**28**

How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use **two** details from the article to support your response.

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**GO ON**

**29**

According to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person is Hannah? Use **two** details from the article to support your response.

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***D***irections Read this article. Then answer questions 30 and 31.

## Reaching for the Top

*by* **Kassandra Radomski**

- 1 For the past six years, Jordan Romero has been chasing a dream. That dream has taken him to the top of the world’s highest mountains. The dream came true when the California teenager stepped onto the peak of Mount Vinson Massif in Antarctica.
- 2 On that day—December 24, 2011—Jordan became the youngest person to have climbed the tallest mountain on each of the seven continents. These mountains are known as the “seven summits.” (A summit or peak is the highest point of a mountain.)
- 3 It all began when Jordan was 9 years old. He became fascinated by a school mural that showed the seven summits. Jordan had never climbed a mountain before. But he told his dad that he wanted to climb them ALL!
- 4 His dad, an experienced mountaineer, was very supportive. In fact, Jordan’s dad and stepmom trained him in top-level mountaineering and climbed every mountain with him. As part of “Team Jordan,” they also became the first family to climb the seven summits together.
- 5 Training to climb the highest mountains in the world involves a lot of hard work. But Jordan has always been very physically active—it’s just the way he lives. Still, there were times when he thought, “Yeah, I want to be done.”
- 6 But he refused to give up. When others thought he was too young to climb Mount Everest, the world’s highest mountain, he just became more determined. He recalls thinking at the time, “All you naysayers, I’ll show you.” He sure did. When he was 13, he became the youngest person to scale Mount Everest.

**GO ON**

- 7 He encourages kids to “find your Everest.” That doesn’t mean he wants everyone to start mountain climbing. He means find something you love doing and set goals to accomplish it.
- 8 “Anything is possible,” Jordan says.

**30**

In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use **two** details from the article to support your response.

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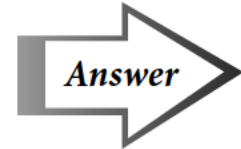
**GO ON**

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*Planning Page*

**You may PLAN your writing for question 31 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 17 and 18.**







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**Grade 4**  
**2019**  
**English Language Arts Test**  
**Session 2**  
April 2–4, 2019



**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2019 English Language Arts Tests Map to the Standards**

Grade 4

Question	Type	Key	Points	Standard	Strand	Subscore	Secondary Standard(s)	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)
<b>Session 1</b>										
13	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.4	Reading Standards for Informational Text	Reading		0.85		
14	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.3	Reading Standards for Informational Text	Reading		0.51		
15	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.5	Reading Standards for Informational Text	Reading		0.61		
16	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.4	Reading Standards for Informational Text	Reading		0.62		
17	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.4.7	Reading Standards for Informational Text	Reading		0.38		
18	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.2	Reading Standards for Informational Text	Reading		0.54		
19	Multiple Choice	D	1	CCSS.ELA-Literacy.L.4.4	Language Standards	Reading		0.66		
20	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.4.6	Reading Standards for Literature	Reading		0.63		
21	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.4.2	Reading Standards for Literature	Reading		0.74		
22	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.4.4	Reading Standards for Literature	Reading		0.36		
23	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.4.3	Reading Standards for Literature	Reading		0.48		
24	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.4.3	Reading Standards for Literature	Reading		0.43		
<b>Session 2</b>										
25	Constructed Response		2	CCSS.ELA-Literacy.RL.4.3	Reading Standards for Literature	Writing to Sources			1.4	0.7
26	Constructed Response		2	CCSS.ELA-Literacy.RL.4.6	Reading Standards for Literature	Writing to Sources			1.3	0.65
27	Constructed Response		2	CCSS.ELA-Literacy.RL.4.2	Reading Standards for Literature	Writing to Sources			0.99	0.49
28	Constructed Response		2	CCSS.ELA-Literacy.RI.4.2	Reading Standards for Informational Text	Writing to Sources			1.28	0.64
29	Constructed Response		2	CCSS.ELA-Literacy.RI.4.3	Reading Standards for Informational Text	Writing to Sources			1.36	0.68
30	Constructed Response		2	CCSS.ELA-Literacy.RI.4.4	Reading Standards for Informational Text	Writing to Sources			1.31	0.65
31	Constructed Response		4	CCSS.ELA-Literacy.RI.4.9	Reading Standards for Informational Text	Writing to Sources			1.58	0.39

\*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2019 operational ELA test. 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.