



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Testing Program
Grade 4
English Language Arts Test

Released Questions

2024

New York State administered the English Language Arts Tests in April 2024 and is making approximately 75% of the questions from these tests available for review and use.



New York State Testing Program Grades 4–8 English Language Arts

Released Questions from 2024 Exams

Background

As in past years, SED is releasing large portions of the 2024 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2024, included in these released materials are at least 75 percent of the test questions that appeared on the 2024 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 <https://www.nysed.gov/state-assessment/grades-3-8-ela-math-and-science-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 <https://www.nysed.gov/state-assessment/grades-3-8-ela-math-and-science-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.

2024 Grade 4 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 2024 Grade 4 Passages

| Passage Title | Word Count | Lexile | Flesch-Kincaid | ATOS | Qualitative Review |
|---|------------|--------|----------------|------|--------------------|
| Excerpt from The Great Pyramid: Egypt's Tomb for All Time | 477 | 610 | 4.6 | 4.88 | Appropriate |
| Excerpt from Abigail Iris: The Pet Project | 704 | 860 | 4.7 | 4.05 | Appropriate |
| Sweet Solutions | 591 | 730 | 5.5 | 5.37 | Appropriate |
| PAIR - Excerpt from Inside Anthills | 449 | 580 | 3.7 | 4.52 | Appropriate |
| PAIR – The Ants (Poem) | 110 | NA | NA | NA | Appropriate |

New York State 2024 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 | Degrees of | | | | | |
|------------------------------------|---------------|---------------|----------------|----------------------|------------------|---------------|
| | ATOS | 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

English Language Arts Test Session 1

Grade **4**

Spring 2024

RELEASED QUESTIONS

Excerpt from *The Great Pyramid: Egypt's Tomb for All Time* by Jeanette Leardi. Copyright © 2007 by Bearport Publishing Company, Inc. Used with permission of Bearport Publishing Company via Copyright Clearance Center.

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Session 1



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

- Read the whole passage before you answer the questions. Most questions will only make sense after you read the whole passage.
- You might need to read the passage more than once to answer a question.
- Read each question carefully. Take your time.
- A question may include a quote from a passage. You might need to review both the quote and the whole passage to answer the question.

When you write your answers

- make sure to answer the whole question;
- use examples or details from the text;
- write in complete sentences; and
- use correct spelling, grammar, capitalization, and punctuation.

Directions
Read this article. Then answer questions 1 through 6.

In ancient Egypt, pyramids were built as royal tombs. A tomb is a place for burying the dead.

Excerpt from *The Great Pyramid: Egypt’s Tomb for All Time*

by Jeanette Leardi

1 In the sun’s blazing heat, a group of Egyptians arrived at a desert along the banks of the Nile River. They had traveled hundreds of miles by boat. They were scared, but excited. Never before had they left their tiny villages.

2 As the Egyptians stepped off the boat, they saw 20,000 workers. Many were cutting giant blocks of limestone. Others were pulling huge stones up the slanted sides of a building. All had come at the command of their king, Khufu (KOO-foo). They were doing the most important work of their lives. They were building Khufu’s tomb—the Great Pyramid.

Who Were the Pharaohs?

3 Who was the king who could order such a mighty task? He was an ancient Egyptian ruler, called a pharaoh. Yet to the Egyptian people, their king was not just a powerful man. He was the sky god Horus (HOR-us), who had come down to Earth.

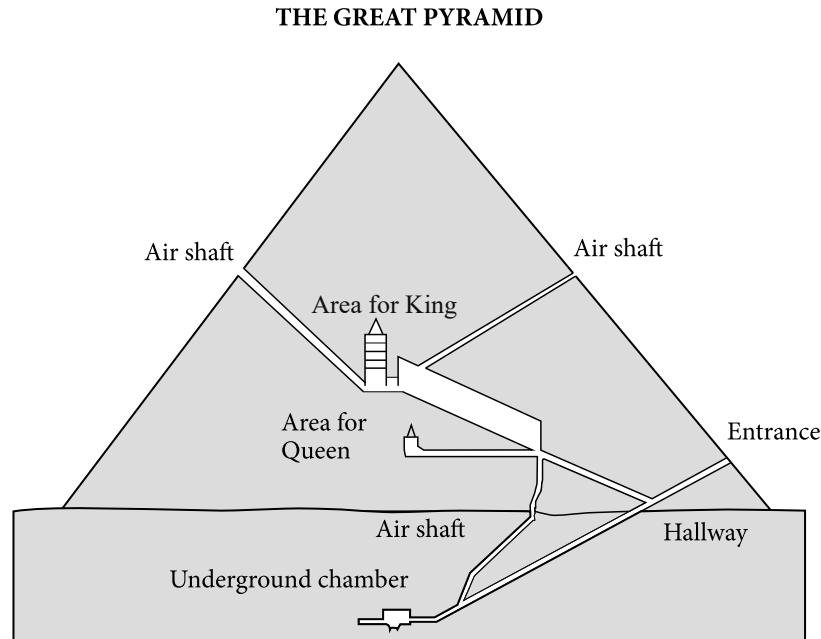
4 The pharaoh was all-powerful. Many Egyptians used crops or animals to pay taxes. They also paid by working for the ruler. They built his palaces—and his tomb.

A Towering Tomb

5 Like other pharaohs before him, Khufu ordered workers to build him a tomb. It would hold his body and his treasures. So he wanted the building to be strong enough to last forever. Yet Khufu wanted something more. He wanted his tomb to be the tallest one ever built—and it was. Khufu’s pyramid stood 481 feet (147 m) tall.

GO ON

- 6 Building the Great Pyramid took lots of planning. The tomb would need tightly closed rooms to keep out robbers. It would also need air shafts. These airways may have been built to help Khufu's spirit travel to the heavens.



How Did They Do It?

- 7 Once it was decided where the pyramid's walls would lie, the building could begin. Workers cut huge stones from rock quarries. They did this using simple hand tools. Some stones were sent to Giza by boat on the Nile River. Others were dragged to the site using ropes and wooden sleds.
- 8 No one knows how the workers got the stones to the top of the pyramid. Most stones weighed about 2.5 tons (2.3 metric tons). The builders may have used one big ramp. Or they may have built a ramp that wrapped around the pyramid. In all, it took more than two million stones to complete the pyramid.

Who Built the Great Pyramid?

9

Workers came to Giza from every part of Egypt to help build Khufu's tomb. About 5,000 skilled workers stayed there throughout the year. Many were artists and stonecutters. About 20,000 others worked for three to four months each year. They did the hard tasks of dragging the stones.

GO ON

- 1 What does the word “banks” mean as it is used in paragraph 1?
- A angles in a road
 - B rows of things that are like each other
 - C sloping pieces of land
 - D places where people work with money
- 2 What does the word “task” mean as it is used in paragraph 3?
- A a way of moving something heavy
 - B a job that needs to be done
 - C a plan for making something happen
 - D a reason to go to a new place
- 3 Which sentence **best** explains what happens in the section “A Towering Tomb”?
- A Workers drag stones up a ramp to place in a pyramid.
 - B The king decides that he wants the tallest pyramid.
 - C Workers come from different places to build a pyramid.
 - D The king realizes that he needs more space in the pyramid.

- 4 How does the illustration help the reader understand the information in paragraph 6?
- A It shows how the parts of the pyramid are connected.
 - B It shows why the pyramid needs to be so large.
 - C It shows that there is an underground part of the pyramid.
 - D It shows that there is an area in the pyramid for the queen.
- 5 Which sentence from the article **best** supports the idea that people came from all over the country to work for the pharaoh?
- A “Others were pulling huge stones up the slanted sides of a building.” (paragraph 2)
 - B “Building the Great Pyramid took lots of planning.” (paragraph 6)
 - C “No one knows how the workers got the stones to the top of the pyramid.” (paragraph 8)
 - D “Workers came to Giza from every part of Egypt to help build Khufu’s tomb.” (paragraph 9)
- 6 What is a main idea of the article?
- A People were scared when they came to the banks of the Nile River.
 - B Egyptians had the important job of building a tomb for the king.
 - C People thought the king was a sky god who came down to Earth.
 - D Egyptians spent three or four months each year working on the pyramid.

GO ON

Directions
Read this story. Then answer questions 19 through 25.

Excerpt from *Abigail Iris: The Pet Project*

by Lisa Glatt and Suzanne Greenberg

1 We are almost at the end of the market where the cat-rescue people always set up on Sunday, and I hope she’s in the mood not to resist some more.

2 “I think a pet would make a very appropriate half-birthday present,” I say to my mother. We pull our bags up our arms a little so we can hold hands, and I lead her past the flower stands to the cats. They are my number three favorite thing about the farmers’ market. They are already above the popcorn I always get when we’re done shopping, and they would move right up to number one, past the samples, if I ever got to take a kitten home.

3 “A pet is a very big responsibility, Abigail Iris,” she says. “We can look, but half birthday or not, you know we can’t bring a cat home. We’ve been over this before.”

4 “I know,” I say, but I don’t know for sure. . . .

5 “My mother would like to hold the big fat gray one,” I say to the cat-rescue lady in charge today, picking out the fattest, laziest-looking cat. The cat lady puts down the book she’s reading and reaches into a cage and hands my mother the cat I picked for her. . . .

6 Now that my mother is all set up, I peek in another cage. All I see in there is a big stuffed teddy bear, and I’m thinking the cat-rescue lady might need to wear better glasses when she goes out to do her rescuing.

7 “He likes to hide behind it, especially when he’s sleeping,” she says.

8 And then I see what she’s talking about, two white paws and a little black tail curled up around the back side of the teddy bear.

GO ON

9 “He’s about three months old, we think,” the cat lady says to me.
“Someone found him in the Albertson’s parking lot behind the trash bin.
Isn’t he cute?”

10 I peek behind the teddy bear and see him, a black kitty. *Of course he’s
cute*, I’m thinking. *Is there anything cuter?* But I don’t say a word because
sometimes it’s better to play it cool when you really want something, as my
brother Eddie always tells me. He’s a teenager, and although I don’t prefer to
admit it, he knows more things about the world than I do. . . .

11 “Can I hold him?” I ask.

12 “Well, I don’t know,” she says, smiling. “You have to be very gentle.” . . .

13 She reaches in and picks up the kitten for me. I see a bright orange spot
on his nose, and I think right away that this kitten must be named Spot even
though it’s a dog’s name, and I hope he won’t mind. She hands him to me,
and I try my hardest to hold Spot gently without letting him wiggle out of
my arms. He crawls up on my chest and buries his nose with the orange spot
on it into my neck, and then he’s very still, and I can feel his heart
beating. . . .

14 “He likes you,” the cat lady says. “See, he’s not even trying to get away.”

15 My mother is handing the fat gray cat back to the cat lady and telling
me it’s time to go. “What a baby,” she says about my kitten.

16 “Can we keep him, Mom, please, please, please?” I say, not being cool
at all now. “A kitten is like half a cat and that would be the present I would
most prefer in the whole world for my half birthday.”

17 “He’s very sweet,” my mother says.

18 I’m waiting for her to say *but*, but I don’t hear it right away, so I speak
quickly before she can get it out. “He likes me,” I say. “He’s not even trying to
get away. I would take care of him. I would feed him and change his litter
box and buy him little toys with my allowance.” . . .

19 “Maybe we’ll bring up the idea to your dad tonight,” she says to me as
we pick up our bags and walk back toward the popcorn man. “See what he
thinks about a cat now that you all are older. Maybe it’s time.”

19 The phrase “play it cool” in paragraph 10 suggests that Abigail Iris

- A does not want to make any noise
- B does not want to feel foolish
- C does not want to seem too eager
- D does not want to look impolite

20 Which detail would be **most** important to include in a summary of the story?

- A “They are already above the popcorn I always get when we’re done shopping, and they would move right up to number one . . .” (paragraph 2)
- B “The cat lady puts down the book she’s reading and reaches into a cage and hands my mother the cat I picked for her.” (paragraph 5)
- C “All I see in there is a big stuffed teddy bear, and I’m thinking the cat-rescue lady might need to wear better glasses when she goes out . . .” (paragraph 6)
- D “He crawls up on my chest and buries his nose with the orange spot on it into my neck, and then he’s very still . . .” (paragraph 13)

GO ON

- 21 Which detail from the story shows how Abigail Iris’s mother feels about her daughter’s request to have a pet?
- A “ ‘Well, I don’t know,’ she says, smiling. ‘You have to be very gentle.’ ”
(paragraph 12)
 - B “ ‘What a baby,’ she says about my kitten.” (paragraph 15)
 - C “ ‘He’s very sweet,’ my mother says.” (paragraph 17)
 - D “See what he thinks about a cat now that you all are older. Maybe it’s time.”
(paragraph 19)

- 22 What does the lady at the cat rescue **most likely** believe about Abigail Iris?
- A Abigail Iris is too young to care for a cat.
 - B Abigail Iris would be a good owner for Spot.
 - C Abigail Iris does not understand cats’ needs.
 - D Abigail Iris should get the older gray cat.

Some people believe that pets can encourage responsibility. How do Abigail Iris's actions in the story support this belief?

- A** Abigail Iris and Mom think that a pet should be loved by a whole family so Mom asks Dad what he thinks.
- B** Abigail Iris spends more time with her mom by going to the market as part of her plan to get a cat.
- C** Abigail Iris clearly finds Spot to be cute and charming even though her parents do not want a cat.
- D** Abigail Iris says she is willing to do new chores and work hard because she loves Spot immediately.

24 This question is worth 2 credits.

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story 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.

25 This question is worth 2 credits.

How do Mom’s feelings about Abigail Iris having a pet change? Use **two** details from the story 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 4
English Language Arts Test
Session 1
Spring 2024**

Name: _____



New York State Testing Program

English Language Arts Test Session 2

Grade **4**

Spring 2024

RELEASED QUESTIONS

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Session 2



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

- Read the whole passage before you answer the questions. Most questions will only make sense after you read the whole passage.
- You might need to read the passage more than once to answer a question.
- Read each question carefully. Take your time.
- A question may include a quote from a passage. You might need to review both the quote and the whole passage to answer the question.

When you write your answers

- make sure to answer the whole question;
- use examples or details from the text;
- write in complete sentences; and
- use correct spelling, grammar, capitalization, and punctuation.

For the last question in this test book, you may plan your writing on the Planning Page provided. However, do NOT write your final answer on the Planning Page. Write your final answer on the lined pages.

Directions

Read this article. Then answer questions 26 through 31.

This article first appeared in Time for Kids, a magazine for children. The magazine is called TFK below.

Sweet Solutions

by Shay Maunz

1 Last year, Americans spent more than \$22 billion on chocolate. But the tasty treat comes at a far greater cost than this. . . .

Trouble for Cocoa

2 Chocolate comes mainly from the Cocoa Belt, a narrow strip of land along the equator. It is also where much of the world's tropical rainforest is located. In the Cocoa Belt, it is hot, humid, and rainy. Conditions are perfect for growing cacao.

3 But in recent years, climate change has affected the weather in the Cocoa Belt. As a result, cacao trees produce fewer pods. Each pod has fewer beans. The cocoa they make is of lower quality. You need more of it to make chocolate taste, well, chocolatey. Climate change has also led to the spread of disease and pests that harm trees.

4 In 2013, researchers studied the changing conditions in the Cocoa Belt. They said that by 2050, it will be harder to grow cacao in 90% of places where it is now planted.

5 But Christian Bunn, of the International Center for Tropical Agriculture, says chocolate won't disappear anytime soon. Plans to protect it are already taking shape.

Pods on a Cacao Tree



Pods grow on cacao trees. Chocolate makers remove the seeds or beans inside the pods to make chocolate.

Saving Chocolate

6 One solution to the problem is cross-breeding. Scientists are combining two breeds of cacao trees to develop new trees that stand up to drought and disease. Some even produce more cacao.

7 Weather stations will also help. Groups are building them in Africa. Around 70% of cacao is grown there. Information from the stations will help farmers know when to plant and fertilize trees. “Years back, farmers would follow farming rules that go with the seasons,” Bunn told TFK. “Those rules don’t always apply anymore.”

8 An app called CocoaLink also helps. Released in 2011 by the World Cocoa Foundation (WCF), it sends tips to farmers in Ghana.

9 These fixes could help farmers grow more cacao on less land. That could help end the push to clear rainforest. That’s good for chocolate, and a sweet deal for the planet. “Everything has an impact,” WCF’s Ethan Budiansky told TFK. “We have to be smarter about our food, going into the future.”

Making Candy

10 Where does chocolate come from? To answer that question, we’ll walk you through the making of a candy bar.

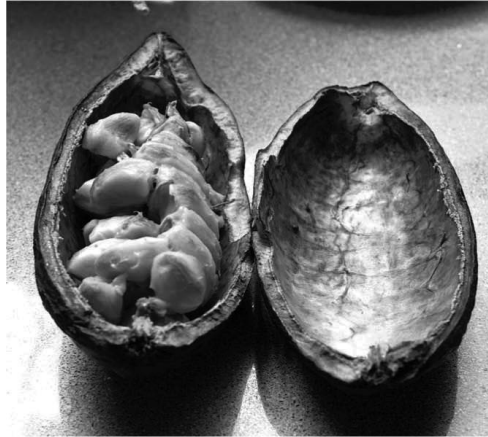
11 But first, let’s talk about two words we’re using throughout this story: *cocoa* and *cacao*.

12 The powder used to make chocolate is called cocoa. The seed pods that are ground up to create that powder are called cacao. It’s also the word used for the trees that grow the pods. They’re called cacao trees.

13 **1. Cacao is grown on trees.** Cacao pods grow on a cacao tree, usually somewhere in the Cocoa Belt. When the pods are ripe, they’re picked by a farmer.

14 **2. The beans are separated from the pods.** Most cacao is farmed by small producers in remote parts of the world. Machines can damage cacao trees. Most of the work is done by hand.

Open Pod with Beans Inside



After the pod is opened, the seeds or beans are taken out.

- 15 **3. The beans are fermented.** Now the beans undergo a chemical process called fermentation. This brings out their chocolatey flavor.
- 16 **4. The beans are dried.** Often, farmers simply spread the beans on large trays. They dry in the sun. Once dry, the beans are packed into bags and shipped to chocolate manufacturers.
- 17 **5. Chocolate is made.** In manufacturing facilities, cocoa beans are roasted, heated, melted, and blended with sugar and milk. This takes away their naturally bitter flavor. Then the liquid chocolate is poured into molds and prepared for sale.
- 18 **6. Enjoy!** This is the moment you've been waiting for. Take a bite!

GO ON

- 26 What is a central idea of paragraphs 2 through 4?
- A Changes in climate are affecting the production of chocolate.
 - B Chocolate comes from a narrow area near the equator.
 - C Some cacao trees grow where tropical rainforests are located.
 - D The chocolate being made today is of lower quality than in the past.

- 27 According to paragraphs 7 and 8, how are weather stations helping to save chocolate?
- A They help trees survive during times of little rain.
 - B They provide farmers advice on treating tree diseases.
 - C They give information about planting and caring for trees.
 - D They make rules for farmers to follow for each season.

- 28 What does the phrase “a sweet deal” mean as used in paragraph 9?
- A dangerous sign
 - B new beginning
 - C difficult challenge
 - D good result

29 How is the section “Making Candy” organized?

- A** The author gives a detailed explanation about the similarities between cacao and cocoa.
- B** The author describes the steps used to make chocolate from growing cacao pods to preparing a chocolate bar for sale.
- C** The author provides detailed answers to frequently asked questions about how chocolate is grown and harvested.
- D** The author shows how chocolate makers are using new processes to improve the flavor of their product.

30 How does the photograph after paragraph 14 **best** support an idea developed in the article?

- A** It explains why machines are not useful for harvesting pods.
- B** It shows how the seeds or beans are separated from the pods.
- C** It gives an example of how climate change has damaged the pods.
- D** It shows why scientists want to develop trees that produce more pods.

GO ON

31

Many people enjoy eating chocolate. Which quote **best** supports this idea?

- A “Last year, Americans spent more than \$22 billion on chocolate.”
(paragraph 1)
- B “You need more of it to make chocolate taste, well, chocolatey.”
(paragraph 3)
- C “Then the liquid chocolate is poured into molds and prepared for sale.”
(paragraph 17)
- D “This is the moment you’ve been waiting for.” (paragraph 18)

D*irections* Read this article. Then answer questions 32 and 33.

Excerpt from *Inside Anthills*

by Henry Abbott

- 1 Ants are very social bugs. They live and work together in large colonies. Ant colonies are highly organized communities. Each ant helps the community survive.

social = working, playing, or communicating with others

- 2 The biggest ant colonies have millions of members. Ants have to build a home that's big enough for everyone. Often, the place with the most space is under the ground. Ant homes look simple from the outside, but there's more to them than meets the eye.

Ant Nest

- 3 Ant homes are called nests. You may hear people call them "anthills." That's because the outside of a nest can look like a hill of dirt. The dirt comes from all the digging ants must do to build their nest.

- 4 Many ant nests are under the ground. Some kinds of ants build nests in trees. Ant nests can also be found under rocks and piles of leaves. Tiny ants can make nests inside acorns! No matter where it is, an ant nest has one job to do: to house the colony.

Tunnels and Chambers

- 5 Let's go inside an ant nest that's been built under the ground. The opening in the anthill is called the entrance. Ants use this as a doorway to get in and out of their home.

- 6 The inside of an ant nest is an organized network of tunnels and chambers. The tunnels are like hallways ants use to travel to different areas inside their nest. The tunnels empty into chambers. Chambers are much like the different rooms in a house.

GO ON

Ant Architects

7 Ants are some of nature’s greatest builders. It takes a lot of skill to plan such an organized home. They build their home by biting and digging.

8 Ants have two pairs of jaws. One pair helps them bite and carry. They bite off tiny bits of soil and carry them out of the nest. Over days and weeks, this creates a network of tunnels and chambers. Ants learn how to travel around their nest by following scent trails left by other ants. . . .

Staying Safe

9 Ant nests give ants somewhere to live, store food, and grow their colony. They have one more important job—keeping ants safe.

10 Ants are food for many animals, such as anteaters. Anteaters use their sharp claws to tear apart nests. Then they use their long tongue to scoop up ants. An anteater’s tongue may be long enough to reach 2 feet (0.6 m) inside the nest. Ants keep their queen, her eggs, and their food supplies safe by building those chambers deeper than predators can reach.

predators = animals that hunt other animals for food

11 Ants protect their nest by attacking predators. All ants can bite, and some can sting. Some ants even spray chemicals to fight their enemies.

32 This question is worth 2 credits.

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use **two** details from the article to support your response.

GO ON

33 This question is worth 2 credits.

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use **two** details from the article to support your response.

Directions Read this poem. Then answer questions 34 and 35.

The Ants

by Joyce Sidman

The ants, the ants,
on tips of plants,
on sticks, on stones,
on ice cream cones;

- 5 beneath the ground
they ebb and flow,
precisely know,
who's friend, who's foe.

ebb and flow = come and go

- 10 They dig, they climb,
they drag, they haul,
(they never seem
to play at all).

haul = carry big loads

GO ON

At obstacles
thrown in their path
15 they laugh! (Well, really,
ants don't laugh:

they just speed up
their antlike flow
and find a different
20 way to go.)

But when a gang
attacks their nest?
They beat their legs
against their chests,
25 they snap their
giant mandibles,
and drive them out
with great success.

mandibles = mouths

30 And then, after
the fight has quit,
they go back home
to baby-sit.

GO ON

34

This question is worth 2 credits.

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

Planning Page

You may **PLAN** your writing for question 35 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.



35 This question is worth 4 credits.

In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

**Grade 4
English Language Arts Test
Session 2
Spring 2024**

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2024 English Language Arts Tests Map to the Standards

Grade 4

| Question | Type | Key | Points | Standard | Strand | Subscore | Secondary Standard(s) |
|------------------|----------------------|-----|--------|---------------------------|--|--------------------|-----------------------|
| Session 1 | | | | | | | |
| 1 | Multiple Choice | C | 1 | NGLS.ELA.Content.NY-4.L.4 | Language Standards | Reading | |
| 2 | Multiple Choice | B | 1 | NGLS.ELA.Content.NY-4.R.4 | Reading Standards for Informational Text | Reading | |
| 3 | Multiple Choice | B | 1 | NGLS.ELA.Content.NY-4.R.3 | Reading Standards for Informational Text | Reading | |
| 4 | Multiple Choice | A | 1 | NGLS.ELA.Content.NY-4.R.7 | Reading Standards for Informational Text | Reading | |
| 5 | Multiple Choice | D | 1 | NGLS.ELA.Content.NY-4.R.8 | Reading Standards for Informational Text | Reading | |
| 6 | Multiple Choice | B | 1 | NGLS.ELA.Content.NY-4.R.2 | Reading Standards for Informational Text | Reading | |
| 19 | Multiple Choice | C | 1 | NGLS.ELA.Content.NY-4.R.4 | Reading Standards for Literature | Reading | |
| 20 | Multiple Choice | D | 1 | NGLS.ELA.Content.NY-4.R.2 | Reading Standards for Literature | Reading | |
| 21 | Multiple Choice | D | 1 | NGLS.ELA.Content.NY-4.R.3 | Reading Standards for Literature | Reading | |
| 22 | Multiple Choice | B | 1 | NGLS.ELA.Content.NY-4.R.8 | Reading Standards for Literature | Reading | |
| 23 | Multiple Choice | D | 1 | NGLS.ELA.Content.NY-4.R.9 | Reading Standards for Literature | Reading | |
| 24 | Constructed Response | | 2 | NGLS.ELA.Content.NY-4.R.2 | Reading Standards for Literature | Writing to Sources | |
| 25 | Constructed Response | | 2 | NGLS.ELA.Content.NY-4.R.3 | Reading Standards for Literature | Writing to Sources | |
| Session 2 | | | | | | | |
| 26 | Multiple Choice | A | 1 | NGLS.ELA.Content.NY-4.R.2 | Reading Standards for Informational Text | Reading | |
| 27 | Multiple Choice | C | 1 | NGLS.ELA.Content.NY-4.R.3 | Reading Standards for Informational Text | Reading | |
| 28 | Multiple Choice | D | 1 | NGLS.ELA.Content.NY-4.R.4 | Reading Standards for Informational Text | Reading | |
| 29 | Multiple Choice | B | 1 | NGLS.ELA.Content.NY-4.R.5 | Reading Standards for Informational Text | Reading | |
| 30 | Multiple Choice | B | 1 | NGLS.ELA.Content.NY-4.R.7 | Reading Standards for Informational Text | Reading | |
| 31 | Multiple Choice | A | 1 | NGLS.ELA.Content.NY-4.R.9 | Reading Standards for Informational Text | Reading | |
| 32 | Constructed Response | | 2 | NGLS.ELA.Content.NY-4.R.4 | Reading Standards for Informational Text | Writing to Sources | |
| 33 | Constructed Response | | 2 | NGLS.ELA.Content.NY-4.R.2 | Reading Standards for Informational Text | Writing to Sources | |
| 34 | Constructed Response | | 2 | NGLS.ELA.Content.NY-4.R.5 | Reading Standards for Literature | Writing to Sources | |
| 35 | Constructed Response | | 4 | NGLS.ELA.Content.NY-4.R.3 | Reading Standards for Literature | Writing to Sources | |

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2024 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.