New York State
EDUCATION DEPARTMENT
Knowledge ❯ Skill ❯ Opportunity

New York State Testing Program
Grade 5
English Language Arts Test

Released Questions

2022

New York State administered the English Language Arts Tests
in March 2022 and is now 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 2022 Exams

Background

As in past years, the State Education Department (SED) is releasing large portions of the 2022 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2022, included in these released materials are at least 75 percent of the test questions that appeared on the 2022 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 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.

Short-Response Questions

Short-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 their 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 short-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 short-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.

Extended-Response Questions

Extended-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 extended 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 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 extended-response questions. The rubric used for evaluating extended-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 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. However, some questions measure 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.

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 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.

2022 Grade 5 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 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.

Text Complexity Metrics for 2022 Grade 5 Passages

Passage Title	Word Count	Lexile	Flesch-Kincaid	ATOS	Qualitative Review
Excerpt from *A Scrap and a Robe*	745	830	4.4	5.6	Appropriate
Janet Guthrie: Lady in the Fast Lane from Profiles in Sports Courage	840	830	5.9	5.8	Appropriate
What is Lake-Effect Snow?	424	920	7.1	6.6	Appropriate
The Raindrops' New Dresses	171	N/A	N/A	N/A	Appropriate
Excerpt from *Dogs Helping Dogs*	299	880	6.5	6.8	Appropriate
Excerpt from *Woof! Read to Me, Please*	309	880	5.4	5.7	Appropriate

New York State 2022 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

2022
English Language Arts Test
Session 1

Grade 5

March 29–31, 2022

RELEASED QUESTIONS

Session 1

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.

*D*irections

Read this story. Then answer questions 1 through 7.

In West Africa, the Harmattan is a dry, dust-filled wind.

Excerpt from *A Scrap and a Robe*

by Myrina D. McCullough

1   The West African Harmattan whipped up a billow of dust. Suddenly Sali spied a scrap of glorious orange damask cloth turning in the hot wind like a flame. She followed as it danced down a street she didn't know very well. She skipped over holes and skirted people on chairs.

damask = woven cloth

skirted = went around

2   All at once the wind died down, and the scrap settled gently on the scratchy, sandy road.

3   Sali picked up the cloth and gazed at it with admiring eyes. She turned it this way and that in the sun and imagined herself in a flowing dlokibani made of such cloth. This was a treasure, and she would take it home for her little wooden doll. It would surely make a lovely headpiece for that lucky one.

dlokibani or dloki = a long dress

4   Sali wandered back the way she had come, slowly now. At the corner of the street, she passed the table vendor, who was selling his dusty packets of tea and two-pill packs of aspirin. She passed Ami's mother, roasting peanuts and selling them by the handful. She turned onto the larger street and passed a plastic-goods store that displayed rows and rows of brightly colored plastic plates, bowls, and teapots. She glanced into the next shop and then stopped short. It was a fabric shop! There on the high counter was an entire bolt of the same wondrous cloth she held in her hand!

5   The next day Sali went back to the cloth shop. She stood near the door and watched the storekeeper. He measured and cut, as one person after another bought pieces of cloth. Her prized orange damask was back on a high shelf to the rear of the store.

GO ON

Session 1

6   After a while the shopkeeper looked at Sali. "Why do you stand so long at the door?" he asked.

7   Sali took a deep breath and said, "I would like to help you in the store till I could earn enough of that orange cloth to make a dlokibani for myself."

8   The orange fabric glowed in a shaft of light from the uncovered bulb at the back of the store.

9   "That is very special and expensive cloth, little one," the shopkeeper told her.

10   So she swept the courtyard and threw away scraps. She pushed big rolls of cloth back and forth. She ran to buy cough drops and peanuts and kola nuts for the shopkeeper. For days and days she worked.

11   Finally, one day the store owner lifted down the lustrous roll of orange damask and measured out several yards. "You've worked well for this cloth, Sali," he said. "I thank you."

12   Sali rushed straight home with her treasure. Carefully she placed the cloth in her trunk.

13   But how was she to get the dloki made? Sali did not know how to sew. Her mother always had their clothes made by a tailor who sat in a tiny shop several blocks from their house.

14   Sali went and stood under a tree near the tailor's shop. She watched the people come and go. The tailor would whip out his measuring tape and see how tall the people were, how fat they were, how long their arms, how short their necks. He measured every part of them.

15   After almost a whole day the tailor noticed Sali.

16   "What are you doing there, little girl?" he asked.

17   "I have some beautiful cloth," she said, "and I want it sewn into a dlokibani. Could I work for you to pay for sewing it into a robe for me?"

18   The tailor agreed. Once again Sali worked for days and days. She swept and fanned the tea coals and held scissors and brought thread. At last, the tailor said, "Bring me the cloth, Sali."

19   Sali rushed home and brought back the satiny, shining cloth. She also brought her doll, its small head still neatly wrapped in the swatch of orange. The tailor took his tape and measured Sali, shoulder to ankle, shoulder to elbow, left shoulder to right shoulder. Then he started cutting the billows of orange fabric.

20   The next day was an important holiday called Tabaski. Drums were beating in many neighborhoods. Relatives and friends came to visit Sali's family. Sali slipped quietly away. Soon her mother missed her. "Now where has Sali gone?" she exclaimed.

21   Just then, Sali walked in, proudly wearing a beautiful orange dloki with a matching headdress. In her arms she carried her doll, dressed exactly as she was!

GO ON

1 Which statement **best** expresses a theme of the story?

A   It is wise to work in secret if a dream is not supported by relatives.

B   Working with new people can be scary, but will become easier over time.

C   Beautiful objects can bring happiness, but they are often not worth the price.

D   Determination and creative thinking can help people overcome challenges.

2 In paragraph 1, what does the phrase "like a flame" help the reader to understand about the cloth?

A   its size and how much it weighs

B   its color and how it moves

C   its temperature and its direction

D   its pattern and its use

3 What do the details in paragraph 3 show about Sali?

A   She is thoughtful and creative.

B   She is greedy and demanding.

C   She is careful and ambitious.

D   She is strange and secretive.

4 What does paragraph 13 reveal about Sali's point of view?

A Sali is worried that all of her work will be wasted if she cannot complete her project.

B Sali is eager to learn new skills so that she can take care of herself like a grownup.

C Sali is delighted to keep her secret and surprise her family with her new dlokibani.

D Sali is unsure and does not have a detailed plan to have the dlokibani made.

5 What can the reader infer about the shopkeeper and the tailor?

A They are clever and proud.

B They are tense and distracted.

C They are silly and foolish.

D They are fair and generous.

6 How do paragraphs 7 and 17 contribute to the structure of the story?

A They foreshadow an important choice Sali makes later.

B They explain why Sali wants a new dress.

C They show the actions Sali takes to solve her problem.

D They provide details about the shopkeeper and the tailor.

GO ON

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

A   " 'Why do you stand so long at the door?' he asked." (paragraph 6)

B   " 'You've worked well for this cloth, Sali,' he said." (paragraph 11)

C   "Sali rushed straight home with her treasure." (paragraph 12)

D   "Then he started cutting the billows of orange fabric." (paragraph 19)

"Janet Guthrie: Lady in the Fast Lane" from *Profiles in Sports Courage*

by Ken Rappoport

1   It was no surprise that Janet Guthrie excelled at one of the most dangerous sports on Earth. She had always loved adventure and daring new experiences.

2   Janet was born on March 7, 1938, in Iowa City, Iowa, and lived on a farm for the first few years of her life. Her father, an airline pilot, later moved the family to South Florida, where Janet took up flying.

3   At 13, she had already flown an airplane. At age 16, Janet decided she wanted to try a free-fall parachute jump. In free-fall, the parachutist jumps out of a plane without opening the chute. After falling several hundred feet at more than 100 miles an hour, the cord is pulled to open the chute. Then, if all goes well, the parachutist floats safely to the ground.

4   Her father wouldn't hear of it. "Absolutely not," he said. "No free-fall!"

5   But Janet persisted. Finally, her father gave in. "Just one time," he said, "but you have to be careful and do it the right way."

6   He would allow her to jump only on two conditions: He would fly the plane and she would receive parachuting lessons before the jump.

7   Since there were no parachuting schools in South Florida at the time, Janet's father hired a pro to give her private lessons. In her autobiography, *Janet Guthrie—A Life at Full Throttle*, Janet said the pro taught her how to pull the rip cord that opened the chute, how to absorb the shock after landing, and how to fasten the helmet so it wouldn't fly off.

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8   By the time she was 21, she had earned a commercial pilot's license. She flew whenever she could break away from her classes at the University of Michigan.

GO ON

9   After graduating, Guthrie got a job as a physicist in the aerospace industry. She saved her money for an entire year and bought a car. Guthrie wasn't satisfied with just any car. She chose a Jaguar XK 120—the sleek and popular sports car that she had dreamed about since she was a teenager.

aerospace = a business involved with space flight

10   At first, Guthrie enjoyed just driving the car around Long Island, outside New York City. Then she heard about a local sports car club where members could compete. She loved her car and wanted to see how it would do on a track. Soon she was entering races—and winning them.

11   Excited by her success, Guthrie attended a driving school in Connecticut. She was a natural. Her instructor, veteran driver Gordon McKenzie, liked the way she handled her car. He suggested she try auto racing.

12   A thrill shot through Guthrie. What a great idea. Off she went to enroll in a racing car drivers' school sponsored by the Sports Car Club of America. Guthrie swapped her Jaguar for a higher-priced model built especially for racing—the XK 140. Before long she taught herself how to take apart and rebuild its engine like a pro.

◆ ◆ ◆

13   Guthrie's career started to pick up speed.

14   She entered races all over the United States, finishing in some of the country's most celebrated long-distance competitions. In 1973, she won the North Atlantic Road Racing Championship. A champion, yes, but a tired champion. By then she had been racing for 13 years. She was exhausted, broke, and thinking of leaving the sport.

15   That's when she got the phone call. Someone named Vollstedt was asking her to drive his car in the 1976 Indy 500. No woman had ever driven in that race. *This has to be a prank*, thought Guthrie. But Vollstedt, an auto designer and builder from Oregon, wasn't kidding. Could she drive a "championship" car? That was the big question.

16   With their open cockpits, wide wheelbases, and rear engines, championship cars were much different than the closed sports cars Guthrie had been accustomed to driving for many years.

17   "Before she would agree to drive for me," Vollstedt said, "she wanted to see if she could handle the car."

18   Vollstedt was wondering the same thing, too. He arranged for a secret test at the Ontario Motor Speedway near Los Angeles.

19   To get into top physical shape for Vollstedt's test, Guthrie did exercises in front of her TV. One day she lost her balance, landed hard on her left foot, and fell to the floor. The doctors told her she had broken a bone and they put her foot in a heavy cast. *How am I going to drive a racing car?* she worried. *Will I miss my big chance?*

♦ ♦ ♦

20   Broken ankle and all, Guthrie stepped into an unfamiliar car. She hit the accelerator. When her car got up to speed, Guthrie couldn't believe the feeling. "What a thrill," she said. "It was like going to the moon."

21   Vollstedt was impressed with her time—an average speed of 178.52 miles per hour and a top speed of 196 mph.

22   Test passed.

23   She had showed Vollstedt she could drive the car. Now she had to show the rest of the world.

Session 1

8 Which sentence **best** represents a conflict between Guthrie and her father?

A Guthrie's father is concerned when she begins flying at a young age.

B Guthrie's father thinks free-fall parachuting is too dangerous for her.

C Guthrie's father is worried about her becoming a race car driver.

D Guthrie's father insists she has to take private parachuting lessons.

9 Paragraphs 10 and 11 are important to the article because they

A describe to the reader how Guthrie drove around Long Island

B inform the reader that Guthrie joined a local sports car club

C explain to the reader how Guthrie began to win auto races

D tell the reader that Guthrie was helped by a driver in Connecticut

10 Which quotation **best** reveals the author's point of view?

A "It was no surprise that Janet Guthrie excelled at one of the most dangerous sports on Earth." (paragraph 1)

B ". . . the pro taught her how to pull the rip cord that opened the chute, how to absorb the shock after landing . . ." (paragraph 7)

C "She flew whenever she could break away from her classes at the University of Michigan." (paragraph 8)

D "To get into top physical shape for Vollstedt's test, Guthrie did exercises . . ." (paragraph 19)

11 Which detail from the article represents Guthrie's biggest challenge?

A "Before long she taught herself how to take apart and rebuild its engine . . ." (paragraph 12)

B ". . . finishing in some of the country's most celebrated long-distance competitions." (paragraph 14)

C ". . . a secret test at the Ontario Motor Speedway near Los Angeles." (paragraph 18)

D "One day she lost her balance, landed hard on her left foot, and fell . . ." (paragraph 19)

12 Which detail from the article **best** represents Janet Guthrie?

A "She had always loved adventure and daring new experiences." (paragraph 1)

B "Excited by her success, Guthrie attended a driving school in Connecticut." (paragraph 11)

C "In 1973, she won the North Atlantic Road Racing Championship." (paragraph 14)

D "Broken ankle and all, Guthrie stepped into an unfamiliar car." (paragraph 20)

13 In paragraph 20, what does Guthrie mean when she says, "It was like going to the moon"?

A She thinks driving a fast car is quite exciting.

B She believes racing can often be dangerous.

C She thinks the speed of the car is frightening.

D She believes racing is similar to space flight.

GO ON

14 Which idea from the article does the title " 'Janet Guthrie: Lady in the Fast Lane' from *Profiles in Sports Courage*" **best** support?

   A   Guthrie was a hard worker and saved money to achieve her goals.

   B   Guthrie was famous for participating in a race with a broken foot.

   C   Guthrie was fearless at trying thrilling and challenging new activities.

   D   Guthrie was determined to become a commercial pilot like her father.

What Is Lake-Effect Snow?

by NASA

1   It was the early morning hours in Buffalo, New York. Trouble was brewing. Temperatures had plummeted and strong squalls began to blow across neighboring Lake Erie. Even though it was October, snow was falling faster than an inch per hour by the next afternoon.
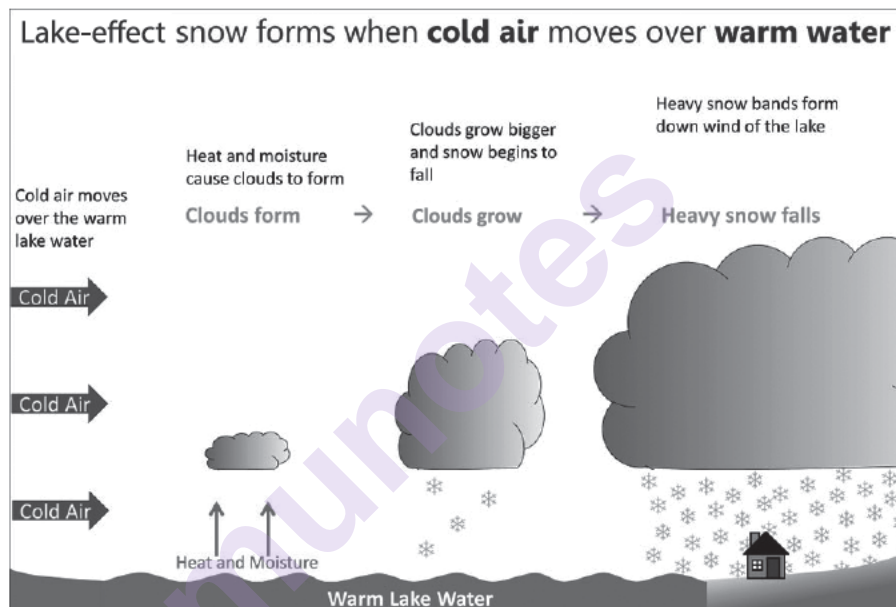
plummeted = fell quickly

squalls = strong gusts of wind

2   The storm, called the "October Surprise" by locals, caught the Buffalo area off-guard. In a very short period of time, up to 27 inches of heavy snow fell. The snow damaged trees and power lines, shutting down electricity and blocking roads.

3   This storm was the result of a phenomenon called "lake-effect snow." It's one of the main reasons why areas near big lakes, like the Great Lakes, get such remarkable snowstorms. Such storms usually occur between November and February, not October. It just so happened that all of the ingredients for lake-effect snow came together in a remarkable way that October.

4   Lake-effect snow forms when cold air passes over the warmer waters of a lake. Water holds on to heat more than air. As a result, below freezing air often passes over much warmer water. This causes some lake water to evaporate into the air and warm it. This warmer, wetter air rises and cools as it moves away from the lake. When it cools, it dumps all that moisture on the ground. If it's cold enough, that moisture becomes snow.

5   If the winds and temperatures are right, the air acts like a big sponge that sops up water from the lake and wrings it out on land. The direction of the wind is important— if the wind is blowing in a direction that covers more of the lake, the air will take in more water. The greater the temperature difference the more water the air will take in.

6   All that water picked up from the lake normally travels no farther than about 25 miles away before falling, but it can sometimes travel as far as 100 miles away! That moisture can make for a whole lot of snow. Luckily for people living near large lakes, lake-effect snow generally slows down around February. That's when the lakes freeze over, making it impossible for the air to steal moisture away from the lake.

7   Not surprisingly, Buffalo is one of the snowiest cities in the country. Conditions are frequently right for lake-effect snow. To many who live there, massive snowstorms are a regular part of life. But don't think you could get more snow days by moving to an area that experiences lake-effect snow. People there are well trained in snow removal!

Lake-effect snow forms when **cold air** moves over **warm water**

Cold air moves over the warm lake water

Cold Air

Cold Air

Cold Air

Heat and Moisture

Heat and moisture cause clouds to form

Clouds form →

Clouds grow bigger and snow begins to fall

Clouds grow →

Heavy snow bands form down wind of the lake

Heavy snow falls

Warm Lake Water

Session 1

29 What does "brewing" mean as it is used in paragraph 1?

A being studied

B separating

C developing

D being encouraged

30 What is the meaning of the phrase "sops up" as it is used in paragraph 5?

A pushes back

B takes in

C dries off

D cools down

31 Why is wind direction an important factor in the creation of lake-effect snow?

A The wind direction can increase the amount of water taken into the air.

B The wind direction can decrease the temperature of the air.

C The wind direction can cause the water in a lake to become rough.

D The wind direction can turn the water in a lake into ice.

32 What is the purpose of the information in paragraph 7?

A to explain how lake-effect snow is beneficial for an area

B to provide details about how lake-effect snow is removed from streets

C to compare how lake-effect snow impacts different cities near large lakes

D to describe life in a place where lake-effect snow is common

33 The diagram adds new information to the article by showing that

A lake-effect snow forms when cold air moves over warm water

B heat and moisture rise up over the lake water to help form snow

C clouds increase in size as lake-effect snow forms

D huge amounts of moisture fall to the ground in the form of snow

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

A People who live in areas with lake-effect snow rarely have days off.

B Cold air and warm water are needed to form lake-effect snow.

C Buffalo is a city that is used to dealing with lake-effect snow.

D Lake Erie produces less lake-effect snow at certain times of the year.

GO ON

35 Which sentence **best** states a central idea of the article?

A   Lake-effect snow is common in certain areas of the country.

B   Lake-effect snow can occur only for a short period of time each year.

C   Lake-effect snow requires a special set of conditions in order to occur.

D   Lake-effect snow can cause damage to power lines and trees.

Grade 5
2022
English Language Arts Test
Session 1
March 29–31, 2022

Name: _____

New York State Testing Program

2022
English Language Arts Test
Session 2

Grade 5

March 29–31, 2022

RELEASED QUESTIONS

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 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 writing your response.

- In writing your responses, be sure to

  – clearly organize your writing and express what you have learned;

  – accurately and 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.

The Raindrops' New Dresses

by Anonymous

"We're so tired of these gray dresses!"
Cried the little drops of rain,
As they came down helter-skelter
From the Nimbus cloud fast train.

5   And they bobbed against each other
In a spiteful sort of way,
Just like children when bad temper
Gets the upper hand some day.

| spiteful = mean |

Then the Sun peeped out a minute.
10   "Dears, be good and do not fight,
I have ordered you new dresses,
Dainty robes of purest white."

Ah! then all the tiny raindrops
Hummed a merry glad refrain,
15   And the old folks cried: "How pleasant
Is the music of the rain!"

Just at even, when the children
Had been safely tucked in bed,
There was such a rush and bustle
20   In the dark clouds overhead!

| even = evening |

GO ON

Session 2

Then those raindrops hurried earthward,
At the North Wind's call, you know,
And the wee folks, in the morning,
Laughed to see the flakes of snow.

36 How do stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other? Use **two** details from the poem to support your response.

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GO ON

37 How do the raindrops' feelings change throughout the poem? Use **two** details from the poem to support your response.

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38 What is a theme of the poem "The Raindrops' New Dresses"? Use **two** details from the poem to support your response.

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GO ON

Blood banks are places people donate their blood to help those who are sick or having an operation. Now there are blood banks where dog owners can donate the blood of their own dogs to help other dogs in need.

Excerpt from *Dogs Helping Dogs*

by Time for Kids with Associated Press Reporting

1   If man's best friend is a dog, then who is a dog's best friend? That would be Rover. Or Glow, or Ivan, or Raina. These four canines recently donated valuable pints of blood to their fellow pooches. And they did it without having to travel far from home: They visited an animal bloodmobile.

2   Similar to the Red Cross vehicles for humans, the University of Pennsylvania's traveling veterinary lab goes to where the donors are to make it easier to give. The bloodmobile makes weekly rounds through suburban Philadelphia and New Jersey. Kym Marryott is manager of Penn's Animal Blood Bank. "You don't really think about it until you actually need it," Marryott told the Associated Press. "Just like in people, dogs need blood too."

Helping Paws

3   Like humans, not every dog is eligible to donate blood. The pooches are screened for health first. Dogs must have the correct blood type, weigh at least 55 pounds and be younger than 8 years old. About 150 dogs participate in the program. Each donates three or four pints a year, which can help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car. One pint can save up to three dogs.

4   Owners volunteer their pet for the short procedure, which requires no sedation. That's when a patient is given medicine to calm him or her down. Marryott said it's the dog that ultimately chooses to lie still and give. "If (the dog) wanted to get up and leave, he could," she said. "But they're really good about it, they trust their owner." . . .

5   Just like people, the furry donors get a snack and a heart-shaped "U of P Blood Donor" sticker immediately after giving. In addition, they receive free blood screenings and dog food to take home.

CAN YOUR DOG GIVE BLOOD?*

In order for your dog to give blood, it must
• be friendly
• be healthy
• be at least one year old
• be younger than eight years old
• weigh 55 pounds or more

* Laws vary by state.

39 In "Excerpt from *Dogs Helping Dogs*," what is the author's point of view about dogs who give blood? Use **two** details from the article to support your response.

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40 In "Excerpt from *Dogs Helping Dogs*," how does paragraph 4 support a main idea of the article? Use **two** details from the article to support your response.

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GO ON

Excerpt from *Woof!*
Rrrread to Me, Please?

by Peg Lopata

1   Scooter and Molly wait patiently in a corner of the library. They are not reading. They don't have a library card. They don't even know what a book is. Scooter and Molly are not just any kind of library patron. They are special dogs, called therapy pets. Their job is to listen.

2   These dogs are participants at the Wadleigh Memorial Library in Milford, New Hampshire, in a program called Paws to Read. Though it's a busy day at the library and small children dart about, these dogs seem to understand that this is a library so they don't bark or run around. They come here to sit or lie quietly while kids read to them.

3   Dogs may be smart, but can they appreciate a good book? Why do kids read books to dogs? For those struggling with reading, or for kids who just like to read aloud, reading to a dog is fun and relaxing. Whether you choose to read Dr. Seuss or J.K. Rowling, they'll listen. And unlike other kids in the classroom, dogs never giggle if you mispronounce a word or get impatient if you read slowly. This makes reading a lot more enjoyable. "The children always have smiles on their faces," says Bill Dahlkamp, programs director with Support Dogs, Inc. in St. Louis, Missouri. One volunteer who brings her dog, Koda, to the Wadleigh Library explains that there's a lot less pressure reading to a dog. Dogs are completely accepting. "Even three year olds get interested in reading—if it's reading to a dog." . . .

4   To participate in the Paws to Read program, a dog has to have basic obedience, be at least one year old, and be a certified therapy dog. To meet these goals, the dogs are tested. Their owners, or handlers, are also tested. It's a real team job working with a therapy pet.

41 How does paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contribute to the structure of the article? Use **two** details from the article to support your response.

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GO ON

DO NOT WRITE
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Planning Page

You may PLAN your writing for question 42 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 15 and 16.

Answer ➡

42 How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

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GO ON

STOP

Session 2

Grade 5
2022
English Language Arts Test
Session 2
March 29–31, 2022

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2022 English Language Arts Tests Map to the Standards
Grade 5 Released Questions

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions Percentage of Students Who Answered Correctly (P-Value)	Constructed Response Questions Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
1	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.2	Reading	0.69		
2	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.4	Reading	0.74		
3	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.87		
4	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.6	Reading	0.51		
5	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.83		
6	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.5	Reading	0.73		
7	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.2	Reading	0.81		
8	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.69		
9	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.43		
10	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.6	Reading	0.71		
11	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.63		
12	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.2	Reading	0.77		
13	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.4	Reading	0.64		
14	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.2	Reading	0.68		
29	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.4	Reading	0.8		
30	Multiple Choice	B	1	CCSS.ELA-Literacy.L.5.4	Reading	0.79		
31	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.59		
32	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.5		
33	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.7	Reading	0.3		
34	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.2	Reading	0.52		
35	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.2	Reading	0.51		
Session 2								
36	Constructed Response		2	CCSS.ELA-Literacy.RL.5.5	Writing to Sources		1.38	0.69
37	Constructed Response		2	CCSS.ELA-Literacy.RL.5.3	Writing to Sources		1.46	0.73
38	Constructed Response		2	CCSS.ELA-Literacy.RL.5.2	Writing to Sources		1.15	0.57
39	Constructed Response		2	CCSS.ELA-Literacy.RI.5.6	Writing to Sources		1.32	0.66
40	Constructed Response		2	CCSS.ELA-Literacy.RI.5.2	Writing to Sources		1.24	0.62
41	Constructed Response		2	CCSS.ELA-Literacy.RI.5.5	Writing to Sources		1.23	0.62
42	Constructed Response		4	CCSS.ELA-Literacy.RI.5.8	Writing to Sources		1.88	0.47

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2022 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.