

Name: _____



New York State Testing Program

2019 English Language Arts Test Session 1

Grade 3

April 2–4, 2019

RELEASED QUESTIONS

“Flying on Ice” by Valerie Hunter, *Spider*, January 2016. Used with permission of Carus Publishing Company via Copyright Clearance Center.

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Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice.

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

Flying on Ice

by Valerie Hunter

1 Craig watched his older sister, Riley, and her friend Liz race up and down the lake on their skates, dodging the other hockey players. Their skate blades looked like silver smoke.

2 When the game was over, the girls skated up to the bench where Craig was sitting. Craig asked Riley what skating felt like.

3 “When I go really fast, I feel like I’m flying,” she said.

4 That’s silly, thought Craig. Flying is something birds do in the air, not something people do on ice skates. Then he watched Riley go back out on the ice. She skated around and around the edge of the lake with her arms pumping and her scarf trailing behind her. Soon she was going so fast that her arms looked like wings and her scarf looked like a feathery tail. Maybe skating really was like flying.

5 When Riley sat down to take her skates off, Craig said, “I wish I could fly.”

6 Riley retied her skate laces and crouched next to Craig. “Get on my back,” she said, and Craig did. Riley started skating, but Craig didn’t feel like he was flying. It just felt like a wobbly piggy-back ride.

7 “You’re too heavy,” Riley said. “I can’t go fast when I’m carrying you.” She skated slowly back to the bench. Craig got off her back.

8 “Even if you could go fast, I wouldn’t be flying,” he said sadly. “I need skates to fly.”

9 Riley didn’t say anything on the walk home, but a few days later she asked Craig if he wanted to go skating.

10 “To watch?” he asked.

11 “No, to skate,” she said cheerfully. “Mom and I found a pair of my old skates. They might fit you.”

GO ON

12 The skates were a little big, but when Riley stuffed newspaper in the toes, they fit. Craig couldn't stop smiling. He didn't want to take them off, but he had to so he could walk to the lake.

13 Riley and Liz went with him. They carried their hockey sticks, two orange cones, and a wooden chair. When they got to the lake, Craig put his skates back on and Riley helped him onto the ice. Then she put his hands on the back of the chair.

14 "Hang on to this and you won't fall," she said. "Just push it along in front of you, OK?"

15 Craig grinned. "OK." His feet felt wobbly, but he held on to the chair and he didn't fall. Riley and Liz cheered him on as he started to move forward. Then they set up the cones and practiced passing the puck to each other and shooting goals.

16 Craig watched them. They made skating look easy. He tried to skate like them, but when he let go of the chair he fell. So he grabbed on to it again and inched along. His skate blades went *scritch scritch scritch* instead of the *swish swish* sound that his sister's blades made. This wasn't like flying at all. It was like being a snail.

17 "Ready to go home?" Riley finally asked.

18 Craig nodded, frowning. Riley had never said how hard skating was.

19 "What's wrong?" she asked.

20 "I wanted to skate like you," Craig said. "I wanted to fly."

21 "Someday you will," Riley said. "It takes practice." She patted his shoulder. Then she whispered something to Liz, who grinned and winked at Craig. Each girl took one of Craig's hands.

22 "Someday you'll fly on your own," Riley said. "But today Liz and I will help you."

23 Riley and Liz started skating, pulling Craig with them. The edges of his skate blades just touched the ice. The girls went faster and faster, and so did he. When he looked down, his skate blades were a silver blur. His hat nearly blew off.

24 "I'm flying!" he yelled, and the words blew away in the wind like a bird's happy song.

1 What does the word “crouched” mean as it is used in paragraph 6?

- A spun around
- B bent down
- C stood up
- D fell over

2 In paragraph 9, what is the **most likely** reason Riley stays quiet as she and Craig walk home?

- A She is thinking about how well she played hockey.
- B She is upset with Craig because he hurt her back.
- C She is thinking about how to get skates for Craig.
- D She is tired from skating in the hockey game.

3 What does paragraph 12 help the reader understand about Craig?

- A Craig is too young to learn how to skate.
- B Craig is very excited about learning to skate.
- C Craig is unable to take the skates off by himself.
- D Craig is worried that his sister will take the skates back.

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4 In paragraph 16, what does the phrase “like being a snail” help the reader to understand about Craig?

- A He skates very slowly.
- B He moves in a crooked line.
- C He searches for a place to hide.
- D He looks like all the other skaters.

5 Which sentence **best** describes how paragraph 6 relates to paragraph 23?

- A Paragraph 6 provides a problem and paragraph 23 provides a solution.
- B Paragraph 6 asks a question and paragraph 23 provides an answer.
- C Paragraph 6 provides a cause and paragraph 23 shows an effect.
- D Paragraph 6 provides similarities and paragraph 23 shows differences.

6 Which sentence **best** describes a central message of the story?

- A Change is normal and an important part of life.
- B Friendships often become stronger over time.
- C New experiences can be exciting and wonderful.
- D Natural talent is more important than practice.

Directions
Read this passage. Then answer questions 7 through 12.

Excerpt from *Nature's Fireworks:* *A Book About Lightning*

by Josepha Sherman

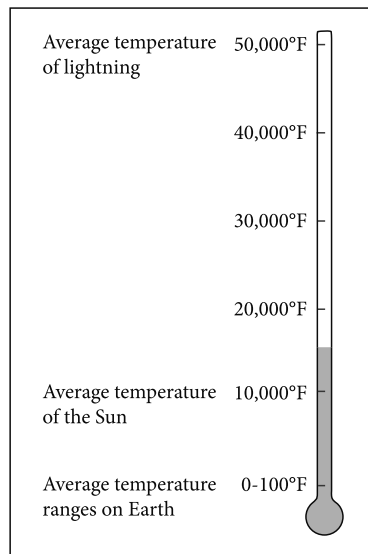
- 1 Flash! Lightning streaks from a dark cloud.
- 2 Crash! Thunder shakes our roofs and windows. A lightning storm dazzles the sky like flickering fireworks.

Lightning Begins

- 3 High above the ground, water droplets and ice crystals swirl and swarm inside the moving clouds. The tiny particles bump into one another. When the particles rush together, they become charged. Electricity is created.

Lightning is Electricity

- 4 A single stroke of lightning carries millions of volts of electricity. Each stroke heats the air in its path to as much as 50,000 degrees Fahrenheit (27,760 degrees Celsius). That is five times as hot as the surface of the sun.



GO ON

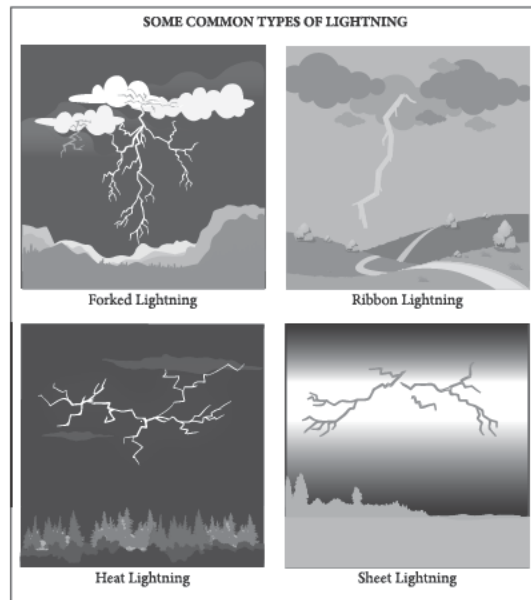
Thunder and Lightning

- 5 The heat from lightning makes the air expand quickly. Expanding air makes a booming, bursting sound like a firecracker. This is the sound of thunder. Thunder and lightning happen at the same time. Light travels faster than sound. This is why we often see the flash before we hear the boom.

expand = make larger

How Far Lightning Travels

- 6 Lightning can flash faster than you can blink. During a single flash, lightning can streak down to the ground and back up to the clouds. A lightning stroke that flashes down to earth can stretch up to nine miles (14 kilometers). That's taller than the world's highest mountain. Lightning flashes from cloud to cloud can travel even longer distances.
- 7 Ribbon lightning darts from the sky. It looks like jagged streaks side by side. Forked lightning looks like an upside-down tree. The branches of electricity reach through the clouds. Sheet lightning streaks inside a cloud. The cloud lights up like a bright, white sheet. Heat lightning happens during the hot summer. It looks like faraway flashes in the sky. Heat lightning is too far away for its thunder to be heard.



Lightning Around the World

- 8 Every day, lightning flashes from thousands of thunderstorms around the world. Every second, more than 100 lightning bolts hit the ground. Lightning can strike a tree or dry grass. When this happens, a wildfire can start. Lightning bolts can hit tall buildings. They also can hit electrical towers, houses, and cars.
- 9 Flash! Lightning is streaking through the clouds. Every flash is another display of nature's fireworks.

Fast Facts

- 10 It does not have to be raining outside for lightning to strike. Lightning can strike both before and after the rain falls, or even when there is no rain at all. Lightning helps nature by putting nitrogen into the ground and air. Nitrogen is a nutrient. That means it feeds plants and helps them grow.

Safety Tips

- 11 Windows, water faucets, pipes, telephones, and electrical outlets can be dangerous when there is lightning in the sky. You should not run water or talk on the phone if you see lightning. You could get an electrical shock.
- 12 Benjamin Franklin once flew a kite in a lightning storm. That is how he learned about electricity. But today, we know lightning is very dangerous. If you see lightning, you should go indoors right away.

7 According to paragraph 5, what happens **right before** thunder can be heard?

- A Little drops of water move around in the sky.
- B Dark clouds appear in the sky.
- C Rain droplets start to fall from the clouds.
- D The air spreads because of heat from lightning.

8 What is the main idea of paragraph 6?

- A Lightning can reach from the sky to the ground.
- B A bolt of lightning can travel up to nine miles.
- C Flashes of lightning can jump from one cloud to another.
- D Lightning can move over large distances very quickly.

9 Which idea from the passage does the second illustration **best** support?

- A Lightning can be helpful for nature.
- B Lightning moves very quickly.
- C Lightning appears in different ways in the sky.
- D Lightning may strike before or after it rains.

10 What does the word “nutrient” mean as it is used in paragraph 10?

- A** a type of lightning
- B** a supply of heat
- C** a kind of plant
- D** a form of food

11 Which question does the section “Fast Facts” help to answer?

- A** How does lightning help the earth?
- B** How is lightning different in the summer?
- C** How is electricity created in clouds?
- D** How can someone avoid an electrical shock?

12 Which sentence shows a cause and effect relationship that is stated in the passage?

- A** People see lightning before they hear thunder.
- B** Wildfires can start when lightning touches the ground.
- C** Heat from electricity is hotter than the surface of the sun.
- D** Lightning bolts can hit tall trees and buildings.

GO ON

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2019 English Language Arts Tests Map to the Standards
Grade 3 Released Questions on EngageNY

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)
Session 1								
1	Multiple Choice	B	1	CCSS.ELA-Literacy.L.3.4	Reading	0.85		
2	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.3.3	Reading	0.83		
3	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.3.3	Reading	0.82		
4	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.3.4	Reading	0.87		
5	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.3.5	Reading	0.61		
6	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.3.2	Reading	0.61		
7	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.3	Reading	0.66		
8	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.2	Reading	0.44		
9	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.3.7	Reading	0.55		
10	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.4	Reading	0.56		
11	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.3.5	Reading	0.59		
12	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.3.3	Reading	0.36		
Session 2								
25	Constructed Response		2	CCSS.ELA-Literacy.RI.3.3	Writing to Sources		1.16	0.58
26	Constructed Response		2	CCSS.ELA-Literacy.RI.3.2	Writing to Sources		1.03	0.51
27	Constructed Response		2	CCSS.ELA-Literacy.RL.3.5	Writing to Sources		1.11	0.55
28	Constructed Response		2	CCSS.ELA-Literacy.RL.3.3	Writing to Sources		1.29	0.64
29	Constructed Response		2	CCSS.ELA-Literacy.RL.3.2	Writing to Sources		0.96	0.48
30	Constructed Response		2	CCSS.ELA-Literacy.RI.3.4	Writing to Sources		1.25	0.63
31	Constructed Response		4	CCSS.ELA-Literacy.RI.3.3	Writing to Sources		1.70	0.42

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2019 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.