



New York State  
**EDUCATION DEPARTMENT**  
Knowledge > Skill > Opportunity

**New York State Testing Program**  
**Grade 4**  
**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 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 2023 Grade 4 Passages

Passage Title	Word Count	Lexile	Flesch-Kincaid	ATOS	Qualitative Review
Excerpt from Daisy's Perfect Word	760	620	4.7	5.1	Appropriate
Excerpt from A Welcome Thief	539	1020	7.4	7.1	Appropriate
Turkey Tug-of-War	459	790	5.8	6.8	Appropriate
PAIR - Excerpt from Walt Disney	358	700	6.4	4.8	Appropriate
PAIR - Excerpt from Edwin Binney: The Founder of Crayola Crayons	341	610	6.2	4.9	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 <sup>nd</sup> –3 <sup>rd</sup>	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 <sup>th</sup> –5 <sup>th</sup>	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 <sup>th</sup> –8 <sup>th</sup>	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 <sup>th</sup> –10 <sup>th</sup>	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 <sup>th</sup> –12 <sup>th</sup>	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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**2023**

**English Language Arts Test  
Session 1**

**Grade 4**

**April 19–21, 2023**

**RELEASED QUESTIONS**

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# Session 1



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may 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.

## **D**irections

Read this story. Then answer questions 1 through 6.

*Daisy's teacher loves words, and so does Daisy. When Daisy finds out her teacher is moving away, she decides to find the perfect word to give her as a gift. Tonight, Daisy is with her friend Emma, her little sister Lily, and her dad.*

## **Excerpt from *Daisy's Perfect Word***

*by Sandra V. Feder*

1           “How’s your word search going?” Daisy’s dad asked.

2           “I’ve found some great words, but not the perfect one for Miss Goldner,” Daisy said.

3           “Sometimes, when I have a problem I’m trying to solve, I give myself a little time off from thinking about it,” her dad said. . . .

4           Daisy wasn’t so sure that taking time off from her quest to find the perfect word for Miss Goldner was a good idea, but she was tired of looking and didn’t feel much closer to finding the right word than when she’d begun. Besides, she didn’t want to miss out on a minute of the fun she and Emma had planned. “I’ll just take a little break,” Daisy said.

5           So after dinner, the girls listened to music and danced around the living room. They made a tunnel out of cushions for Lily to crawl through. They watched a silly show on television and ate brownies. After that, Daisy offered to put Lily to bed, because sometimes just being with Lily made Daisy feel better.

6           They read Lily’s favorite story, about a fairy who has trouble turning a prince back into a frog. Daisy tucked Lily in. “Here comes the tickle monster!” Daisy whispered, holding up her hands and wiggling her fingers. As Daisy tickled her, Lily laughed and laughed. And that’s when it came to Daisy—the perfect word for Miss Goldner! Daisy couldn’t believe her good luck. She kissed Lily good-night and ran back to her room. The word was so perfect that she wrote it in her notebook on its very own page.

**GO ON**

7           The next day at school, Samantha handed Miss Goldner a big package wrapped in silver paper. Miss Goldner opened the box and admired the vase inside. Some of the other children brought gifts, too—bubble bath, a little container in the shape of an apple, a hand-made picture frame, a football and lots of wonderful homemade cards with lovely messages written inside.

8           Miss Goldner thanked all the children and told them how much she would miss them, especially when she needed a dance break. Then her eyes got a little misty and a couple of tears rolled down her cheeks.

9           Daisy knew it was time. She took a deep breath and raised her hand.

10          “I got you a present, too,” she said. Miss Goldner looked around. “Oh, it’s not in a box or an envelope,” Daisy said.

11          Miss Goldner looked surprised.

12          “I found you the perfect word,” Daisy said proudly.

13          “That’s ridiculous,” said Samantha. “There’s no such thing as a perfect word.” Daisy wanted to hum, but she didn’t. This moment was too important.

14          “This word is perfect for Miss Goldner,” Daisy said. “It’s great for saying loudly and for whispering softly. It’s not too long or too short, and I know both kids and grown-ups like it. It’s not a made-up word, but it sounds like it could be, and it sure feels good in your mouth.”

15          “Well,” said Miss Goldner, wiping her eyes, “I can hardly wait.”

16          “What is it?” Miss Goldner asked, leaning in close to make sure she could hear.

17          “*Giggle*,” Daisy said.

18          Then she extended both her hands toward Miss Goldner with a little flourish and said, “Now, you try.”

flourish = wave

19 “Giggle,” said Miss Goldner, smiling.

20 “Giggle,” said Emma, breaking into a grin.

21 “Giggle,” said Ben, starting to giggle.

22 By the time the rest of the students tried it, the whole class was laughing, even Samantha.

23 Soon there was such laughter coming from Room 8 that the principal, Mrs. Joseph, came walking briskly down the hall. When she entered the room, all the children tried their best to stop laughing. But it was no use.

24 “It’s my gift,” Daisy tried to explain. “The word *giggle*,” she managed to get out before she burst into another round of giggles.

25 Mrs. Joseph wasn’t at all sure she understood what was going on in Room 8, but she loved her students to be happy and these children certainly were happy. In fact they were so happy they were all laughing—every single one.

26 So Mrs. Joseph let out a big laugh herself and returned to her office.

27 That afternoon Daisy and Emma walked home from school with Samantha. They talked about the day at school, and Samantha used words like *great* and *fun*. Daisy didn’t hum at all.

28 Emma left them at the corner to go to her house.

29 “’Bye, Daisy,” Samantha said as she turned to walk up her driveway. “Yours was the best gift of all.”

30 Samantha’s words fell like little presents on Daisy’s ears.

- 1 What does the word “quest” mean as used in paragraph 4?
- A difficult assignment
  - B determined search
  - C favorite activity
  - D careful planning
- 2 Which sentence **best** states a theme of paragraph 7?
- A Giving someone a gift is just as much fun as receiving a gift.
  - B Buying a gift from a store is easier than making a gift.
  - C Cards with messages inside create wonderful memories.
  - D There are many ways to show someone that you care.
- 3 How does paragraph 14 relate to paragraphs 19 through 22?
- A Paragraph 14 explains the setting in paragraphs 19 through 22.
  - B Paragraph 14 describes the cause for the events in paragraphs 19 through 22.
  - C Paragraph 14 introduces a character developed in paragraphs 19 through 22.
  - D Paragraph 14 gives a problem that is solved in paragraphs 19 through 22.

4

In paragraph 18, why does Daisy ask Miss Goldner to try saying the word?

- A She wants Miss Goldner to pronounce the word for the class.
- B She wants to make sure Miss Goldner heard the word correctly.
- C She wants everyone to see how much Miss Goldner loves the word.
- D She wants Miss Goldner to see how fun the word is to say and hear.

5

Which detail **best** shows how Samantha changes from the beginning to the end of the story?

- A Samantha walks home with Daisy and Emma.
- B Samantha says that Daisy brought the best gift.
- C Samantha worries that Mrs. Joseph will be upset.
- D Samantha thinks of different words to describe the day.

6

What point is the author making in the story?

- A Words can be powerful.
- B Learning can be fun.
- C Learning is easier with friends.
- D Words should be spoken loudly.

**GO ON**

**D***irections* Read this article. Then answer questions 19 through 25.

*Jane Goodall is a famous primatologist who studied animals like chimpanzees, monkeys, and apes.*

## Excerpt from *A Welcome Thief*

*by Brenda Haugen*

- 1           Someone had stolen the bananas that Jane Goodall was going to have with her evening meal. If she was concerned, it was only for a moment. Her heart leapt when she learned the identity of the culprit—David Greybeard, one of the chimpanzees she'd been studying. According to Goodall's camp cook, the chimpanzee had spent about an hour eating fruit from one of the oil palms that grew nearby. After having his fill of the nutlike fruit, he went into Goodall's tent and took her bananas.
- 2           It was the summer of 1961. For a year, Goodall had been studying the chimps living in Gombe Stream Reserve near Lake Tanganyika in Central Africa. She watched the chimps, observed their unique features, and gave them each his or her own name. But every time she drew closer to them, the chimps ran away in fear. The day a chimp actually visited her camp and was brave enough to enter her tent marked a breakthrough in her work. With hope that David Greybeard would reappear the next day, Goodall put out some bananas and stayed in camp instead of going into the forest as she normally would.
- 3           The morning passed without any sign of a chimp. As the afternoon dragged on, Goodall grew disappointed. She feared that David Greybeard's visit might have been a one-time event. However, at around 4 p.m., Goodall heard a noise in the bushes across from her tent. She watched as David Greybeard entered the camp. Just like the day before, he went to one of the oil palms and began eating nuts. When he'd had his fill, the chimp took the bananas that Goodall had left for him.

**GO ON**

- 4 During the next five days, the calm and curious chimp came to Goodall's camp to eat nuts three times. Each time he visited, he'd also help himself to bananas that she put out for him. About a month later, David Greybeard began feasting on the nuts that he spotted in another tree at camp. During one of these visits, the big chimp with the dense white beard showed even more trust toward his camp host. He took a banana right from Goodall's hand.
- 5 David Greybeard's trust in Goodall made her research a great deal easier. The chimp no longer feared her and even approached her out in the forest. After seeing him interacting with Goodall, the other chimps became less afraid. In time, they let her get closer to them, too.
- 6 As Goodall continued her studies of the chimps, she made discoveries about the animals that surprised the scientific community. She found that chimps are more like human beings than scientists had once believed. Today, more than 45 years after she first set foot in Gombe, Goodall's research continues, and she's known worldwide as the foremost expert on the behavior of chimpanzees. Goodall's career began as a childhood wish to see African animals in their natural environments. As an adult, she made that wish come true through hard work and perseverance. She also opened the door for other women to become ethnologists, scientists who study animal behavior.

perseverance = the quality that allows someone to continue trying to do something even though it is difficult

**19** What is the meaning of the word “breakthrough” as it is used in paragraph 2 of the article?

- A** funny story
- B** strange event
- C** difficult challenge
- D** important change

**20** What is a central idea of paragraph 4?

- A** David Greybeard had fun looking through Goodall’s campsite.
- B** Goodall’s actions helped her build trust with David Greybeard.
- C** David Greybeard spent most of each day looking for and eating food.
- D** Goodall was so still and quiet that David Greybeard was unaware of her.

**21** How does paragraph 5 support a central idea of the article?

- A** By explaining that Goodall’s work became easier over time, it shows that repeating her tasks eventually made her an expert.
- B** By telling that she was able to come close to the chimps, it shows that Goodall’s thoughtful and patient study of the animals was a success.
- C** By demonstrating how Goodall was able to become friendly with David Greybeard, it shows that Goodall learned how to communicate with chimps.
- D** By detailing the different steps in the process of her work, it shows that Goodall did the same work as other scientists but got better results.

- 22** Which detail from the article shows how Goodall affected future researchers?
- A** “According to Goodall’s camp cook, the chimpanzee had spent about an hour eating fruit from one of the oil palms that grew nearby.” (paragraph 1)
  - B** “It was the summer of 1961. For a year, Goodall had been studying the chimps living in Gombe Stream Reserve near Lake Tanganyika in Central Africa.” (paragraph 2)
  - C** “Goodall’s career began as a childhood wish to see African animals in their natural environments.” (paragraph 6)
  - D** “She also opened the door for other women to become ethnologists, scientists who study animal behavior.” (paragraph 6)

- 23** How does the structure of the article help the reader understand the events?
- A** By explaining the sequence of events over time, it shows how each small step was important to Goodall’s work.
  - B** By comparing Goodall’s thoughts about her work at different times, it shows how she changed her research over time.
  - C** By providing a description of the camp, it shows why Goodall’s work was special and important.
  - D** By listing the problems and solutions of studying chimpanzees, it shows why Goodall’s work changed ideas in science.

**24** This question is worth 2 credits.

According to “Excerpt from *A Welcome Thief*,” why is Goodall excited to learn that David Greybeard took bananas from her tent? 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.

**25** This question is worth 2 credits.

In “Excerpt from *A Welcome Thief*,” what evidence does the author give to support the claim that David Greybeard’s actions made Goodall’s research easier? 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**

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**Grade 4**  
**2023**  
**English Language Arts Test**  
**Session 1**  
April 19–21, 2023

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



# *New York State Testing Program*

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**2023**

**English Language Arts Test  
Session 2**

**Grade 4**

**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 article. Then answer questions 26 through 31.

## Turkey Tug-of-War

by Rebecca Katzman

1 From gobbling down turkey to spending time with family to watching football, Thanksgiving is filled with traditions. But one of the most popular—pulling the wishbone—dates back centuries.

2 The upside-down V-shaped bone is actually called the furcula. It is an elastic bone located between a turkey’s neck and its breast. *Furcula* means “little fork” in Latin. All birds have a wishbone. It helps support a bird as it flies.

3 For humans, though, the wishbone serves a more lighthearted purpose. At Thanksgiving, the tradition is for two people to hold one end of the bone, make a wish, and then tug. The winner is the person who ends up with the bigger piece. If you believe the legend, the winner’s wish will come true.

### Through the Ages

4 How did this bone-ripping tradition get started? The practice of making a wish on a bird’s furcula dates back to the ancient Etruscans, a people who lived in what is today northern Italy. They believed birds were powerful and divine creatures. After killing a chicken, an Etruscan would leave the wishbone in the sun to dry. Passersby would pick it up, stroke it for good luck, and make a wish. That is how the furcula got the name “wishbone.”

5 The Etruscans passed the ritual along to the Romans. Soon, the practice of making a wish on a chicken’s furcula became popular in ancient Rome. According to legend, it was so widespread that there weren’t enough chickens or wishbones to go around. So the Romans began breaking the wishbone in two. Now, twice as many people could make wishes.

**GO ON**

- 6 Then the English picked up the tradition. In the 16th century, English settlers brought the practice to the New World. There, they found an abundance of wild turkeys. So they started using a turkey furcula for their wishes. Today a wishbone tug-of-war is as much a part of Thanksgiving as is gobbling down turkey smothered in gravy.

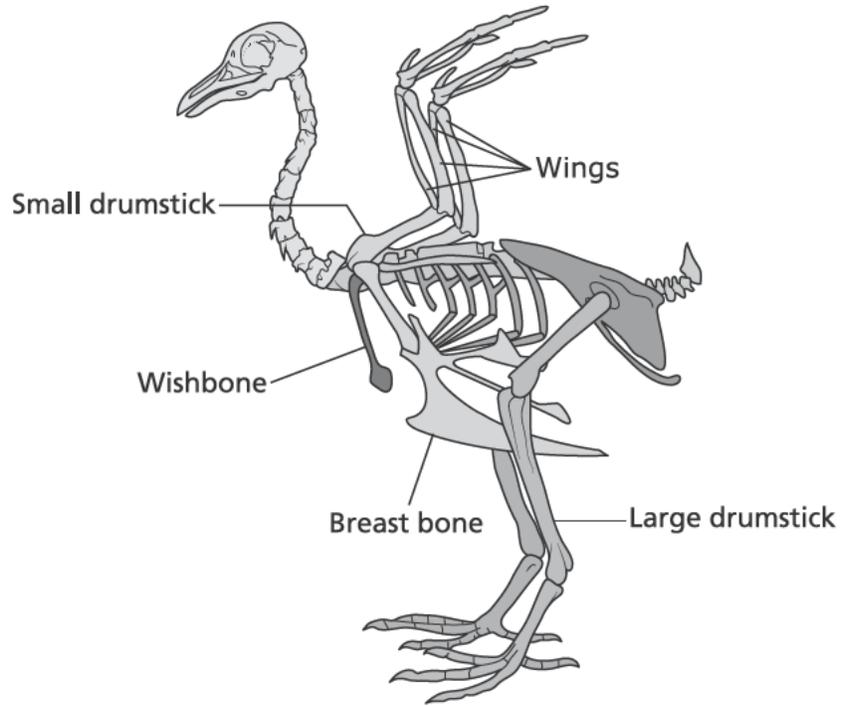
### **Mastering the Turkey Tug**

- 7 When it comes time to pull apart the wishbone, different people have different tactics for ending up with the biggest piece. But there are a few tips that may help you get the upper hand.
- 8 First, make sure your hands are dry. Next, make sure you hold the wishbone the right way. Take it between your thumb and index finger and place your thumb as close to the center of the bone as possible. Finally, get some leverage. The more pressure you can apply to your side of the wishbone, the better chance you have of winning the battle.

leverage = a good hold

- 9 Will your wish come true on Thanksgiving? Whether you end up with the larger or the smaller piece of the furcula is ultimately a matter of luck. But a tight grip probably couldn't hurt.

### PARTS OF A TURKEY



**GO ON**

26 How does the illustration support the information in paragraph 2?

- A It shows parts of the bird that are usually eaten.
- B It shows why the furcula has an unusual name.
- C It shows why all birds have wishbones.
- D It shows where the furcula is on the body.

27 Read this sentence from paragraph 1.

**But one of the most popular—pulling the wishbone—dates back centuries.**

Which sentence from the article **best** supports this claim?

- A “The winner is the person who ends up with the bigger piece.”  
(paragraph 3)
- B “The practice of making a wish on a bird’s furcula dates back to the ancient Etruscans, a people who lived in what is today northern Italy.”  
(paragraph 4)
- C “Passersby would pick it up, stroke it for good luck, and make a wish.”  
(paragraph 4)
- D “Today a wishbone tug-of-war is as much a part of Thanksgiving as is gobbling down turkey smothered in gravy.” (paragraph 6)

- 28 How are the details in paragraphs 4 through 6 organized?
- A by presenting descriptions of some points
  - B by presenting a problem and a solution
  - C by comparing and contrasting events
  - D by listing events in the order they happened
- 29 How does the information in the section “Through the Ages” support a central idea of the article?
- A It shows that today turkey and gravy are eaten for Thanksgiving.
  - B It shows that some people believed birds had unusual powers.
  - C It shows that there were many wild turkeys in the New World.
  - D It shows that many people share the history of the wishbone.
- 30 Which sentence **best** explains how to win at tug-of-war with a turkey wishbone?
- A “At Thanksgiving, the tradition is for two people to hold one end of the bone, make a wish, and then tug.” (paragraph 3)
  - B “But there are a few tips that may help you get the upper hand.” (paragraph 7)
  - C “The more pressure you can apply to your side of the wishbone, the better chance you have . . .” (paragraph 8)
  - D “Whether you end up with the larger or the smaller piece of the furcula is ultimately a matter of luck.” (paragraph 9)

**GO ON**

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

- A** Breaking a wishbone is just one of many Thanksgiving traditions.
- B** All birds have a wishbone that helps to support the birds as they fly.
- C** Making wishes with a wishbone is a tradition that began thousands of years ago.
- D** There was once a shortage of chickens in Rome because the wishbone tradition was so popular.

**Directions**  
Read this article. Then answer questions 32 and 33.

## Excerpt from *Walt Disney*

by Sarah Tieck

1           Walt Disney is a famous artist and businessman. His ideas changed the  
world of cartoons and movies. He won many awards for his work. . . .

2           Walter Elias “Walt” Disney was born on December 5, 1901, in Chicago,  
Illinois. His parents were Flora and Elias Disney. Walt had three brothers  
and one sister.

3           When Walt was young, the Disneys moved to a farm in Marceline,  
Missouri. There, Walt came to love drawing. After a few years, his family  
moved to Kansas City, Missouri.

### **Early Life**

4           In 1917, the Disneys returned to Chicago. There, Walt worked to  
become a better artist. He drew cartoons and took pictures for his high  
school newspaper. Walt also took classes at the Chicago Academy of Fine  
Arts. . . .

5           In 1923, Walt moved to Los Angeles, California. There, he started the  
Walt Disney Company with his brother Roy.

6           Walt made short animated cartoons. These movies are created by  
drawing many pictures. Each picture is a little different from the next. When  
filmed quickly in a row, the pictures appear to move. . . .

7           In 1925, Walt’s company hired an artist named Lillian “Lilly” Bounds.  
Walt and Lilly fell in love. They married that year on July 13. . . .

### **Working Artist**

8           Around 1927, Walt created Mickey Mouse. Mickey would become one  
of the world’s most famous cartoon characters!

9           At first, Walt called his character Mortimer Mouse. But, Lilly thought  
Mickey was a better name and Walt agreed.

**GO ON**

10 In 1928, Walt made a cartoon called *Steamboat Willie*. It stars Mickey Mouse.

11 At this time, many movies and cartoons were silent. *Steamboat Willie* had sound that went with the pictures. Walt provided the voice of Mickey. . . .

provided the voice = spoke the words

12 In 1932, Walt won his first Academy Award for *Flowers and Trees*. This cartoon used a new color process. Walt often tried new technology to improve his cartoons. . . .

Academy Award = award given each year to honor movies and the people who make them

13 By 1940, Walt's company had made *Pinocchio* and *Fantasia*. These popular movies took much effort to make. So, Walt opened a work space in Burbank, California. He hired more than 1,000 workers!

14 In Walt's lifetime, his company would create 81 feature films. These include *Bambi*, *Cinderella*, and *Mary Poppins*. Over the years, Walt won more than 25 Academy Awards!

feature films = long movies shown in theaters

**32** This question is worth 2 credits.

People who do special things usually have many people helping them. How do the details in “Excerpt from *Walt Disney*” support this idea? Use **two** details from the article to support your response.

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**GO ON**

**33** This question is worth 2 credits.

What is a central idea of “Excerpt from *Walt Disney*”? Use **two** details from the article to support your response.

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**D**irections Read this article. Then answer questions 34 and 35.

*Edwin Binney and his cousin Harold Smith started a company to make school supplies, and their company made their first crayons in 1903.*

## Excerpt from *Edwin Binney: The Founder of Crayola Crayons*

by Jennifer Blizin Gillis

1 Edwin Binney did not invent crayons—but he did invent better and cheaper crayons. Edwin was good at knowing what people needed, and getting people to work together.

2 Edwin was a good father. He liked spending time with his family. He was a good boss, too. He treated his workers fairly. He did what he could to make the towns he lived in better.

### Childhood

3 Edwin was born on November 24, 1866, in Shrub Oak, New York. Edwin’s mother was named Annie Conklin. His father, Joseph, was from Great Britain.

4 Joseph had a good education. In 1864, he started a company called the Peekskill Chemical Works. He made inks, dyes, and paints. . . .

dyes = things used to add or change color

### Marriage and Family

5 In the 1880s, Edwin and Harold started to sell school supplies in New York City. In 1886, Edwin married a teacher named Alice Stead. Edwin built a big house in Sound Beach, Connecticut for them to live in. . . .

6 In 1900 Edwin bought a mill in Easton, Pennsylvania. He and his cousin, Harold, began making slate pencils there. . . .

**GO ON**

## The First Crayons

7 Alice told Edwin that schoolchildren needed good crayons. In those days, children had to draw with lumps of colored clay or chalk. In 1903 Edwin's company invented colored wax crayons that were easier for children to use.

8 Alice made up the word "Crayola." A box of eight Crayola crayons cost five cents.

9 Schools all over the United States began buying Crayola crayons for their students. Soon, Edwin's company made boxes of sixteen crayons. These cost ten cents.

10 In 1904 there was a World's Fair in St. Louis, Missouri. People who visited could see new inventions. Edwin and Harold's "dustless chalk" won a gold medal for being a good new invention. . . .

11 Crayola crayons are still made the same way. All the colors begin as powders that are heated. Then they are mixed with wax and poured into crayon molds.

molds = containers used to form something into a shape

12 More than 120 billion Crayola crayons have been sold since 1903. Today, people can visit a museum at the Crayola Factory at Two Rivers Landing in Easton, Pennsylvania.

**34** This question is worth 2 credits.

What does “boss” mean as used in paragraph 2 of “Excerpt from *Edwin Binney*”?  
Use **two** details from the article to support your response.

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**GO ON**

*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.







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**Grade 4**  
**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 4 Released Questions**

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions	Constructed Response Questions	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
<b>Session 1</b>								
1	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.4	Reading	0.5323		
2	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.5631		
3	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.5	Reading	0.6354		
4	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.3	Reading	0.6226		
5	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.3	Reading	0.5396		
6	Multiple Choice	A	1	NGLS.ELA.Content.NY-4.R.8	Reading	0.7468		
19	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.4	Reading	0.4002		
20	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.5309		
21	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.4743		
22	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.3	Reading	0.5037		
23	Multiple Choice	A	1	NGLS.ELA.Content.NY-4.R.5	Reading	0.5532		
24	Constructed Response		2	NGLS.ELA.Content.NY-4.R.3	Writing to Sources		0.4928	0.2464
25	Constructed Response		2	NGLS.ELA.Content.NY-4.R.8	Writing to Sources		0.4383	0.2192
<b>Session 2</b>								
26	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.7	Reading	0.5464		
27	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.8	Reading	0.5180		
28	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.5	Reading	0.5924		
29	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.6527		
30	Multiple Choice	C	1	NGLS.ELA.Content.NY-4.R.3	Reading	0.5990		
31	Multiple Choice	C	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.4947		
32	Constructed Response		2	NGLS.ELA.Content.NY-4.R.9	Writing to Sources		0.4492	0.2246
33	Constructed Response		2	NGLS.ELA.Content.NY-4.R.2	Writing to Sources		0.5907	0.2954
34	Constructed Response		2	NGLS.ELA.Content.NY-4.R.4	Writing to Sources		0.5478	0.2739
35	Constructed Response		4	NGLS.ELA.Content.NY-4.R.3	Writing to Sources		0.4732	0.1183

\*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 to the rubrics shown in the Educator Guides.