

Name: _____



New York State Testing Program

2019 English Language Arts Test Session 1

Grade 3

April 2–4, 2019

RELEASED QUESTIONS

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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.

GO ON

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

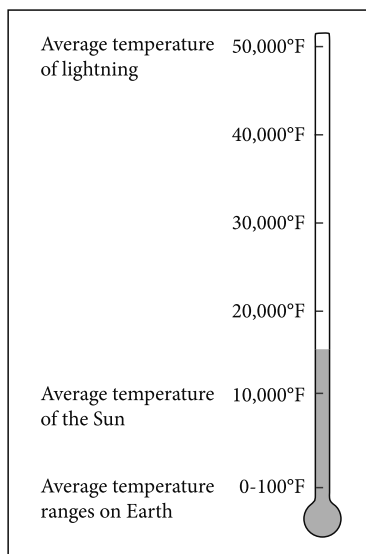
- 1 Flash! Lightning streaks from a dark cloud.
- 2 Crash! Thunder shakes our roofs and windows. A lightning storm dazzles the sky like flickering fireworks.

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

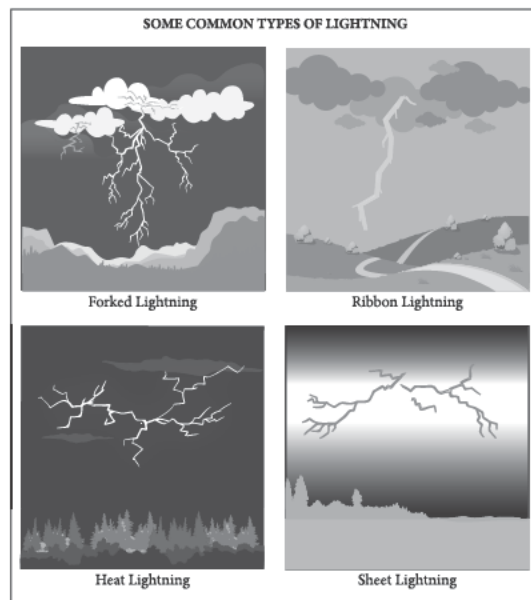
Thunder and Lightning

- 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

Grade 3
2019
English Language Arts Test
Session 1
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Name: _____



New York State Testing Program

2019 English Language Arts Test Session 2

Grade 3

April 2–4, 2019

RELEASED QUESTIONS

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Excerpt from “Just the Right Gift” by Mary Penn. Copyright © 2017 by Highlights for Children, Inc. Used with permission of Highlights for Children, Inc. via Copyright Clearance Center.

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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.

***D*irections**

Read this passage. Then answer questions 25 and 26.

The events in this passage took place many years ago in Zimbabwe, a country in Africa.

Meet the Teacher

by Cecil Dzwowa

- 1 Tatenda is only 11 years old and someday he wants to be a doctor. But today his friends and schoolmates call him “teacher.” Like most children in Sanyati, a small countryside town in western Zimbabwe, when Tatenda was not at school, he spent his time playing football (soccer) or looking after his father’s cattle. One day when he arrived home from school, he noticed something very unfamiliar in the house.
- 2 At first he thought it was a television. When his mom told him it was a computer, Tatenda became very angry. What use was this machine? The computer sat idle. Tatenda did not know what to do with it. His father did not know what to do with it. In fact, nobody in the neighborhood knew what to do with it. Then one day Amina, Tatenda’s cousin, came from her home in the capital city of Harare for a visit. She taught Tatenda how to use the computer.
- 3 At first it seemed like all nonsense to Tatenda. “I was always pressing the wrong button,” he admits. But he persisted because he was very eager to learn how to use it properly. By the time Amina returned to Harare, Tatenda was able to use the computer on his own.
- 4 Meanwhile, Tatenda’s friends were wondering what had happened to him. He no longer came out to play soccer with them and if he did come out to play, he only played for a short while. His friend, Saidi said, “He always had some reason to go home. We were all puzzled.”

GO ON

5 So one day, Tatenda’s friends, Saidi, Themba, and Solomon, decided to pay him a surprise visit. When they arrived, Tatenda was so busy that he did not hear them coming. Tatenda was surprised to see his friends. But they were even more surprised to see not only a computer, but Tatenda working on it.

6 Tatenda’s friends were intrigued. Sometimes they would go to Tatenda’s house just to watch him operate the computer. Occasionally he would let them press a button or two, or shake the mouse just for the fun of it. Tatenda’s friends spent so much time with Tatenda that in a few months they were soon able to use the computer on their own.

intrigued = interested

7 Word began to spread that an 11-year-old boy was operating a computer at his home. Kids from the villages nearby began flocking to Tatenda’s house. They all had one request: teach us how to work on a computer. “There were so many kids coming to see him,” said Tatenda’s mother, “we moved the computer from his small room to the back room, which is larger.”

8 Then the computer began to experience some problems. Tatenda’s father did not have enough money to get it fixed. Tatenda was very worried. But he had an idea. He decided to charge the kids for the lessons. Those whose parents did not have enough money paid with goats or chickens. Tatenda hoped to buy a better computer for his students with the money he earned giving computer lessons.

9 Many children and adults have learned from Tatenda how to use a computer. “He is a bright kid and a good teacher,” said Magumise, one of the teachers who is receiving lessons from him. In Sanyati, Tatenda has single-handedly introduced computers to the villagers. Many more in this remote place who would never have had a chance to use a computer are now looking forward to their lessons with Tatenda. It seems that the people of Sanyati are calling this boy “the teacher” for good reason.

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

GO ON

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

GO ON

Directions

Read this story. Then answer questions 27 through 29.

Excerpt from *Just the Right Gift*

by Mary Penn

- 1 A boy on in-line skates zoomed around the corner and crashed into me before I could jump out of the way. We fell into a sprawling heap as the box I'd been carrying flew from my hands and landed in the street with a sickening thump. A moment later, a car whizzed past, sending the box spinning in circles.
- 2 The skater got up, mumbled sorry, and sped off around the corner.
- 3 "Are you OK, Emily?" Aiden asked.
- 4 "I think so." My arm had slapped the sidewalk hard. I stood and slowly moved it in circles.
- 5 "Oh no! Look at Mom's present!" Aiden's face was red.
- 6 I picked up the crushed box and opened it. The drinking glasses inside were broken. I closed the box and left it in a garbage can on the sidewalk, then started hurrying toward home. Aiden had to run at full speed to keep up with me.
- 7 When we got to the apartment, we plopped down on chairs in the kitchen.
- 8 "It isn't fair! Why did that happen?" Aiden said.
- 9 "I didn't even see that guy! He came out of nowhere," I huffed. Aiden's lower lip trembled. "Mom would've loved those glasses."
- 10 We'd saved our money for weeks to buy glasses with pink flowers on them for Mother's Day. We have other glasses, but not a full set that matches. I wished I could sling something against the wall and scream, but I knew I couldn't. I'm the older one. I had to hold it together.
- 11 "I wanted to make her happy," Aiden sputtered.

GO ON

- 12 “We’ll think of something else to give her for Mother’s Day,” I said,
trying to cheer up Aiden.
- 13 “Like what?” he asked. “We don’t have any money left.”
- 14 I swallowed hard and knew I had to think of something fast. “Maybe we
can *make* a present for Mom.”
- 15 Aiden’s eyes lit up. “At school we cut out pictures and glued them on
paper. We could find pictures in old magazines and make her a Mother’s
Day card.”
- 16 “Good thinking,” I said. “And I’ll come up with something else to make
her happy, too.” An idea was starting to form in my head.
- 17 The next morning, Aiden and I pulled Mom from her bedroom into the
kitchen, where we had set out her favorite breakfast: yogurt with cereal and
bananas. Mom put her hand over her heart. “I forgot it was Mother’s Day.”
- 18 “We have presents,” Aiden said, handing her the card he’d made out of
bright red construction paper with pictures of pink flowers scattered across
it.
- 19 I waved a stack of index cards in the air. “And look, Mom. Every card
has a riddle on it with the answer on the back. You used to love riddles.”
- 20 When Aiden saw tears rolling down Mom’s cheeks, he yelled, “I knew
this was a bad idea!” and flung himself onto the floor.
- 21 “Aiden!” Mom pulled him to his feet and kissed him. “I love your
presents. Your Mother’s Day card is beautiful. You know I love pink
flowers.” She pulled me into a hug, too. “And I’ll love reading the riddles.
I’m crying because you’ve made me so happy.”
- 22 The anger left Aiden’s face as he took his card from Mom and turned it
over and over, beaming with pride.
- 23 “What is black and white and red all over?” I read from one of my index
cards.
- 24 “A newspaper?” Mom asked.
- 25 “Nope,” I said as Aiden shouted, “A sunburned zebra!”
- 26 Mom looked at us and smiled. It was a quiet smile at first, but it grew big
and bright.

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

GO ON

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

GO ON

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

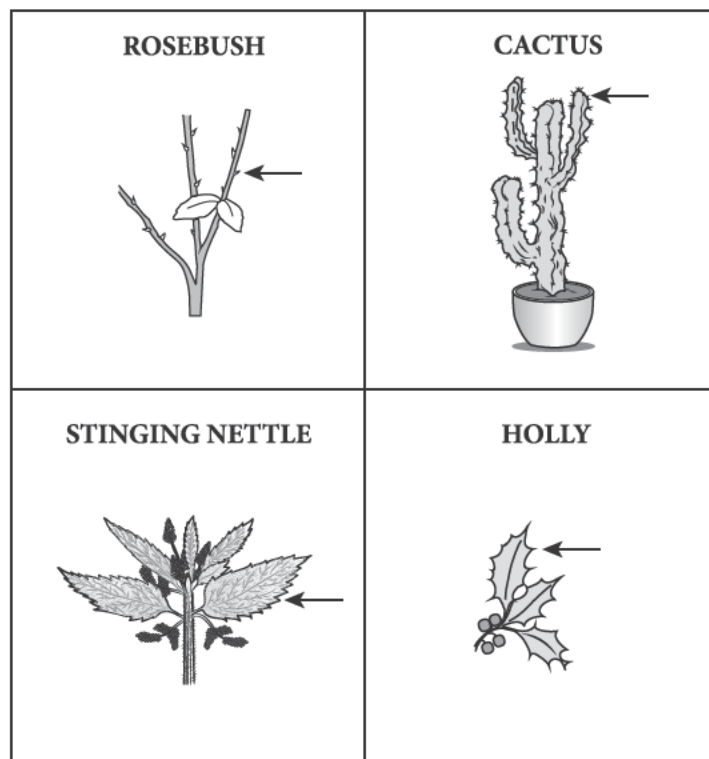
GO ON

Directions
Read this passage. Then answer questions 30 and 31.

Don't Touch Me!

by Elizabeth Preston

- 1 Plants can't run away from hungry animals. So some of them fight back. They have defenses to keep creatures from eating them. These plants can scratch you or stab you. Some of them can make you sick. Others make you itch like crazy. Don't get too close, or you'll be sorry!



Ow

- 2 Do you have a rose bush in your yard? Then you know these pretty flowers are better for sniffing than touching. Roses have sharp prickles on their stems. Some other plants, like the hawthorn, have woody thorns.
- 3 And beautiful holly leaves have very sharp points. (Holly leaves and berries have extra protection. They're poisonous!)

GO ON

Ow Ow Ow

- 4 Cactus plants keep animals away with spines. Some cacti have arms, but hugging them is a bad idea.

Yowch!

- 5 A stinging nettle doesn't look as dangerous as a spiny cactus. But it's covered with sharp hairs called trichomes. The hairs are like tiny needles. If you touch them, they poke your skin with chemicals that sting and itch. You might get a nasty rash.

Itch

- 6 Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils. You can watch out for poison ivy by remembering the rhyme, "Leaves of three, let it be!"

Shy Plants

- 7 The sensitive or touch-me-not plant doesn't stab you, poison you, or make you itch. If you touch it, the plant quickly folds up its leaves.

Plants with Ants

- 8 Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special friendship with the tree. They live inside hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it.

GO ON

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

Planning Page

You may PLAN your writing for question 31 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.



GO ON

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

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