



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Testing Program
Grade 3
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

Grade 3 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>.

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 3 ELA Test Text Complexity Metrics for Released Questions

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 3 Passages

Passage Title	Word Count	Lexile	Flesch-Kincaid	ATOS	Qualitative Review
Excerpt from Crazy About Clouds	509	550	2.4	3.37	Appropriate
Excerpt from The Little Red Lighthouse and the Great Gray Bridge	618	530	2.3	3.8	Appropriate
Excerpt from Apple Day	528	580	3.2	4.27	Appropriate
Excerpt from Hide with the Ladybugs	580	550	3.3	3.13	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	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

English Language Arts Test Session 1

Grade **3**

Spring 2024

RELEASED QUESTIONS

Excerpt from *Crazy About Clouds* by Rena Korb. Used with permission of ABDO Publishing 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 passage. Then answer questions 13 through 18.

Excerpt from *Crazy About Clouds*

by Rena Korb

1 Look up at the sky. Do you see any clouds today?

2 Look! There's one shaped like a fluffy, white bunny. A dark gray one floats by like a jellyfish.

Tiny, Floating Drops

3 Clouds look different. But they are all made of the same stuff—water.

4 Clouds form when tiny drops of water gather in the sky. Tiny chunks of ice make up clouds, too.

5 The tiny drops of water come together. They form heavier and heavier drops. Sometimes, the drops get too heavy to float.

6 *Splat!* Rain pours from the clouds. Or you might see drizzle, mist, or snow.

drizzle = light rain

mist = tiny drops of water that hang in the air

7 Clouds may look light and fluffy. But even the water in a small cloud weighs more than 500 tons. That's about as heavy as 100 elephants!

Changing Clouds

8 Watch a cloud closely. You will see it change before your very eyes.

9 Clouds can change shapes and sizes. They can look bright white or dark gray. Have you ever seen pink clouds at sunset?

10 Clouds dip and dance as the wind pushes them across the sky.

GO ON

- 11 Some clouds travel as fast as race cars!
12 A cloud can speed along at 100 miles per hour (160 km/h).

High Clouds, Low Clouds

- 13 Scientists group clouds by where they are seen in the sky. High clouds sail with the jumbo jets. Birds fly through low clouds.

jumbo = very large

- 14 Other clouds float in the middle, and some move up and down.
15 Have you ever walked by a lake on a cool morning? The fog can be very thick. You can barely see the road ahead of you!
16 Fog is actually a cloud that creeps along the ground.

creeps = moves slowly

- 17 Cool weather can bring fog. As the day warms up, fog clears away.

Types of Clouds

- 18 Scientists also group clouds by how they look. Let's explore a few clouds.
19 Stratus clouds look like a gray blanket over the sky. They often gather in cool weather. These clouds mean rain may soon be falling.
20 Have you ever seen bright cotton balls in the sky? These are cumulus clouds.
21 They mostly drift along on a fine, sunny day.
22 Very high above your head float cirrus clouds. Their long tails curve through the sky.
23 When you see these clouds, the weather might soon change.
24 Run for cover!

25 Dark cumulonimbus clouds are gathering. These clouds cause powerful storms.

26 Cumulonimbus clouds usually only stay in the sky for about an hour. As they break open, they can let out millions of buckets of water.

Study the Clouds

27 Will it rain? Is a snowstorm coming? Clouds give clues about what the weather will be like.

28 Scientists study clouds to tell what kind of day you'll have tomorrow.

29 Cloudy days are usually cooler than clear days. But cloudy nights are a little bit warmer than clear nights.

30 You can study the clouds, too. What types of clouds do you see? Can you guess the weather ahead?

31 No matter what, you are sure to find many wonderful shapes drifting in the sky.

Cloud Type	What It Looks Like	Fun Fact	Height in Sky
Stratus	Layers and sheets	May cover the sky and block out the sun and moon	Low
Cumulus	Puffy and white	May appear alone or in a group	High or low
Cirrus	Thin and feathery	Made up completely of tiny pieces of ice	High
Cumulonimbus	Tall and gray	Bring bad storms—even tornadoes	High or low

GO ON

- 13 The phrase “change before your very eyes” in paragraph 8 suggests that clouds
- A can only be seen up close
 - B can look strange to others
 - C can make it difficult for you to see
 - D can become different while you watch
- 14 What claim does the author make about cumulus clouds?
- A They look like bright cotton balls in the sky.
 - B They form only when it is windy for many hours.
 - C They show that the weather might soon change.
 - D They look pink when they form at sunset.
- 15 In which section of the passage can the reader find information about how clouds are made?
- A “Tiny, Floating Drops”
 - B “Changing Clouds”
 - C “Types of Clouds”
 - D “Study the Clouds”

- 16 Which sentence from the passage shows a cause-and-effect relationship?
- A “Clouds can change shapes and sizes.” (paragraph 9)
 - B “Other clouds float in the middle, and some move up and down.” (paragraph 14)
 - C “As the day warms up, fog clears away.” (paragraph 17)
 - D “Scientists study clouds to tell what kind of day you’ll have tomorrow.” (paragraph 28)
- 17 Which detail **best** shows how the author feels about clouds?
- A “Some clouds travel as fast as race cars!” (paragraph 11)
 - B “You can barely see the road ahead of you!” (paragraph 15)
 - C “. . . cloudy nights are a little bit warmer than clear . . .” (paragraph 29)
 - D “. . . you are sure to find many wonderful shapes . . .” (paragraph 31)
- 18 Which detail would be **most** important to include in a summary of the passage?
- A Some clouds can look like shapes of animals.
 - B Clouds form when drops of water come together.
 - C Clouds can appear on warm days and on cool days.
 - D Birds fly through clouds that are low in the sky.

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

Lighthouses were once lit by gas. A gas lighthouse on the Hudson River closed and later became a park after the George Washington Bridge was built.

Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*

by Hildegarde H. Swift and Lynd Ward

- 1 Once upon a time a little lighthouse was built on a sharp point of the shore by the Hudson River. . . .
- 2 Behind it lay New York City where the people lived.
- 3 Before it sailed the boats on which the people rode. Up and down, up and down, sailed the boats. On and on and on rolled the river. All the way from Lake Tear of the Clouds, high up in the mountains, came the Hudson River. It rolled down the mountains. It rolled and rolled and rolled. It rolled past Albany. It rolled past New York. And it went on forever looking for the sea.
- 4 Now the boats on the river talked to the little red lighthouse as they passed.
- 5 “Hoot, hoot, hoot! How are you?” said the big steamer, with its deep, throaty whistle. . . .
- 6 By day the little red lighthouse did not answer. . . .
- 7 But every night, just at fall of dark, a man came to tend the little red lighthouse. He took out his jingling keys. He unlocked the small red door in its side. He climbed its steep and winding stairs, up, up, up, to the very top. He took off the thick white cap that let it sleep by day. He turned on the gas with a funny small black key.
- 8 Up, up, up, flowed the gas from the six red tanks below.

GO ON

9 Then the little red lighthouse spoke out plainly. Flash! Flash! Flash! . . .

10 It felt big and useful and important. What would the boats do without
me? it thought.

11 It felt VERY, VERY PROUD.

12 The boats saw the light and were safe. The boats saw it, and they kept to
the channel. The boats were grateful to the little red lighthouse. . . .

channel = deepest part of a river or harbor

13 Why, I am MASTER OF THE RIVER, it thought.

14 Then one day a gang of workmen came and began to dig. . . .

15 Every day it watched the strange new gray thing beside it grow and
grow. Huge towers seemed to touch the sky. Strong loops of steel swept
across the river. How big it was! How wonderful! How powerful! A great
gray bridge, spanning the Hudson River from shore to shore. It made the
little red lighthouse feel very, very small.

spanning = going across

16 Then one night a great beam of light flashed from the top of the nearest
gray tower. . . .

17 Now I am needed no longer, thought the little red lighthouse. My light
is so little and this one so big! . . .

18 Then in the middle of the night there came a storm. The wind moaned.
The waves beat against the shore. . . .

19 Then the great gray bridge called to the little red lighthouse: “Little
brother, where is your light?”

GO ON

20 “Am I a brother of yours, bridge?” wondered the lighthouse. “Your light was so bright that I thought mine was not needed anymore.”

21 “I call to the airplanes,” cried the bridge. “I flash to the ships of the air. But you are still master of the river. Quick, let your light shine again. Each to his own place, little brother!”

22 So the little red lighthouse tried to shine once more, but though it tried and tried and tried, it could not turn itself on. . . .

23 But at last it heard the door opening far below. At last it heard steps rushing up the stairs. . . .

24 Now the little red lighthouse knew that it was needed. . . .

25 It sent a long, bright, flashing ray out into the night. . . .

26 And now beside the great beacon of the bridge, the small beam of the lighthouse still flashes.

beacon = guiding light

27 Beside the towering gray bridge the lighthouse still bravely stands. Though it knows now that it is little, it is still VERY, VERY PROUD.

- 19 Which event would be **most** important to include in a summary of the story?
- A A man takes care of the lighthouse and uses a small key to start its light.
 - B A boat greets the lighthouse in the day but the lighthouse does not answer.
 - C A terrible storm comes in the night and the bridge reminds the lighthouse why it is needed.
 - D A group of workers come to the Hudson River and begin digging and building along the shore.
- 20 How are the details in paragraphs 1 through 6 important to the story?
- A The paragraphs explain the main problem to be solved in the story.
 - B The paragraphs introduce the setting and the main character of the story.
 - C The paragraphs show why later events will come to happen in the story.
 - D The paragraphs hint at how the characters will change over time in the story.
- 21 How does the building of the great gray bridge affect the little red lighthouse?
- A The bridge makes the lighthouse feel like it is not useful anymore.
 - B The bridge makes the lighthouse feel happy to have help with its job.
 - C The bridge shows the lighthouse new ways to help the people of the city.
 - D The bridge blocks out the light of the lighthouse so it is not seen by boats.

22 The great gray bridge believes that the little red lighthouse

- A can help it send lights into the air
- B should be moved to a different place
- C is too small to be helpful in an emergency
- D must continue to do its job for the boats

23 Lighthouses are important because they guide boats. They can help keep boats safe when weather is bad or water is dangerous. Which detail **best** shows how this idea connects to the events in the story?

- A “All the way from Lake Tear of the Clouds, high up in the mountains, came the Hudson River.” (paragraph 3)
- B “Now the boats on the river talked to the little red lighthouse as they passed.” (paragraph 4)
- C “He took off the thick white cap that let it sleep by day. He turned on the gas with a funny small black key.” (paragraph 7)
- D “The boats saw the light and were safe. The boats saw it, and they kept to the channel.” (paragraph 12)

24 This question is worth 2 credits.

What theme is **best** supported by paragraphs 17 through 25 of “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*”? 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.

In “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*,” why does the little red lighthouse feel proud? Use **two** details from the story to support your response.

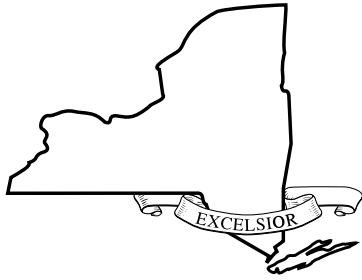
Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

STOP

Grade 3
English Language Arts Test
Session 1
Spring 2024

Name: _____



New York State Testing Program

English Language Arts Test Session 2

Grade **3**

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.

Directions
Read this story. Then answer questions 26 through 31.

Molly is in the apple orchard picking apples with her dad.

Excerpt from *Apple Day*

by Kimberly Long Cockroft

1 Sunlight filters through the branches, dappling Molly’s hands as she
twists each stem. She is careful to pick only the best apples. Every year, her
family’s applesauce is the best in Montana—well, almost the best. Last year,
their jar of special McIntosh applesauce won the red ribbon at the state fair.

2 There’s just something missing from our sauce, Molly muses as she
picks. If only they could figure out what it is, they might win the blue ribbon
this year. Molly strains for an apple just out of reach and—CRASH—
tumbles, dizzy, to the ground. It feels like a bobcat has wrapped his paws
around her legs.

3 But it’s not a bobcat. It’s Sam, her messy little cousin who lives next
door.

4 “Molly, I came to pick apples, too!” He waves an old, battered purse
above his head.

5 Sam’s mom waves from the edge of the orchard, her hair still in curlers.
Dad waves back and calls, “We’ll watch him this morning!” . . .

6 “Go pick apples over there,” Molly snaps. She points to an ancient,
twisted apple tree. Nobody knows what kinds of apples it grows, but they are
tiny and too tart to eat.

7 Sam doesn’t care. He fills his mom’s old purse with them, then stuffs his
raincoat pockets full, too. . . .

8 Then Dad calls, “Time to sauce!”

9 Sam lifts up his bulging purse. “I picked a bunch!”

10 Molly sighs. She hopes Sam will stay out of the way.

GO ON

11 At home, Dad cinches the iron clamps of the applesauce mill to the table while Molly rinses the apples.

12 “They’re beauties,” Mom says, and Molly smiles with pride. Then into the big pot on the stove they go.

13 Suddenly, before she can stop him, Sam shakes the purse of tiny, sour apples into the pot, too.

14 “No!” Molly cries, reaching into the pot to pull out Sam’s apples.

15 “It’s OK,” Dad chuckles. “I know a secret about good applesauce.” . . .

16 Molly isn’t so sure.

17 While the apples soften in the pot, filling the kitchen with sweet steam, Sam bangs on the empty bowl with a spoon and belts out a song about Apple Day. . . .

18 Molly and Dad take turns cranking the handle, smashing the apples into sauce. Sam tries, too, but it is too hard for him. The sauce slips down into the bowl, golden and smooth. A pile of seeds and skin slip out the back of the mill, and Molly empties them onto the compost heap, a treat for the bees.

compost heap = a pile of food and plant waste

19 Finally, all the apples, even Sam’s tiny tart ones, have been made into a huge bowl of applesauce. Dad holds a spoon to Molly’s lips.

20 Molly screws up her mouth. She sticks out her tongue to taste just a little. Then she gobbles the whole bite. “Wow!”

21 Dad’s eyes twinkle. “The secret to really good sauce is making it from different kinds of apples.” He ruffles Sam’s hair. “We may even have a chance at that blue ribbon this year.”

- 22 “Who would have known that you had the missing ingredient?” Molly asks her cousin.
- 23 Sam grins, licking sauce from his fingers. “I love Apple Day!”
- 24 Molly smiles. “Me, too, Sam.”

GO ON

- 26 Which sentence **best** shows a theme of the story?
- A Goals can be reached through hard work.
 - B Good things happen to people who tell the truth.
 - C Trusting what others do can be rewarding.
 - D The happiest moments in life are those spent with family.

- 27 What does the word “muses” mean as it is used in paragraph 2?
- A feels strange
 - B becomes amazed
 - C thinks deeply
 - D feels upset

- 28 In paragraph 3 of the story, whose thoughts are being shown?
- A Sam’s
 - B Molly’s
 - C Dad’s
 - D Mom’s

29 Read these sentences from paragraph 20.

Molly screws up her mouth. She sticks out her tongue to taste just a little.

Which sentence **best** explains why Molly acts this way?

- A** She is certain that the applesauce will win the blue ribbon.
- B** She thinks that the applesauce will taste bad.
- C** She is angry at Sam for putting his apples in the applesauce.
- D** She wants to try the applesauce before Sam tries it.

30 Which quote from the story **best** shows that Molly has learned a lesson?

- A** “Molly sighs. She hopes Sam will stay out of the way.” (paragraph 10)
- B** “‘They’re beauties,’ Mom says, and Molly smiles with pride.” (paragraph 12)
- C** “Then she gobbles the whole bite. ‘Wow!’ ” (paragraph 20)
- D** “We may even have a chance at that blue ribbon this year.” (paragraph 21)

31 Which sentence **best** shows how Molly’s feelings about Sam change in the story?

- A** “It’s Sam, her messy little cousin who lives next door.” (paragraph 3)
- B** “‘Go pick apples over there,’ Molly snaps.” (paragraph 6)
- C** “‘No!’ Molly cries, reaching into the pot to pull out Sam’s apples.” (paragraph 14)
- D** “Who would have known that you had the missing ingredient?” (paragraph 22)

GO ON

Directions
Read this passage. Then answer questions 32 through 34.

Excerpt from *Hide with the Ladybugs*

by Karen Latchana Kenney

Lovely Ladybug

1 *Crawl, crawl, crawl.* A ladybug looks like a colorful, crawling bump. From the side, it's shaped like half a pea. Then it opens its wings. It's gone in a second.

2 More than 5,000 kinds of ladybugs crawl and fly around Earth. Ladybugs gather in gardens and forests. They live almost everywhere except for very cold places.

3 Ladybugs are a kind of beetle. Even males are called ladybugs! Ladybugs are also called lady beetles or ladybird beetles.

Growing Ladybugs

4 In the spring, a female ladybug crawls on the underside of a leaf. She is looking for a safe place to lay eggs. Here, the eggs will be safe from hungry birds or insects flying above.

5 The mother ladybug lays her eggs. Then she flies away. The tiny, yellow eggs look like shiny jellybeans. A mother ladybug doesn't just lay her eggs anywhere. She chooses a place with lots of tiny bugs called aphids. When the eggs hatch, her young will have plenty to eat.

6 A few days later, larvae hatch from the eggs. These tiny creatures have legs but no wings. They are very hungry! They hunt for aphids. A larva can eat 400 aphids before it is three weeks old!

creatures = animals

7 The larvae are growing quickly. To grow, a larva breaks out of its old skin. Underneath it has new, bigger skin. This is called molting.

GO ON

8 Next, a larva finds a safe place and attaches to a leaf. A hard cover surrounds the larva. It becomes a pupa. Inside the cover, the pupa grows and changes. . . .

attaches to = joins itself with

9 After a few days, an adult ladybug climbs out of the hard casing. Its body is soft and pale. It does not have spots.

10 The ladybug’s skin soon hardens into a shell. This shell protects the ladybug. Some ladybugs slowly turn red. Their black spots appear.

11 Ladybugs can be orange, yellow, pink, or black. Some have spots. Some are spotless, and some have stripes.

Flying and Feeling

12 Soon, ladybugs are flying. Each one has two sets of wings. Unlike other insects, beetles have elytra. The elytra are hard, front wings. They cover a pair of thin, see-through back wings.

13 To fly, the ladybug opens its front wings. Then the thin wings flutter. They lift the ladybug into the air.

flutter = move quickly

14 The two elytra are a mirror image of each other. They have the exact same color and spots.

15 Ladybugs cannot see faraway things well. How do they find food?

16 A ladybug uses its two antennae to explore its world. Like wands, they wave in all directions. They can feel, smell, and taste.

Helpful Bugs

- 17 Ladybugs eat aphids or scale bugs. These tiny creatures are pests. They harm crops. That's why farmers and gardeners love to see ladybugs crawling around. More ladybugs means fewer pests. An adult ladybug can eat 75 aphids a day! A few kinds of ladybugs eat plant parts. Some eat pollen, the sticky dust on flowers.

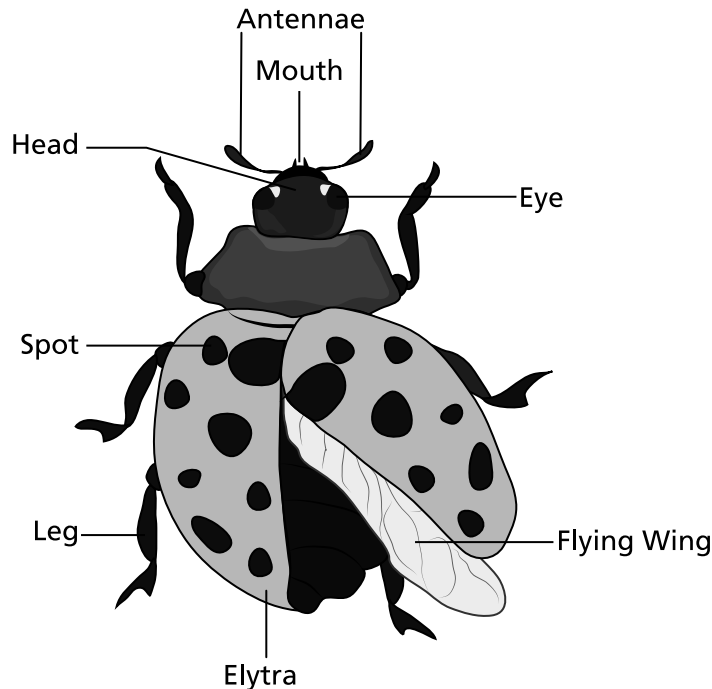
Staying Safe

- 18 The air has a chill. Winter is coming. Ladybugs find a dry place away from the wind. It can be in a house or in a dead tree. Sometimes, they form large groups.
- 19 The ladybugs stay there through winter. They do not eat anything. They could stay like this for nine months.

New Lives

- 20 When the air is warm again, the ladybugs go back outside. They fly around the garden. They hunt for aphids. The females lay eggs. New ladybugs begin their lives.

A Ladybug's Body



32

This question is worth 2 credits.

In “Excerpt from *Hide with the Ladybugs*,” how does paragraph 5 connect to paragraph 6? Use **two** details from the passage to support your response.

GO ON

33

This question is worth 2 credits.

The cold can be dangerous for animals, so they find ways to stay safe in bad weather. How does “Excerpt from *Hide with the Ladybugs*” develop this idea? Use **two** details from the passage to support your response.

34 This question is worth 2 credits.

How does the diagram “A Ladybug’s Body” better help the reader’s understanding of the passage? Use **two** details from the passage to support your response.

STOP

Grade 3
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 3

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