



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Testing Program
Grade 5
English Language Arts Test

Released Questions

2023

New York State administered the English Language Arts Tests in April 2023 and is 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 2023 Exams

Background

As in past years, SED is releasing large portions of the 2023 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2023, included in these released materials are at least 75 percent of the test questions that appeared on the 2023 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 Next Generation 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.

Two-Credit Constructed-Response Questions

Two-credit constructed-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 their analysis of the passage, and then provide two pieces of text-based evidence to support their answer.

The purpose of the two-credit constructed-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 two-credit constructed-response questions can be found in the grade-level Educator Guides at <http://www.nysed.gov/state-assessment/grades-3-8-ela-and-math-test-manuals>.

Four-Credit Constructed-Response Questions

Four-credit constructed-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 four-credit 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 four-credit constructed-response questions. The rubric used for evaluating four-credit constructed-response questions can be found in the grade-level Educator Guides at <http://www.nysed.gov/state-assessment/grades-3-8-ela-and-math-test-manuals>.

New York State P–12 Next Generation Learning Standards Alignment

The alignment to the New York State P–12 Next Generation Learning Standards for English Language Arts is 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-credit and four-credit 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 it is possible to develop future tests, some content must remain secure. 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 Next Generation 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.

2023 Grade 5 ELA Test Text Complexity Metrics for Released Questions Available

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 Next Generation 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, NYS 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.

Text Complexity Metrics for 2023 Grade 5 Passages

Passage Title	Word Count	Lexile	Flesch-Kincaid	ATOS	Qualitative Review
Excerpt from <i>President of the Whole Fifth Grade</i>	789	830	5.1	5.6	Appropriate
The History of Money: From Bartering to Bills	709	900	6.0	7.3	Appropriate
Excerpt from Benny's Flag	805	630	5.6	5.8	Appropriate
PAIR - Excerpt from Miracles on Maple Hill	360	640	4.9	5.2	Appropriate
PAIR - Excerpt from Little House in the Big Woods	394	810	5.9	5.6	Appropriate

New York State 2023 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 NYS educators.

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

2023

**English Language Arts Test
Session 1**

Grade 5

April 19–21, 2023

RELEASED QUESTIONS

Excerpt from *President of the Whole Fifth Grade* by Sherri Winston. Published by Little, Brown Books for Young Readers. Used with permission of Hachette Book Group, Inc. 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 need to read the passage more than once to answer a question.
- When a question includes a quotation from a passage, you **may** need to review **both** the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
 - clearly organize your writing;
 - 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.

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

Excerpt from *President of the Whole Fifth Grade*

by Sherri Winston

1 My name is Brianna Justice, and I want to be president of the whole fifth grade!

2 That is my “declaration.”

3 As in, “I do declare that *I will be president* of the whole entire fifth grade at Orchard Park Elementary.”

4 My aunt Tina says that if we want good things to happen we have to make them happen. Take action! State your plan out loud. DECLARE!

5 And I want good things to happen. I have BIG plans. I’m going to be a millionaire with my own cooking show on TV. Cupcakes are my specialty.

6 Aunt Tina also says that along with declaring your goal, you have to have a plan. Think about what you want, decide how you plan to get it, then write it down and keep notes along the way. That’s how you make a plan. All really important, successful people do, she says. (Grandpa says if Aunt Tina had a husband instead of “just a career” maybe she wouldn’t have time for so many plans. *Hmph!*) Anyway, ever since a certain hometown celebrity spoke to our class last January, I’ve known what I need to do. Here’s my plan:

7 I live in Orchard Park, Michigan. We’re not far from Detroit, Michigan. But Orchard Park is a suburb. That means unless you live here, you probably never heard of it. At least, not until my hero, Miss Delicious, became world-famous as a chef, author, TV-show host, and GAZILLIONAIRE. Miss Delicious grew up right here in Orchard Park.

8 And she even went to the same elementary school as me!

9 When she spoke to our fourth-grade class, she told us that she didn’t think any of her success would have been possible had it not been for the skills she learned at our school.

10 But this is the most important thing she said:

11 “I honestly believe that if I hadn’t been voted president of my fifth-grade class, if I hadn’t learned how to manage my responsibilities back then and be a true leader, I don’t know if any of this would have been possible.”

12 So the best way for me to follow in her footsteps would be to become president of my fifth-grade class, too.

GO ON

13 Ever since that day, every morning when I arrive at school, I pass through the front hallway where all the plaques hang or sit on shelves showing the names of all the fifth graders who have been president. And I say a tiny little prayer and run my fingers over Miss Delicious’s name for good luck.

14 That same day I told my friends, basically our whole class, that I was going to be just like Miss Delicious. I was going to be a millionaire cupcake baker and sell tons of books and be wildly famous on television.

15 And the first step would be to become president of the fifth grade.

16 So you see, it is so totally obvious: I have to win the election.

17 All summer I planned. I’ve written speeches. I’ve researched school-approved places for our class trip and other interests vital to our fifth-grade class.

vital = of great importance

18 Little did I know how much would change once school started up after summer break. My plan seemed to be going so well, *until* . . .

19 Except there was a new twist—the election wasn’t just for each fifth-grade class to have its own president. Nuh-uh. This year for the first time in Orchard Park Elementary history, there would be only ONE fifth-grade president. . . .

20 I couldn’t help thinking about other challenges, other goals I’d had. Like the time I decided I needed to be the best free-throw shooter on our team. I’d written down my notes on how to stand, how to breathe, stuff coach had talked to me about, and stuff Dad helped me find online. That had been an important goal for me. And I did it!

21 So was I ready to be school president and president of the whole fifth grade?

22 YES! Yes, I was.

23 So bring it on. It would be even better than I had imagined. And I could just see me making my acceptance speech, that is, *until* . . .

24 Mrs. Gayle entered our classroom with a girl whose long, crinkly hair almost covered her face and said the words that will haunt me forever and ever. Mrs. Gayle said:

25 “Everyone, we have a new student. Please say hello to Jasmine Moon . . .”

26

So, with only six weeks until the election a new girl just appears in fifth grade. It was like the time I fell off the jungle gym and landed flat on my back. It totally knocked the wind out of me! Because the new girl didn't just show up in our class. When she heard about the elections for president, she *nominated herself!*

nominated = chosen to run for office or fill a position

GO ON

1

How does Miss Delicious’s message in paragraph 11 affect Brianna?

- A It teaches her the value of leadership.
- B It inspires her to become class president.
- C It makes her want to have a career as a chef.
- D It changes her mind about taking on responsibilities.

2

What is the meaning of “obvious” as the narrator uses it in paragraph 16 of the story?

- A easy to see and understand
- B interesting to other people
- C supported by friends and family
- D something everyone expects to happen

3

Which evidence **best** supports Brianna’s claim in paragraph 4 about making good things happen?

- A “Think about what you want, decide how you plan to get it, then write it down . . .” (paragraph 6)
- B “. . . she didn’t think any of her success would have been possible had it not been for the skills . . .” (paragraph 9)
- C “. . . the election wasn’t just for each fifth-grade class to have its own president.” (paragraph 19)
- D “And I could just see me making my acceptance speech . . .” (paragraph 23)

4

Which theme is supported by details in paragraphs 20 through 23?

- A Family helps each other overcome challenges.
- B Leaders need to be able to communicate their ideas.
- C Success is often better than people think it will be.
- D Reaching one goal can give you the confidence to set others.

5

How are paragraphs 24 through 26 important to the story?

- A They give background information about the main character in the story.
- B They introduce a second problem that Brianna faces in the story.
- C They provide a resolution to the main conflict in the story.
- D They reveal the effect of Brianna's careful planning in the story.

6

How is Jasmine Moon **most likely** similar to Brianna in the story?

- A Jasmine Moon wears her hair in a way that covers her face, showing that she is most likely shy and quiet like Brianna.
- B Jasmine Moon gets along with her teacher quickly when she arrives at school, showing that she is most likely kind and friendly like Brianna.
- C Jasmine Moon is new to the school and decides to run for class president, showing that she is most likely confident and determined like Brianna.
- D Jasmine Moon is interested in being active and participating in social events, showing that she is most likely eager and curious like Brianna.

GO ON

7

How does Brianna's point of view influence how events in the story are described?

- A Brianna talks in detail about her aunt and her idol, making her seem wise and curious.
- B Brianna talks in detail about the work she does, making her seem lonely and quiet.
- C Brianna does everything for herself, making her aims in the story seem selfish and smug.
- D Brianna is sure of herself, making her aims in the story seem reasonable and achievable.

Directions

Read this article. Then answer questions 22 through 28.

From Bartering to Bills: The History of Money

by Ann Jordan

- 1 Micah herded his two woolly sheep to his neighbor's tent. He hoped to trade them for a cow that could pull his plow. Many thousands of years ago, in Micah's time, people didn't use money. They got the things they needed by bartering—trading goods and services—with their neighbors. A deal was final when both people agreed that it was a fair trade.
- 2 As populations grew, simple exchanges between neighbors didn't always work. The products people wanted were not always available. Also, it was often difficult to agree on the value of the goods or services being traded. Large marketplaces began to grow, where people from many villages and cities could trade with each other.
- 3 Marketplaces provided a wide selection of goods, but they also created a need for a new system of trading. Ancient people needed something with a value everyone agreed on—money.
- 4 The first money developed was “commodity” money. Commodities are things that everyone values enough to accept as payment. The commodities used for trade varied from place to place, depending on what the local people valued. For example, around 5,000 years ago, barley was a main source of food for the people of ancient Mesopotamia. Everyone valued barley, so the grain was used for trade.
- 5 Around 1,000 years later, people in China used cowrie shells to buy the things they needed. In many countries on the Mediterranean Sea, salt was important for preserving food. Because salt was valuable, it was used as money. At different times, in different places, other commodities were used for trade: fishhooks, leather, beads, feathers, and even whales' teeth.
- 6 The commodity system worked well, but it wasn't perfect. Sometimes, the commodities valued by the majority of people weren't valued by others. Also, the specific commodities had their own sets of problems. Salt, for example, wasn't easy to store and would dissolve if it got wet. And carrying a pile of fishhooks could be a prickly situation! The citizens of Yap, an island country in the Pacific Ocean, used stone disks for money. Some of them were 12 feet in diameter and weighed 500 pounds. You can imagine the problems those might have caused.

GO ON

7 In different parts of the world, people began to see the need for some kind of standard money. It had to be valuable to everyone, easy to carry, and hard to destroy. Small metal coins provided the answer.

8 The first coins were made of metal by Greek settlers living in Lydia (now Turkey) about 2,600 years ago. The coins were made from a metal called electrum, a mixture of silver and gold. The king's symbol—a lion's head—was stamped onto each coin to remind the people of Lydia that their king approved of their money. The coins had specific values and weights.

9 Use of coins spread rapidly throughout the Mediterranean world. The Romans also used coins, and Roman traders and soldiers spent Roman coins in other parts of the world. Soon other cities and countries began making their own coins, too.

10 Chinese coins were made with holes in the center so they could be carried on strings. After paper was invented, the Chinese began to print pictures of their coins on pieces of paper, creating the first paper money. Heavy strings of coins could now be exchanged for a single sheet of paper.

11 When the first British colonists arrived in North America in the early 1600s, they bartered with each other and with the American Indians they met. Much later, the government of the new United States established its own money system, using dollars and cents. (As you know, the dollar can be broken down into 100 cents, or pennies.) At first only coins were used in the United States. Then, the first bills were printed in the mid 1800s. Because green ink was used on the back of the bills, they were called greenbacks.

12 In the United States today, we not only use coins and bills, but we also write checks and use credit cards. However, many people still use the ancient system of bartering for goods and services. If you've ever traded a bag of chips for some cookies or exchanged baseball cards with a friend, then you, too, have bartered.

13 Some money experts think that one day, bills and coins will no longer be used. Instead, all transactions will be made electronically. When and if that happens, however, do you think people will stop bartering with each other?

GO ON

- 22 What is the **best** meaning of the word “values” as it is used in paragraph 4 of the article?
- A appreciates
 - B enjoys
 - C expects
 - D collects

- 23 What is the **main** way the phrase “a prickly situation” in paragraph 6 helps the reader understand the article?
- A by showing that some commodities were often difficult to find
 - B by highlighting the idea that objects often had different values
 - C by providing a reason why a common money system was necessary
 - D by indicating that some commodities were rarely useful to all people

- 24 How do the details in paragraphs 5 through 8 help develop a central idea of the article?
- A by comparing money in ancient cultures with the money that people use today
 - B by showing how different people tried to develop effective systems of money
 - C by explaining why different objects were often considered to be valuable
 - D by describing how the process of making coins has changed very little over time

25

Read this sentence from paragraph 3 of the article.

Ancient people needed something with a value everyone agreed on—money.

Which detail from the article describes the **most** important feature of money?

- A “A deal was final when both people agreed that it was a fair trade.” (paragraph 1)
- B “Everyone valued barley, so the grain was used for trade.” (paragraph 4)
- C “It had to be valuable to everyone, easy to carry, and hard to destroy.” (paragraph 7)
- D “Heavy strings of coins could now be exchanged for a single sheet of paper.” (paragraph 10)

26

What is **most likely** the author’s opinion about bartering?

- A Bartering is useful in some situations and will likely continue in the future.
- B Bartering is still an option when people live in smaller communities.
- C Bartering is now mainly used by children as a way to exchange food.
- D Bartering will likely increase as people use less physical money.

GO ON

27

This question is worth 2 credits.

In paragraph 6 of “From Bartering to Bills,” the author claims that “The commodity system worked well, but it wasn’t perfect.” How does the author support this claim? Use **two** details from the article to support your response.

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

28

This question is worth 2 credits.

In paragraphs 12 and 13 of “From Bartering to Bills,” the author speaks directly to the reader. What effect does this have on the tone of the article? Use **two** details from the article to support your response.

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

STOP

Grade 5
2023
English Language Arts Test
Session 1
April 19–21, 2023

Name: _____



New York State Testing Program

2023

**English Language Arts Test
Session 2**

Grade 5

April 19–21, 2023

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 need to read the passage more than once to answer a question.
- When a question includes a quotation from a passage, you **may** need to review **both** the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
 - clearly organize your writing;
 - 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 29 through 35.

Excerpt from *Benny's Flag*

by Phyllis Krasilovsky

1 Benny was happy in the mission home. But sometimes before he went to sleep at night, he would gaze at the stars outside his dormitory window and long for the day when he would be a grown-up man. He would use a net, like the Big Dipper in the sky, to catch splendid silver salmon. Benny would be strong, like the Great Bear, a larger group of stars of which the Big Dipper was a part. Like the great strong bear of the night, Benny would be strong himself.

mission home = place for children who need a home

dormitory = place to sleep

2 The North Star would guide his boat. Benny knew that when Alaska became a state someday, it would be the northernmost state in the United States. Sometimes when the sky was scattered with hundreds of stars, it reminded Benny of a field of forget-me-nots, the little star-shaped flowers that grow wild everywhere. The blue sky was a roof that covered Benny's Alaska at night. . . .

3 When fall came, school started again just as it does for children everywhere. But the winter came quickly. The first snowy day Benny went to school wearing a parka, mukluks, which are fur lined boots, and thick mittens to keep his fingers warm. He looked more like a furry bear than a boy! . . .

4 That day in school the teacher told the children that there was a contest to make a flag for Alaska. With all his heart Benny wanted to win the contest. He thought how grand it would be to see his flag carried in a parade, or hung on the masts of big ships that came to the village in the summertime. He thought how especially grand it would be to see his flag flying on the fishing boat he would have one day.

5 That night the boys and girls at the mission house collected crayons, paint, and paper, and made many, many designs for the flag. They sat around a big table, and as they worked, they talked and laughed and sometimes held up their designs for the others to see. But Benny sat quietly, thinking and thinking. For once no one could see his happy, friendly smile. He was thinking of what he loved the most about Alaska.

GO ON

6 Suddenly Benny knew what he wanted his flag to be like. He wanted his flag to be like the stars he dreamed by—gold stars spread out like the Big Dipper in the blue sky. So that is what he painted. And underneath it he wrote these words: “The blue field is for the sky and the forget-me-not, an Alaskan flower. The North Star is for the future state of Alaska, the most northerly of the Union. The dipper is for the Great Bear—symbolizing strength.”

7 Some of the children drew pictures of the beautiful snow-covered mountains in Alaska. Some drew pictures of the big fish that can be caught in Alaska. Some drew pictures of the northern lights that sometimes cross the sky. Some drew pictures of the Alaskan forests. Some drew pictures of the Alaskan glaciers, and some drew pictures of the Alaskan rivers. And some drew star designs or stripe designs or flower designs.

8 Benny didn’t show his paper to anyone. He was too shy. He thought the other children’s designs were much better than his. Still, the next day he gave his paper to the teacher when she collected the others.

9 A month went by, and the teacher didn’t mention the contest again. Benny ice-skated with the other children. And so the winter went quickly by.

10 And suddenly the snow and ice began to melt. Benny no longer wore his parka and mukluks and mittens. He began to watch for the forget-me-nots in the drying fields as he walked to school.

11 He watched the fishermen mend their nets for the coming fishing season. He watched the world change from white to green.

12 Then, one day, when school was almost over, the teacher called the children together.

13 “Children,” she said, “the flag contest is ended. From all over Alaska boys and girls sent in designs for the flag. From northern Nome to the busy cities of Anchorage and Fairbanks . . . from the fishing towns of Seward and Petersburg to Juneau, the capital, and lumber towns of Ketchikan . . . from everywhere came hundreds of designs.

14 “And . . . boys and girls! Benny’s design has won the contest! From now on, Benny’s design will be Alaska’s flag!”

15 What a proud and happy boy Benny was! And what an especially proud and happy boy he was on the Fourth of July. For on that day in the village a big parade celebrated the holiday. Everyone came—to see the marchers in their bright uniforms, the baton twirlers, the banners—but the very first thing they saw was BENNY. Benny marching at the head of the parade, carrying the flag he had made for Alaska!

- 29 What is the **main** way paragraph 1 connects with paragraph 4?
- A They both show how Benny appreciates nature.
 - B They both describe events that Benny hopes for in the future.
 - C They both show the artistic skills that will help Benny achieve his goal.
 - D They both reveal why Benny wants to win the flag design contest.

- 30 Read this sentence from paragraph 2.

The blue sky was a roof that covered Benny’s Alaska at night.

Which word **best** describes the tone in this sentence?

- A anxious
 - B cheerful
 - C peaceful
 - D serious
- 31 Which meaning of the word “grand” is used in paragraph 4 of the story?
- A exciting
 - B expensive
 - C decorative
 - D large

GO ON

- 32** Why are paragraphs 9 through 12 important to the story?
- A** They show how Benny enjoys playing winter sports with his classmates.
 - B** They describe how Benny appreciates the flowers that arrive in the spring.
 - C** They suggest that the contest is less important to the teacher and to other students.
 - D** They refer to the time between the start of the contest and the day the winner is announced.

- 33** Which sentence **best** expresses a central idea of the story?
- A** Benny believes his physical strength will help him find success as he grows up.
 - B** Benny observes his surroundings quite closely and finds them to be meaningful.
 - C** Benny is surprised that winning the contest makes him feel proud and confident.
 - D** Benny wonders if other students with greater talent deserved to win the contest.

- 34** Which detail from the story **best** shows how Benny is different than other students?
- A** the suggestion that Benny would be “strong himself” (paragraph 1)
 - B** the statement that Benny desires to “win the contest” (paragraph 4)
 - C** the description of Benny sitting “quietly, thinking and thinking” (paragraph 5)
 - D** the indication that Benny believes other designs are “better than his” (paragraph 8)

35

How is the setting **most** important to the story?

- A The fishing village where Benny lives makes him eager to become a fisherman.
- B The school that Benny attends encourages him to participate in the flag contest.
- C The different seasons allow Benny to play different games outside with his classmates.
- D The scenery that Benny pays attention to inspires him to make a special flag design.

GO ON

Directions

Read this story. Then answer question 36.

Marly watches as sap, a thick liquid that comes from maple trees, is boiled to make maple syrup.

Excerpt from *Miracles on Maple Hill*

by Virginia Sorensen

1 Marly stood by the side of the huge pans. You could look forever and forever into the bubbling, deeper and deeper, but your looking was always coming up again. She tried watching one bubble, all by itself, but she couldn't. It was gone, and another one was in its place too quickly. It was like ten thousand pots of taffy boiling all at once. The sap in the pans at the back looked like water, just as it did in the buckets on the trees, but each pan nearer the front was more and more golden, because each one was closer to being real syrup. Mr. Chris said he had to boil away forty gallons of sap to make one little gallon of syrup.

2 "How many gallons will one tree give?" Daddy asked, and Marly knew why he wanted to know. On Maple Hill there were about fifty maple trees. She could practically see Daddy's arithmetic getting ready to start working.

3 "An average tree will give twenty gallons in a season," Mr. Chris said. "That's usually a half gallon of syrup. Some seasons sap seems to be sweeter to start with, and it won't take so much. But there are trees—" Mr. Chris leaned forward as if he were telling a wonderful secret. "I've got one old tree, up by the pasture fence, that we hang six buckets on. That tree is five feet through, and I've known it to give us over two hundred and forty gallons of sap in one season." He looked proud about what that old tree could do, Marly thought. "I figure it must be over two hundred years old now," he said, and laughed. "But for a maple tree, that's young yet. Plenty of sap left for another hundred years. . . ."

4 Mr. Chris opened the stove doors again and began shoving in more logs. . . .

5 "When that tree dies," Mr. Chris said, "it'll provide logs for another whole season of sugaring. Now that's being of some use in the world, isn't it? If a man could be as useful as that!" He kicked the doors shut again with his big boot.

GO ON

***D*irections** Read this story. Then answer questions 37 through 39.

Pa has given his daughters Laura and Mary little maple sugar cakes. Now he explains how they were made.

Excerpt from *Little House in the Big Woods*

by Laura Ingalls Wilder

1 “All winter,” Pa said, “Grandpa has been making wooden buckets and little troughs. He made them of cedar and white ash, for those woods won’t give a bad taste to the maple syrup.

troughs = long, narrow drains for liquid to pass through

2 “He made dozens of them, and he made ten new wooden buckets. He had them all ready when the first warm weather came and the sap began to move in the trees.

3 “Then he went into the maple woods and with the bit he bored a hole in each maple tree, and he hammered the round end of the little trough into the hole, and he set a cedar bucket on the ground under the flat end.

4 “Well, when the maple sap came to the hole in the tree, it ran out of the tree, down the little trough and into the bucket.

5 “Every day Grandpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap. With a barrel on a sled, he drives from tree to tree and empties the sap from the buckets into the barrel. Then he hauls it to a big iron kettle, that hangs by a chain from a cross-timber between two trees.

6 “He empties the sap into the iron kettle. There is a big bonfire under the kettle, and the sap boils, and Grandpa watches it carefully. The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over.

7 “When the sap has boiled down just enough, he fills the buckets with the syrup. After that, he boils the sap until it grains when he cools it in a saucer.

grains = turns into sugar

GO ON

8 “The instant the sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.”

9 “So that’s why it’s a sugar snow, because Grandpa is making sugar?” Laura asked.

10 “No,” Pa said. “It’s called a sugar snow, because a snow this time of year means that men can make more sugar. You see, this little cold spell and the snow will hold back the leafing of the trees, and that makes a longer run of sap.”

leafing = when leaves begin to grow

GO ON

Planning Page

You may PLAN your writing for question 39 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.



Grade 5
2023
English Language Arts Test
Session 2
April 19–21, 2023

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2023 English Language Arts Tests Map to the Standards
Grade 5 Released Questions

Question	Type	Key	Points	Standard	Strand	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	B	1	NGLS.ELA.Content.NY-5.R.3	Reading Standards for Literature	Reading	0.63		
2	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.R.4	Reading Standards for Literature	Reading	0.65		
3	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.R.8	Reading Standards for Literature	Reading	0.64		
4	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.2	Reading Standards for Literature	Reading	0.63		
5	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.5	Reading Standards for Literature	Reading	0.80		
6	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.3	Reading Standards for Literature	Reading	0.85		
7	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.6	Reading Standards for Literature	Reading	0.74		
22	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.R.4	Reading Standards for Informational Text	Reading	0.44		
23	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.4	Reading Standards for Informational Text	Reading	0.35		
24	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.2	Reading Standards for Informational Text	Reading	0.42		
25	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.3	Reading Standards for Informational Text	Reading	0.53		
26	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.R.6	Reading Standards for Informational Text	Reading	0.41		
27	Constructed Response		2	NGLS.ELA.Content.NY-5.R.8	Reading Standards for Informational Text	Writing to Sources		1.27	0.63
28	Constructed Response		2	NGLS.ELA.Content.NY-5.R.4	Reading Standards for Informational Text	Writing to Sources		1.07	0.53
Session 2									
29	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.3	Reading Standards for Literature	Reading	0.61		
30	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.4	Reading Standards for Literature	Reading	0.88		
31	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.L.4	Language Standards	Reading	0.81		
32	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.5	Reading Standards for Literature	Reading	0.67		
33	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.2	Reading Standards for Literature	Reading	0.42		
34	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.3	Reading Standards for Literature	Reading	0.58		
35	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.3	Reading Standards for Literature	Reading	0.66		
36	Constructed Response		2	NGLS.ELA.Content.NY-5.R.6	Reading Standards for Literature	Writing to Sources		1.26	0.63
37	Constructed Response		2	NGLS.ELA.Content.NY-5.R.4	Reading Standards for Literature	Writing to Sources		1.42	0.71
38	Constructed Response		2	NGLS.ELA.Content.NY-5.R.8	Reading Standards for Literature	Writing to Sources		1.20	0.60
39	Constructed Response		4	NGLS.ELA.Content.NY-5.R.2	Reading Standards for Literature	Writing to Sources		1.55	0.39

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2023 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