

**Grade 4 and 5
New York State
ELA 2020**

TESTING DATES: ELA

- DAY 1- Multiple Choice- Wednesday, March 25th
- Day 2- Short and Extended Response – Thursday, March 26th

Day 1-Multiple Choice

4th Grade 2020

Untimed

24 multiple-choice
questions

4-5 passages

5th Grade 2020

Untimed

35 multiple-choice
questions

5 passages (700-800) words in length

Steps to reading ANY passage...

- **READ THE DIRECTIONS!**
- **Look carefully at the title and blurb.**
- **Read...“Stop and Think” in chunks.**
- **Annotate the text and “code” the text.**
- **At the end ask, “What was this text mostly about?”**
- **Answer all the questions that follow. Circle the best answer in the booklet and bubble sheet.**

Day 1 (Multiple Choice) Genres

LITERARY (FICTION)	INFORMATIONAL (NONFICTION)
Folktale	How – To's
Fable / Myths	Biographies
Realistic Fiction	Articles
Historical Fiction	Reports
Plays	Interviews
Biographies	Websites
	Speeches
	Letters

Common vocabulary used:

- Instead of storyteller, use narrator
- Instead of problem, use conflict
- Instead of rising action, use plot
- Instead of elaboration, use development
- Instead of main idea or main reason use claim (5th grade)
- Instead of tell me about it, use elaborate, reveal, develop, describe
- Instead of character trait, use quality

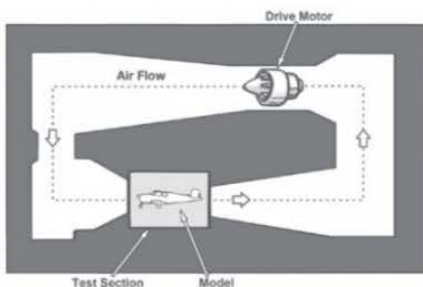
What Are Wind Tunnels?

by David Hitt

- 1 Wind tunnels are large tubes with air moving inside. The tunnels are used to copy the actions of an object in flight. Researchers use wind tunnels to learn more about how an aircraft will fly. NASA uses wind tunnels to test scale models of aircraft and spacecraft. Some wind tunnels are big enough to hold full-size versions of vehicles. The wind tunnel moves air around an object, making it seem like the object is really flying.

How do Wind Tunnels Work?

- 2 Most of the time, powerful fans move air through the tube. The object to be tested is fastened in the tunnel so that it will not move. The object can be a small model of a vehicle. It can be just a piece of a vehicle. It can be a full-size aircraft or spacecraft. It can even be a common object like a tennis ball. The air moving around the still object shows what would happen if the object were moving through the air. How the air moves can be studied in different ways. Smoke or dye can be placed in the air and can be seen as it moves. Threads can be attached to the object to show how the air is moving. Special instruments are often used to measure the force of the air on the object.



- 3 NASA has more wind tunnels than any other group. The agency uses the wind tunnels in a lot of ways. One of the main ways NASA uses wind tunnels is to learn more about airplanes and how things move through the air. One of NASA's jobs is to improve air transportation. Wind tunnels help NASA test ideas for ways to make aircraft better and safer. Engineers can test new materials or shapes for airplane parts. Then, before flying a new airplane, NASA will test it in a wind tunnel to make sure it will fly as it should.
- 4 NASA also works with others that need to use wind tunnels. That way, companies that are building new airplanes can test how the planes will fly. By letting these companies use

Which of the following **best** summarizes the **main idea** of the passage?

- A "Researchers use wind tunnels to learn more about how an aircraft will fly." (paragraph 1)
- B "Special instruments are often used to measure the force of the air on the object." (paragraph 2)
- C "NASA engineers tested ideas for the design of Ares in wind tunnels." (paragraph 6)
- D "Long after the first design work is finished, NASA can still use wind tunnels." (paragraph 7)

Which **key detail** helps the reader understand the **importance of using wind tunnels**?

- A Wind tunnels can move air more than 4,000 miles per hour.
- B Wind tunnels are design tools that help make safer aircraft vehicles.
- C Wind tunnels can create different atmospheres.
- D Wind tunnels are large tubes that show how air moves.

The statement that "**NASA also works with others that need to use wind tunnels**" most **strongly** suggests that

- A many different groups are developing space shuttles
- B NASA hopes to buy vehicles made by other agencies
- C NASA has the largest wind tunnels in existence
- D many companies do not have their own wind tunnels

Day 2 (Short & Extended Response)

4 th and 5 th grade	
Untimed, 3-4 passages	
6 Short Response	
1 Extended Response (essay)	
Narrative and Informational texts	

Day 2 (Short Response) 2 points

- The purpose of the short-response questions is to assess a student's ability to comprehend and analyze text.
- Students will be expected to write in complete sentences (about 3-4 sentences).
- Students learn to use RADD (restate, answer, detail, detail), RATE, RAFT to answer the short response.

Directions

Read this passage. Then answer questions XX through XX.

The Discontented Rock

an Iroquois tale by Frances Jenkins Olcott

1 FROM the beginning of the Earth, Gustahote, the great Rock, had overhung the valley. He watched and guarded the land, but he was not content, and longed to be something mightier and stronger than he was.

2 "If I could be the wide river that flows through the valley," he thought, "then surely I should be mighty and strong! The river winds happy and free through its broad lands; and green grass and flowers follow its course. If I could only be that river!"

3 And instantly Gustahote the Rock became the river. Down the valley he sped, leaping with joy, and the singing brooks from the hills ran into his stream. Through rocky gorges he tossed his foaming waves toward the Sky, and they returned to him in a rainbow spray. He wound around the bases of lofty mountains, and leaped down precipices. Then through the silent forest he glided, and the trees dipped their branches in his cool waters.

4 On and on he hastened, faster and faster, growing wider as he went, until at last he plunged into the billowing ocean. It encircled him with its broad, hungry arms, and drew him down and mingled his waters with the deep, so that he was the river no longer.

5 Then suddenly Gustahote found himself again the Rock, overhanging and guarding the valley. And he rejoiced to have escaped from the hungry deep.

6 But he was not content. He still longed to be something mightier and stronger than he was.

7 "If I could have wings, and live in the Sky," he thought, "then surely I should be mighty and strong! The Sky is open and pathless, and leads to unseen heights. It has no billowing deep to swallow the unfortunate."

8 And even as he thought thus, Gustahote the Rock became a bird, and the air was caressing and delicious as he tried his wings. He plumed them, and fluttered them, and spreading them wide, soared into the Sky. Beneath him were the valleys and the forests and the mountains, growing smaller and smaller as he flew upward.

What makes Gustahote lonely while he's an Earth creature? Use two details or examples from the passage to support why Gustahote is lonely.

RADD

3-5 Sentences ONLY!
It is NOT an essay!

12 "If I could be a creature, and wander about on the Earth," thought he, "then surely I should be mighty and strong. Fair are the valleys of the Earth, and wide its green forest and beautiful and fruitful its meadows. It has no fierce rushing wind to rend in pieces the unfortunate."

13 And even as he thought thus, Gustahote the Rock became a creature walking upon Earth. He wandered up and down the world, so strange to him, and soon grew lonely and desired a companion.

14 First he sought the beasts, but they were too busy getting their food to stop and talk to a strange creature. After that he went to the birds, but they were nesting, and could not stop to talk to a strange creature. Weary, lonely, and despairing, he wandered about.

Day 2 (Extended Response) 4 points

- The purpose of the extended response is to assess a student's ability to comprehend and analyze text.
- Students are expected to write a 4 paragraph essay comparing and contrasting 2 texts.
- Students are required to include text evidence (details) from the text to support their thinking.

How to Obtain Full Credit on the Essay and Short Responses

- Clearly introduce a topic.
- Use relevant, specific details from both texts to support an answer.
- Use strong vocabulary.
- Show insight beyond the text (can give a life lesson or connection to the text).
- Include a concluding statement that follows clearly from the topic and information presented.
- Write with strong organization.
- Exhibit coherence.
- Write with proper grammar and spelling.

How can you help your child prepare for the test?

- Make sure you read with your child daily in various genres minimum of 40-45 minutes.
- Ask your child higher-level questions:
 - Why did the character act that way?
 - What words BEST describe the character?
 - Why do you think the author wrote this text?
 - Which detail is **most** important to this text?
 - What is this passage **mostly** about?

Reminders:

- Make sure your child gets a good night's rest.
- Make sure your child eats a healthy/hearty breakfast.
- Make sure your child has #2 pencils and an eraser.
- Make sure your child knows how to bubble in the answer sheet.
- Encourage your child to check over their work.
- Tell the students that the test will be a little challenging and that it's okay!
- Visit: <https://www.engageny.org/resource/released-2017-3-8-ela-and-mathematics-state-test-questions>