



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Testing Program
Grade 4
English Language Arts Test
Released Questions
2021

New York State administered the English Language Arts Tests in April 2021 and is now making the questions from Session 1 of these tests available for review and use. Only Session 1 was required in 2021.



New York State Testing Program

Grades 3–8 English Language Arts

Released Questions from 2021 Tests

Background

In 2013, New York State (NYS) began administering tests designed to assess student performance in accordance with the instructional shifts and rigor demanded by the new New York State P–12 Learning Standards in English Language Arts (ELA). To help in this transition to new assessments, the New York State Education Department (NYSED) has been releasing a number of test questions from the tests that were administered to students across the State in the spring. This year, NYSED is again releasing 2021 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

In February 2021, with the ongoing COVID-19 pandemic still forcing restrictions on all educational and learning activities statewide, NYSED submitted two federal waiver requests related to state assessment and accountability requirements. The waiver requests addressed the unique circumstances caused by the pandemic that have resulted in many students receiving some or all of their instruction remotely.

Later that month, the United States Department of Education (USDE) informed states that it would not grant a blanket waiver for state assessments. However, the USDE agreed to uncouple state assessments from the Every Student Succeeds Act (ESSA) accountability requirements so that test results will be used solely as a measure of student learning. Additionally, it was decided that NYSED would administer only Session 1 of the Grades 3–8 ELA and Mathematics Tests for the Spring 2021 administration and that the tests would include previously administered questions.

The decision to use previously administered test questions in this extraordinary year was based on guidance from nationally recognized experts in the assessment field and was recommended in a [publication](#) from the Council of Chief State School Officers to state education departments. Reusing test questions provided the benefit of having established scale scores and stable item parameters. Using previously administered test questions also ensured that it will be possible to develop new test forms for 2022 and beyond. Although it was not the driver of the decision, the reuse of previously administered test questions provided an opportunity for cost savings during these unique circumstances where the instructional models used by schools varied throughout the State.

For 2021, the entire Session 1 booklet is being released as this is all that students were required to take. Additionally, NYSED is providing information about the released passages; the associated text complexity for each passage; 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 NYSED's expectations for students.

Understanding ELA Questions

Multiple-Choice Questions

Multiple-choice questions are designed to assess the New York State P–12 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.

New York State P–12 Learning Standards Alignment

The alignment to the New York State P–12 Learning Standards for English Language Arts is intended to identify the analytic skills necessary to successfully answer each question. The released questions do not 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. Specific criteria for writing test questions, as well as additional assessment information, are available at <http://www.engageny.org/common-core-assessments>.

2021 Grade 4 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 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, 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.

For more information about text selection, complexity, and the review process please refer to:

<https://www.engageny.org/resource/new-york-state-passage-selection-resources-for-grade-3-8-assessments>

<https://www.engageny.org/resource/selection-of-authentic-texts-for-common-core-instruction-guidance-and-a-list-of-resources>

<https://www.engageny.org/resource/december-2014-nti-understanding-text-complexity-grades-9-12>

Text Complexity Metrics for 2021 Grade 4 Passages

Passage Title	Word Count	Lexile	Flesch-Kincaid	Reading Maturity Metric*	Degrees of Reading Power*	Qualitative Review
Snow Day in Space	782	590L	3.8		49	Appropriate
Saving Snow Leopards	610	910L	7.2		60	Appropriate
The Scarlet Ribbon	713	820L	5.5		55	Appropriate
Excerpt from <i>Wheels of Change</i>	720	790L	4.1		48	Appropriate
How Birds Beat the Odds	295	930L	5.5		56	Appropriate
Meerkat Chat	461	850L	6.1		57	Appropriate

* Depending on when the passage was selected, either the Reading Maturity Metric or Degrees of Reading Power was used as the third quantitative metric.

New York State 2021 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
2nd–3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4th–5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th–8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9th–10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th–12th	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

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Released Questions

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“Snow Day in Space” by Roxanne Werner. Reprinted from HIGHLIGHTS KIDS—accessed November 20, 2015, Highlights online. Used with permission.

“Saving Snow Leopards” by Pamela Crowe. Reprinted from HIGHLIGHTS—April 2015, Vol. 70, Issue 4, p. 16. Copyright © 2015 by HIGHLIGHTS. Used with permission.

“The Scarlet Ribbon” by Emily Hoffman. Reprinted from CRICKET Magazine—August 2005. Copyright © 2005 by CRICKET MEDIA, Inc. Used with permission.

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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.

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Directions

Read this story. Then answer questions 1 through 6.

This is a science fiction story that takes place in the future.

Snow Day in Space

by Roxanne Werner

- 1 The clock must be frozen. Or maybe the space station fell into a time warp and I'm trapped in my math lesson forever. The truth is that time doesn't fly when you're waiting for something, and I've waited for a friend for a long time.
- 2 *Crackle.* "The radius . . ." *Crackle.* Static swirls across the holo-video screen, burying my teacher's image in a blizzard of white noise that my dad and I nicknamed snow.
- 3 A voice comes over the loudspeakers. "Magnetic storm. Communications down. Remain in shielded areas. Technicians report to . . ."
- 4 The announcement drones on, but I don't listen. A snow day. Hurray for space weather!
- 5 Eleven years ago, my birth on Space Station Alpha made history. I was the first human born off-planet. My parents knew just what to name me—Jemison Mae, after Mom's hero, Mae Jemison, the first black female astronaut. Except I feel more like a science experiment than a hero.
- 6 It didn't take doctors long to discover I was different. Sure, on the outside I look normal. Just your average 11-year-old girl. But inside I flunk every test. My bones are too thin and my muscles are too weak. It seems humans don't grow well in the low-gravity, antiseptic halls of space stations. Not well enough to survive on Earth, anyway. I am sentenced to life in space.
- 7 After they figured this out, no other kids were allowed on board the space station. But new studies show that older children won't be harmed by a short stay. Today, a shuttle will arrive carrying a new technician and her family, including a girl my age. My first friend, Vianna. Freed from class by the snow day, I race down the corridor to message her.

GO ON

- 8 Spending 11 years on the station has its advantages. I know more about it than anyone else does, even the commander. Other than my parents and me, most people spend one or two years here, then return to Earth. I've explored every inch of the place and uncovered some useful items.
- 9 When I was five, one of the techs showed me the Space Alpha Text booth, or S.A.T. "Practice your letters on this, Jem," he said. "No one uses it now that we have the holo-video." The small room held a keyboard and the outdated communications system. I sat for hours fascinated by the way the screen lit up as I tapped the keys. The booth became my secret hideout, a place to disappear.
- 10 Now I shut the door and slide behind the keyboard. Vianna and I have been exchanging messages for months. We're not allowed to tie up the holo-video system with chatter, but I got the S.A.T. going after looking through old manuals. I tap in my code and read her message: *Jem, something's wrong—a storm.*
- 11 I type back: *Don't worry. It's a magnetic storm, a snow day. We get them a lot.*
- 12 Vianna's words flash back: *You sure? My parents and the pilot look worried.*
- 13 Before I can answer, a message flashes in caps: *WE CAN'T DOCK!*
- 14 I bolt out the door, heading for the command room. The tension stops me in the doorway like a force field.
- 15 "Captain, the holo-video won't work during the storm," my father is saying. "They'll have to try docking by sight."
- 16 "With shields up, they don't have visual. They're flying blind," the captain says. I clear my throat. "Could they lower the shields?"
- 17 The captain shakes his head. "Dropping the shields would kill them. Even with shields they're in danger in a full-blown storm like this."
- 18 "No!" I cry.
- 19 My father puts his hands on my shoulders. "Jem, we're doing everything we can."
- 20 Tears slide down my cheeks. "Snow days are supposed to be fun."
- 21 He sighs. "Snow days can be fun, when you're safe at home. But like real snow on Earth, it can be dangerous if you're stranded or traveling. The shuttle's shields aren't as strong as the station's. If the holo-video worked, we could talk them in."

- 22 “Can you text them in?” I ask. “With the S.A.T.?”
- 23 The captain looks over. “What are you talking about?”
- 24 “An old system, before holo-video,” my father explains. “It hasn’t been used in years.”
- 25 “Does it still work?” says the captain.
- 26 “It does,” I blurt out. “I’ve been texting Vianna for months.”
- 27 “You’re in touch with the shuttle?” My father rushes me to the S.A.T. booth.
- 28 Techs swarm my hideout. I give one tech my code and watch her fingers fly over the keyboard. Messages flash back and forth as techs feed docking coordinates to the shuttle.
- 29 Minutes pass.
- 30 Then the message I’ve waited for fills the screen:
- 31 *Jem, meet me in the docking bay.*
–Vianna

1

According to the story, what does it mean when Jem says, “I am sentenced to life in space” (paragraph 6)?

- A She cannot use the video system on the station.
- B She must wait for her friend to arrive at the station.
- C She must stay on the station in order to remain healthy.
- D She cannot leave the station because of the magnetic storm.

2

Read this sentence from paragraph 14.

The tension stops me in the doorway like a force field.

What does the word “tension” mean as it is used in this sentence?

- A excitement
- B disappointment
- C surprise
- D worry

3

What does paragraph 27 reveal about Jem’s father?

- A He does not think that Jem understands the problem.
- B He does not want Jem to be in the command room.
- C He is surprised that Jem can communicate with the shuttle.
- D He thinks it is wrong for Jem to use the S.A.T. booth.

GO ON

4

How does Jem cause the events that happen in paragraph 28?

- A Jem tells the crew how to get information to the shuttle.
- B Jem becomes upset when the shuttle cannot dock.
- C Jem asks if the shields on the shuttle can be lowered.
- D Jem leaves her lessons because the shuttle is arriving soon.

5

Which quotation from the story identifies the setting?

- A “The announcement drones on, but I don’t listen.” (paragraph 4)
- B “Eleven years ago, my birth on Space Station Alpha made history.” (paragraph 5)
- C “They’ll have to try docking by sight.” (paragraph 15)
- D “I give one tech my code and watch her fingers fly over the keyboard.” (paragraph 28)

6

Which quotation **best** supports a theme of the story?

- A “But new studies show that older children won’t be harmed by a short stay.” (paragraph 7)
- B “Spending 11 years on the station has its advantages.” (paragraph 8)
- C “If the holo-video worked, we could talk them in.” (paragraph 21)
- D “Messages flash back and forth as techs feed docking coordinates to the shuttle.” (paragraph 28)

GO ON

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

Saving Snow Leopards

by Pamela Crowe

“Mountain Ghost”

- 1 The snow leopard is rarely seen by humans. This mysterious cat lives in 12 Asian countries among the world’s tallest mountains.
- 2 The snow leopard is smaller than the tiger, the lion, and the leopard of Africa and Asia. It weighs as much as a cheetah, but is shorter and stockier. The cat’s compact shape and thick fur help keep it warm in glacier-chilled air. Dark markings dapple its light-gray coat, camouflaging it in rocky terrain. Big paws make padding over snow easier. An extra-long tail provides balance on steep, rugged ground.
- 3 You might think the snow leopard would be safe living in such harsh, remote places. But it faces multiple threats from humans. The cat has lost important stretches of habitat. (A habitat is the place that fills an animal’s needs—mainly food, shelter, and mates.) Mining, wars, and overgrazing by farm animals have all led to this loss of habitat.

Protecting the Herd

- 4 The loss of habitat has caused a food shortage. Snow leopards eat wild goats and sheep. When farm animals eat too much vegetation, wild plant eaters can’t find enough food to stay healthy. Females don’t have enough babies. Over time, the numbers of wild goats and sheep go down, and snow leopards have less to eat. Then the big cats eat livestock, and the herders kill the leopards to protect their livelihoods.
- 5 Agencies are working to save the cats and help herders at the same time. Some agencies give herders wire mesh and wood to keep snow leopards from entering their stables at night. Some pay herders for the animals they lose to snow leopards. In exchange, the herders stop killing snow leopards and leave more room and plants for the wild goats and sheep.

GO ON

- 6 Are the conservation programs working? Researchers estimate that only 3,500 to 7,500 snow leopards are alive today. But they need more reliable ways to count leopards before they will know.
- 7 That's where scientists like Dr. Kyle McCarthy are needed. He traveled to Kyrgyzstan to test ways of estimating snow leopard numbers. He camped in the mountains with Dr. Jennifer McCarthy (his wife) and other co-workers. They saw no leopards, but they hadn't expected to. Instead, they looked for evidence the cats left behind. "You have to find something related to them: poops, scrapes (claw marks), and pee," Dr. Kyle McCarthy says.
- 8 The group collected scat (poop) for DNA analysis. Along with the waste material of digestion, scat contains cells from the animal's own body. DNA is material inside those cells that, like fingerprints, can identify an individual animal.
- 9 The team also used automatic cameras. The scientists placed motion-and-heat-sensitive cameras along a mountain ridge. When a snow leopard neared one of these "camera traps," the camera snapped its picture.
- 10 Each snow leopard's spot pattern is different. Researchers compared patterns in the photos to identify cats. The cameras had taken photos of 15 different snow leopards at two study sites.

A Close Encounter

- 11 Shannon Kachel, Dr. Kyle McCarthy's graduate assistant, has searched for snow leopards in Tajikistan, where he almost saw one. "I was hiking along a ridgeline in the late afternoon and came around the corner of a rock outcropping to find a steaming, fresh kill site with snow leopard signs all round," Kachel says. "I could see and hear where the cat had knocked some rocks loose as it ran away from me, but even though I waited until it was nearly dark, I never saw the cat."

- 12 “Most people will never see a snow leopard, yet it has a right to exist,” Dr. Kyle McCarthy says. “It’s too magnificent to think about losing.”

THREATS TO SNOW LEOPARDS	
Illegal hunting	<ul style="list-style-type: none">• Snow leopards are hunted for their fur and bones.
Loss of habitat	<ul style="list-style-type: none">• People and livestock move into snow leopard range.
Loss of prey	<ul style="list-style-type: none">• Fewer prey are available to snow leopards when wild sheep and goats are hunted.• Livestock compete with the wild sheep and goats for food and the number of wild animals is reduced.
Killed by herders	<ul style="list-style-type: none">• Sheep and goat herders kill the leopards when the leopards eat livestock.
Lack of effective protection	<ul style="list-style-type: none">• The areas in which the snow leopards live are too large to protect.• Many countries cannot afford to pay for protection.
Lack of awareness and support	<ul style="list-style-type: none">• Herders do not understand the importance of snow leopards to the ecosystem.

7 What does the word “conservation” mean as it is used in paragraph 6?

- A action
- B education
- C preparation
- D protection

8 How does paragraph 9 connect to paragraph 6 in the article?

- A by describing a method for counting snow leopards
- B by describing what it is like to see a snow leopard
- C by explaining why snow leopards are rarely seen by humans
- D by explaining how scientists identify individual snow leopards

9 Which idea **best** explains why Dr. McCarthy and his co-workers traveled to Kyrgyzstan?

- A “The loss of habitat has caused a food shortage.” (paragraph 4)
- B “But they need more reliable ways to count leopards before they will know.” (paragraph 6)
- C “They saw no leopards, but they hadn’t expected to.” (paragraph 7)
- D “Researchers compared patterns in the photos to identify cats.” (paragraph 10)

GO ON

10 Which idea from the article **best** supports the main idea?

- A** “The snow leopard is smaller than the tiger, the lion, and the leopard of Africa and Asia.” (paragraph 2)
- B** “Researchers estimate that only 3,500 to 7,500 snow leopards are alive today.” (paragraph 6)
- C** “Each snow leopard’s spot pattern is different.” (paragraph 10)
- D** “The cameras had taken photos of 15 different snow leopards at two study sites.” (paragraph 10)

11 How is the article **mainly** organized?

- A** compare and contrast
- B** sequence of events
- C** question then answer
- D** cause and effect

12 How does the table at the end of “Saving Snow Leopards” support the main idea of the article?

- A** by showing reasons why snow leopards are struggling to survive
- B** by listing ways to better protect snow leopards
- C** by presenting new information about the habitat of snow leopards
- D** by providing evidence that there are fewer snow leopards alive now than in the past

Directions
Read this story. Then answer questions 13 through 18.

This story is based on a folktale from Australia.

The Scarlet Ribbon

by Emily Hoffman

1 Long ago, in Australia, there lived a girl named Kanikiya. From the time she was small, Kanikiya loved to dance. She moved as gracefully as the brolgas, the tall, slender cranes that courted along the riverbank. The people in the camp would often see Kanikiya dancing down by the water, for she wore a scarlet ribbon around her neck, and it floated as she moved. People believed she danced like moonlight shining on the running river.

2 Dancing was fine for a young child, but by the time she was twelve, the people in the camp did not approve of such frivolity in a young woman. She should be working, they insisted. Only the youngest children danced away the day.

frivolity = carefree behavior

3 Kanikiya's mother, hearing disapproval around the camp, warned her that she must stop dancing. "Remember the story of the lazy girl who would not work," she said. "She turned into a dingo. The rest of her life she ran with packs of wild dogs, preying on sheep at night."

4 Kanikiya, who knew the camp legends, shivered at her mother's words. Such tales frightened her. But she knew she wasn't lazy. It wasn't laziness that made her forget her work. The need to dance surged through her. She could not stop dancing any more than she could stop breathing. She feared that if she stopped doing either, she would die.

GO ON

- 5 Flocks of silvery gray brolgas stopped near Kanikiya's camp during their migration in the spring and fall of each year. Then, more than any other time, Kanikiya would forget her work, steal to the river, and watch the birds dance as the day darkened. As if impelled by a strong, mysterious force, Kanikiya would join in their dance at the river's edge, her scarlet ribbon flying behind her. If only I could dance with the cranes all my life, thought Kanikiya as she trudged back to the camp, then I would be at peace. One spring evening Kanikiya's mother found her daughter dancing near the river before she had finished gathering cabbage palms for their evening meal.

impelled = moved or driven into action

- 6 "I can do nothing with you, Kanikiya!" her mother shouted. "I have decided. You must not leave the camp until the brolgas have left. I feel they have powers over you that must be broken." While her mother spoke, Kanikiya felt tears gather. She sensed the eyes of the brolgas upon her. Glancing up, she marveled as they dipped their heads and danced a slow, mournful dance. They understand my sorrow, Kanikiya thought, the knowledge warming her.
- 7 Her mother grabbed her arm, pulling her toward the camp. Within Kanikiya's heart something died as she left the river that evening. Plodding up the bank, she felt her life begin to ebb away. The next day, instead of going out to gather food, Kanikiya stayed in the camp. She wove baskets from the reeds the other children collected. Day followed day in a mournful blur. She couldn't eat. She wouldn't smile. The heaviness in her heart grew, and because of that she became weaker. As she worked, she listened to the happy calls of the brolgas and imagined herself dancing with them, twirling, dipping, and free. At night she danced with the birds in her dreams.
- 8 If only I could dance with them again, she'd think each morning upon waking, then I would find rest for my soul. Soon the call of the brolgas became too strong for Kanikiya to deny. One morning before dawn she heard them calling her. Slipping out of the camp, she rushed down to the riverbank to dance with the cranes.

- 9 Just this one time, she thought as she whirled, her scarlet ribbon floating behind her. Just this once, then peace will visit me again. Later that morning, she was not found at her weaving. Her mother looked for her throughout the camp and, not finding her there, searched near the river.
- 10 As Kanikiya's mother neared the water, she found dozens of wild brolgas dancing and dipping to the sound of the wind in the trees. Fearful of their savage dance, she turned to go. But before she started up the path, she noticed one graceful crane in the center of the flock, a scarlet ribbon tied around her neck, dipping her head in greeting.

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GO ON

13 Which detail from paragraph 1 **best** supports a theme of the story?

- A** The folktale takes place long ago.
- B** Kanikiya likes to wear a scarlet ribbon.
- C** The brolgas are birds that live along the river.
- D** Kanikiya has a talent that is recognized by others.

14 Read this sentence from paragraph 6.

They understand my sorrow, Kanikiya thought, the knowledge warming her.

What does the phrase “the knowledge warming her” suggest?

- A** a feeling of comfort
- B** sadness and disappointment
- C** a feeling of anger
- D** wisdom and clear thinking

15 What does the word “mournful” mean as it is used in paragraph 7?

- A** angry
- B** bored
- C** nervous
- D** sad

16 Which sentence from the story **best** shows how a character's actions help to develop the story?

- A** "You must not leave the camp until the brolgas have left."
(paragraph 6)
- B** "She wove baskets from the reeds the other children collected."
(paragraph 7)
- C** "Slipping out of the camp, she rushed down to the riverbank to dance with the cranes." (paragraph 8)
- D** "Her mother looked for her throughout the camp and, not finding her there, searched near the river." (paragraph 9)

17 Which statement **best** describes how Kanikiya changes from the beginning to the end of the story?

- A** She realizes that she must leave her home to find happiness.
- B** She learns that the most important thing is to obey the rules.
- C** She discovers that the birds love her more than she loves them.
- D** She is frightened by camp tales and then sees that they are untrue.

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

- A** Kanikiya is often seen near the river by others.
- B** Kanikiya's mother tells her a story about a girl.
- C** Kanikiya feels like she must dance.
- D** Kanikiya weaves baskets.

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Grade 4
English Language Arts Test
Session 1
v202

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2021 English Language Arts Tests Map to the Standards
Grade 4 Released Questions

Question	Type	Key	Points	Standard	Strand	Subscore	Secondary Standard(s)
Session 1							
1	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.4.4	Reading Standards for Literature	Reading	
2	Multiple Choice	D	1	CCSS.ELA-Literacy.L.4.4	Language Standards	Reading	
3	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.4.6	Reading Standards for Literature	Reading	
4	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.4.3	Reading Standards for Literature	Reading	
5	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.4.3	Reading Standards for Literature	Reading	
6	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.4.2	Reading Standards for Literature	Reading	
7	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.4	Reading Standards for Informational Text	Reading	
8	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.3	Reading Standards for Informational Text	Reading	
9	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.3	Reading Standards for Informational Text	Reading	
10	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.2	Reading Standards for Informational Text	Reading	
11	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.5	Reading Standards for Informational Text	Reading	
12	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.7	Reading Standards for Informational Text	Reading	
13	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.4.2	Reading Standards for Literature	Reading	
14	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.4.4	Reading Standards for Literature	Reading	
15	Multiple Choice	D	1	CCSS.ELA-Literacy.L.4.4	Language Standards	Reading	
16	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.4.3	Reading Standards for Literature	Reading	
17	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.4.3	Reading Standards for Literature	Reading	
18	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.4.2	Reading Standards for Literature	Reading	

This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2021 operational ELA test.