



Our Students. Their Moment.

**New York State Testing Program
Grade 5 Common Core
English Language Arts Test**

Released Questions

June 2017

New York State administered the English Language Arts Common Core Tests in April 2017 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 2017 Exams

Background

In 2013, New York State 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 (SED) has been releasing an increasing number of test questions from the tests that were administered to students across the State in the spring. This year, SED is again releasing large portions of the 2017 NYS Grades 3–8 Common Core English Language Arts and Mathematics test materials for review, discussion, and use.

For 2017, included in these released materials are at least 75 percent of the test questions that appeared on the 2017 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.

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.

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 his or her answer to an inferential question. These questions ask the student to make an inference (a claim, position, or

conclusion) based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her 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 <https://www.engageny.org/resource/test-guides-english-language-arts-and-mathematics>.

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 the 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 <https://www.engageny.org/resource/test-guides-english-language-arts-and-mathematics>.

New York State P-12 Learning Standards Alignment

The alignment(s) to the New York State P-12 Learning Standards for English Language Arts is/are 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 future valid and reliable tests, some content must remain secure for possible use on future exams. As such, 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. Specific criteria for writing test questions, as well as additional assessment information, are available at <http://www.engageny.org/common-core-assessments>.

2017 Grade 5 ELA Test Text Complexity Metrics for Released Questions Available on EngageNY

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 2017 Grade 5 Passages

Passage Title	Word Count	Lexile	Flesch Kincaid	Reading Maturity Metric*	Degrees of Reading Power*	Qualitative Review
Excerpt from Trading Places	759	770L	4.5		52	Appropriate
Excerpt from Clara Barton	797	870L	6.4		56	Appropriate
Coach Motivates Her Girls, Both On and Off the Court	755	920L	6.7		57	Appropriate
Excerpt from High Volume	729	980L	7.3		59	Appropriate
Excerpt from A Home for the President	812	930L	8.1		58	Appropriate
Excerpt from Your Question for Author Here	820	610L	3.5		48	Appropriate
Excerpt from Run Away Home	816	820L	4.5		49	Appropriate
Excerpt from Baby Mammoth Mummy: Frozen in Time!	802	1030L	8		60	Appropriate
Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato	793	1010L	7		59	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 2017 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
2 nd –3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th –5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th –8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th –10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th –12 th	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

2017 Common Core English Language Arts Test Book 1

Grade 5

March 28–30, 2017

Released Questions

Excerpt from “Trading Places” by Claudia Mills. Published March 2006, Farrar, Straus, and Giroux; March 21, 2006. Used by permission.

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Book 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 choosing your response.

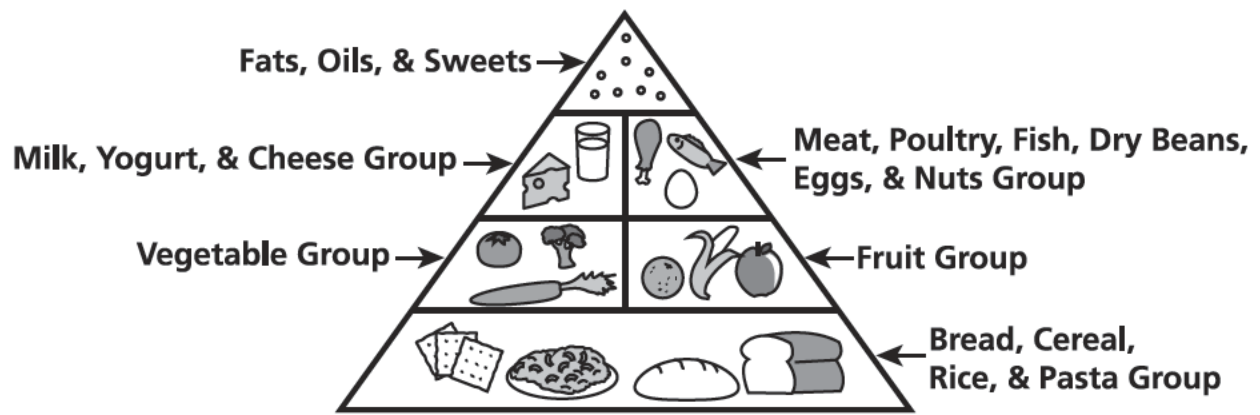
Directions
Read this story. Then answer questions 1 through 7.

Excerpt from *Trading Places*

by Claudia Mills

- 1 Todd was lying on the family room floor doing math homework, when he heard his mother, back from her shift at the Crafts Cottage. She was later than usual, so she must have stopped on the way home to get groceries. Todd hoped so. Groceries were one of life's good things.
- 2 Math homework was another. Todd knew other kids thought it was strange to like having math homework, but he did. He loved questions that had answers, problems that had solutions, twenty of them, all on one page. He loved looking at a neat page of calculations and knowing that he had them all one hundred percent right.
- 3 His mother came into the family room and clicked off the TV. Todd looked at Amy, so lost in her book that she didn't seem to register their mother's presence in the room. But their father, dozing on the couch with the remote in his hand, came awake with a guilty startle.
- 4 "David. Todd. Amy." Quiet voices could sound so much more menacing than shouting ones. "I need you to come into the kitchen. Now."
- 5 Amy put her book down then, and the three of them straggled into the kitchen. If they had had tails like Wiggy, the tails would have been tucked between their legs.
- 6 "Look at this place," Todd's mother said.
- 7 It was bad: newspapers in an untidy heap on the table, dirty dishes everywhere, an empty milk carton standing on the counter next to spilled cereal left over from breakfast, and two sacks of groceries his mom had just carried in from the car.
- 8 "I want this cleaned up. I want these groceries put away. I want a decent meal with every part of the food pyramid represented on the table in sixty minutes. Call me when it's ready. I'm going to be upstairs soaking in a hot tub."

GO ON



9 Then she was gone.

10 Once his first spasm of remorse had passed, Todd actually felt relieved. It was so much better to be doing something rather than nothing, to be solving a problem rather than pretending it didn't exist. He opened the dishwasher and started loading dirty dishes into it, as Amy and their father took the groceries out of the paper sacks and put them on the pantry shelves and in the fridge.

11 "How does the food pyramid work?" their father broke the silence to ask.

12 "You're supposed to eat a lot of grains and cereals," Todd explained. They had studied the food pyramid at school last year. "They're on the bottom of the pyramid, the wide part. And hardly any fats and sugars. They're the little point at the top. And eat lots of vegetables and fruits. And some protein, too."

13 "I don't think she really cares if we have the whole pyramid," Amy said. "Just so it looks sort of balanced. I mean, not just popcorn and apples."

14 "Maybe we should look in a cookbook," their father suggested.

15 There was a whole bookcase full of cookbooks against one kitchen wall. It was hard to know where to begin. Some of them were as thick as dictionaries; others had obviously unhelpful titles such as *Fifty Christmas Cookies from One Basic Dough* or *Easy Entertaining*.

16 "Here's one," Todd said. He pulled out *Thirty-Minute Meals*.

17 Their father glanced at the clock on the microwave. "Can you find one that says *Fifteen-Minute Meals*?"

18 Todd checked the shelves again. "Nope. The only other one that tells the minutes is the *Sixty-Minute Gourmet*."

19 "Okay, thirty minutes it is."

20 "Let's make something with chicken," Amy said. "I just put away a lot of chicken."

21 "How about curried chicken breasts with rice?" Todd asked. It looked good in the picture. "Do we have any rice?"

- 22 “Right here!” their father answered.
- 23 “What about fruits and vegetables?” Amy reminded them.
- 24 “We’ll have broccoli on the side,” their father said.
- 25 “Dairy products?” Todd thought the pyramid had dairy products on it somewhere.
- 26 “You kids can drink milk. And look, there’s some cream in the sauce. Do we have any cream?”
- 27 Amy checked the fridge. “We have half-and-half. That’s sort of like cream.”
- 28 The meal took more than thirty minutes to make. It turned out that the thirty minutes started *after* you had chosen the recipe, located the ingredients, and done whatever preliminary chopping you had to do, which for curried chicken breasts was a lot. Still, forty-five minutes later, their father sent Amy upstairs to summon their mother for dinner.
- 29 When she came into the kitchen, she stared in apparent disbelief. “You even fixed broccoli,” she whispered.

- 1** What do details in paragraphs 1 through 5 suggest about Amy and Todd?
- A** Todd has different interests than Amy does.
 - B** Todd is more focused on school than Amy is.
 - C** Todd is more interested in watching TV than Amy is.
 - D** Todd has a different reaction to his mother’s voice than Amy does.
- 2** What does the word “straggled” in paragraph 5 suggest about Todd, Amy, and their father?
- A** They are trying to keep the mother from seeing the kitchen.
 - B** They are determined to finish the work in the kitchen.
 - C** They want to keep close together in the kitchen.
 - D** They want to avoid going into the kitchen.
- 3** Why does Todd and Amy’s father refuse to look at the *Sixty-Minute Gourmet* cookbook?
- A** He thinks that they do not have the skills to make the recipes.
 - B** He knows the family does not have the right ingredients.
 - C** He knows that the recipes will take too long to make.
 - D** He thinks that the mother will dislike the meal.

4 The narrator's description of the conversation in paragraphs 11 through 13 shows that

- A the family has different ideas about a balanced diet
- B Amy knows which foods her mother likes best
- C Todd has experience with cooking
- D the father relies on his children's knowledge

5 The illustration **best** supports the information provided in which paragraph?

- A paragraph 12
- B paragraph 13
- C paragraph 24
- D paragraph 27

6 How does paragraph 28 relate to paragraph 8?

- A Paragraph 28 provides further details about the problem.
- B Paragraph 28 shows the result of the mother's instructions.
- C Paragraph 28 presents a summary of the tasks that are introduced.
- D Paragraph 28 explains how the meal is unlike the mother's request.

GO ON

7 Which theme is supported by the events in the story?

- A Solving problems becomes easier with daily practice.
- B Challenges can give people opportunities for learning.
- C Doing work can help people forget their problems.
- D Feelings of guilt may go away over time.

Directions

Read this article. Then answer questions 8 through 14.

In 1881, Clara Barton founded the American Red Cross, an organization that helps people during times of need.

Excerpt from Clara Barton

by Stephen Krensky

- 1 “I was what is known as a bashful child,” Clara confessed in later years. This was not surprising considering that she was surrounded by her family and had little contact with strangers. But shyness was not considered a virtue. In the hope of correcting this deficiency, her parents decided to send her to a nearby boarding school. It was quite a change. At home, she had been the only student, learning from her brothers and sisters. Now there were 150 students filling several schoolrooms. And almost all of them were bigger and older than she was.
- 2 Clara was good at her studies, but speaking up with dozens of eyes staring at her was unnerving. She grew pale and lost weight. At the end of her first term, her parents, her teachers, and her family doctor held a meeting. They decided it would be best for Clara to return home.
- 3 But home had changed. Her family was moving down the hill to a 300-acre farm. The new house needed to be fixed, and Clara pitched in to help. Among other things, she learned how to hang wallpaper and make her own paints.
- 4 Some cousins came to live with the Bartons as well. Clara’s big sisters had stayed at the old house, which made the change feel even more dramatic. On the bright side, Clara’s cousins were closer to her own age. “From never having had any playmates, I now found myself one of a very lively body of six—three boys and three girls . . .”
- 5 Clara and her cousins explored the new farm thoroughly, learning the best spot to cross the streams and where to find the tastiest chestnuts. They played hide-and-seek and balanced on poles in the millstream. Clara’s parents, worried that she was becoming too much of a tomboy, forbade her from learning to ice skate. But it was a little late to rein Clara in now. She enlisted the boys to teach her secretly at night. They pulled her along, one on each side, which was fine, as long as the ice was smooth. But, as Clara remembered, “at length we reached a spot where the ice had been cracked and was full of sharp edges.” Here, she fell repeatedly, injuring herself seriously enough that her parents soon found out. They were not pleased, and Clara endured several weeks of their disappointment before life went on as before.
- 6 In warmer weather, she continued to practice riding—now with her own horse. Riding became second nature to her, and she remembered the skill well later in life. But not every advance was planned or predictable. In 1832, when she was 11, her brother David was helping

GO ON

to build a new family barn. He was working on the ridgepole¹ when a plank snapped beneath him and he fell to the ground. At first he seemed to be largely unharmed by the accident, but his internal injuries turned out to be serious.

7 No one had to tell Clara what she should do next, and she didn't need to ask. She simply knew it in herself. She took care of David day and night, rarely leaving his side. And he grew just as attached to her in return. Clara learned to administer his medicine and manage his treatment with great aplomb.² Among her many duties was applying the leeches that were supposed to suck the bad blood out of David's body.

8 For two years, Clara tended to her brother, leaving him for only half a day in all that time. He recovered at last, no thanks to the leeches, due to rest and the ability of his body to heal over time.

9 Clara's devotion was not unheard of in the Barton family. Her great aunt Martha Ballard, who died a few years before Clara's birth, had been a well-respected midwife. She had delivered babies and treated illnesses across a wide swath of the wilderness of Maine. Caring for her brother had given Clara a special satisfaction. It was something she would always remember.

10 As delighted as Clara was to see David recover, she had trouble simply returning to a life of her own. The freedom to do as she pleased was no substitute for the feeling of usefulness she had felt nursing her brother back to health. She felt anxious and unsettled and cast about for some meaningful way to fill her time.

11 For the moment, she stayed busy doing chores around the farm and helping to look after her sister Sally's children. As time passed, though, she roamed farther from home, coming to the aid of poor families in the nearby countryside. Some had illnesses that she tended to. Others had money troubles, and she tried to point these families in a direction where they could get assistance.

¹ **ridgepole:** the horizontal beam that runs along the peak of a roof; the upper ends of the rafters are attached to it

² **aplomb:** confidence and skill

8 How do paragraphs 1 through 4 support a main idea of the article?

- A by describing how well Clara did at school
- B by showing how Clara’s parents made decisions
- C by showing Clara’s behavior around other people
- D by providing details about Clara’s cousins

9 Why did Clara return from boarding school?

- A The people who cared for Clara were concerned about her health.
- B Clara was younger and smaller than most of the other students.
- C The teachers thought Clara could learn more at home.
- D Clara was unhappy because she missed her family.

10 Read this sentence from paragraph 5.

But it was a little late to rein Clara in now.

What does the phrase “to rein Clara in” suggest?

- A Clara was too old to play with her cousins.
- B Clara was often outside after dark.
- C Clara was determined to learn new things in the country.
- D Clara was unable to ride horses.

GO ON

11 What do paragraphs 5 and 6 show about Clara?

- A** Clara is active and adventurous.
- B** Clara is obedient and intelligent.
- C** Clara is quiet and cooperative.
- D** Clara is creative and serious.

12 Why is paragraph 9 important for the article?

- A** It explains why Clara was a good caretaker to her brother.
- B** It shows a result of Clara's caretaking skills.
- C** It suggests why Clara's great aunt inspired her.
- D** It connects Clara and her desire to care for people to her great aunt.

13 How did Clara's relationship with her brother David most affect her life?

- A** By doing chores for David, Clara realized she enjoyed living at home.
- B** By caring for David when he was injured, Clara developed a desire to help others.
- C** By giving David his medicine, Clara learned about effective medical treatments.
- D** By being home when David fell to the ground, Clara felt responsible for his injuries.

14

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

- A Clara learned how to ride horses at a young age.
- B Clara had a great aunt who was a skilled midwife.
- C Clara was seriously hurt while ice skating with her cousins.
- D Clara remembered how good it felt to care for her brother.

GO ON

Directions
Read this article. Then answer questions 29 through 35.

Coach Motivates Her Girls, Both On and Off the Court

by Martha Irvine

1 The coach leans forward, her hands pressed on a table in a room off the gymnasium. A basketball game is about to start. She is silent for a minute or two. Her players shift uncomfortably.

2 When Dorothy Gaters finally speaks, her message is familiar and firm. As usual, it's about fundamentals.

3 "Move your big feet." "Box out." "No fouls."

4 If they don't do that, she doesn't hesitate to take it up a notch on the court.

5 "You're embarrassing yourselves!" she tells them. She is the same, even when they're winning handily.

6 Gaters later explains: "Sloppy play is never enjoyable. Sometimes I'll be like, 'I hope this game is over soon. I can go home and watch some real basketball.' "

7 That candor¹ might be hard for the members of the girls' basketball team at John Marshall Metropolitan High School to hear. But they listen. They know this is a woman who can take them places.

8 For 40 years, Gaters has brought respect and pride to a West Side Chicago neighborhood that has seen more than its share of hard times. They understand this and also how much Gaters cares about them and their futures. And that's whether they end up playing basketball after high school or not.

9 "Just do something. So that you can be self-supportive, help your family, and set an example for those who are going to follow you," the coach tells her players. They call her Ms. Gaters or often just "G."

10 This current crop of players helped Gaters reach her 1,000th career win in November. The victory placed her among an elite group of coaches at any level of basketball.

11 Gaters' attention to detail and her competitiveness have led her teams to eight Illinois state titles and 23 city titles.

¹ **candor**: the quality of being open, sincere, and honest

- 12 A few of her players have gone on to play professionally, including Cappie Pondexter, a WNBA All Star and Olympic gold medalist.
- 13 “She’s the first coach who really taught me the game of basketball,” says Pondexter, whom Gaters first saw play in a YMCA recreational league and then helped hone² her talent. “I credit it all to her, my humble beginnings.”
- 14 Pondexter starred at Rutgers University, but she is far from the only one Gaters helped get to college. And that is among the coach’s proudest accomplishments.
- 15 In fact, her players must regularly bring in academic progress reports or report cards for her to check.
- 16 “School before basketball,” says Tineesha Coleman, a junior who hopes to play in college.
- 17 When asked what Gaters is like, former player Rhonda Greyer, now 33, ponders the question.
- 18 “She’s a sweetie pie,” Greyer says, quickly adding, “Off the court. OFF the court!”
- 19 She laughs, as does Pondexter when recalling the seemingly endless laps her team ran on the track above Marshall practice Gym 12. The gym has since been named for Gaters.
- 20 “I wasn’t a troubled kid. My problem was focusing on basketball so much,” Pondexter says, remembering how Gaters would call her mother if Pondexter skipped class. In her case, the punishment would be to lose gym time.
- 21 But though Gaters is tough, it is a tough love, her former players say. They recall a coach who occasionally took them to movies or out for burgers and fries.
- 22 They note how Gaters has quietly provided a coat, clothing or shoes for a player who needs them.
- 23 Gaters started coaching in 1975, and understands how one can learn and succeed, in big ways. The Mississippi native grew up in Chicago. She says she took on the Marshall girls’ team, fresh out of DePaul University, because “no one else wanted to do it.”
- 24 Gaters liked basketball, even played a bit herself. But she didn’t know much about coaching, so she watched the boys’ coaches carefully and took in any games she could find.
- 25 She won her first state championship in 1982.
- 26 Now, tucked amid the memorabilia³ in her office is a photo of Gaters shaking the hand of President Bill Clinton at the White House. She was honored for her work with young people in 1998. Another photo shows her being inducted into the Women’s Basketball Hall of Fame. In 2009, the Naismith Memorial Basketball Hall of Fame recognized Gaters with one of its lifetime achievement awards for high school coaches.

² **hone:** make something better

³ **memorabilia:** things collected as souvenirs

- 27 The 68-year-old coach says she thinks about retiring. But some are doubtful she'll leave anytime soon.
- 28 Assistant coach Gwen Howard smiles and rolls her eyes playfully at the thought of the coach retiring.
- 29 "Please! I think this lady would do this forever if she could."

29 What does “take it up a notch” mean as it is used in paragraph 4?

- A to make more interesting
- B to become more forceful
- C to complete another level
- D to make another play

30 Read this sentence from paragraph 7.

That candor might be hard for the members of the girls’ basketball team at John Marshall Metropolitan High School to hear.

What idea does this sentence help to support?

- A that Gaters can be considered impolite
- B that Gaters speaks very softly at times
- C that Gaters demands a lot from her players
- D that Gaters is impatient with her players

GO ON

31 Read this sentence from paragraph 7.

They know this is a woman who can take them places.

How does the author **best** support this point?

- A** by explaining how Gaters helps many of her players attend college
- B** by describing the long hours of practice Gaters makes her players perform
- C** by providing examples of how Gaters helps players in need
- D** by providing examples of the basketball tips Gaters teaches her players

32 Read this sentence from paragraph 21.

But though Gaters is tough, it is a tough love, her former players say.

Which point in the article does this detail **best** support?

- A** Gaters has a very strong desire to win so can get upset easily.
- B** Gaters is unlikely to retire because she enjoys coaching.
- C** Gaters cares about every aspect of her players' lives.
- D** Gaters is nice only after practice or games are finished.

- 33** What does paragraph 26 suggest about Gaters?
- A** Gaters is appreciated for her important contributions to girls basketball.
 - B** Gaters is considered the best high school basketball coach in the country.
 - C** Gaters has coached basketball almost as long as more famous coaches.
 - D** Gaters has been honored mainly for her work with students off the basketball court.

- 34** How do paragraphs 27 through 29 contribute to the article?
- A** by comparing Gaters's work ethic with Howard's
 - B** by showing an effect Gaters has had on Howard
 - C** by giving an example of Gaters's desire to win
 - D** by suggesting how Gaters feels about her job

- 35** According to the article, why do so many people respect Gaters?
- A** Gaters teaches her players about more than just basketball.
 - B** Gaters encourages her players to play college basketball.
 - C** Gaters teaches her players about the importance of playing basketball.
 - D** Gaters wants her players to concentrate on improving their basketball skills.

STOP

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March 28–30, 2017

Name: _____



New York State Testing Program

2017 Common Core English Language Arts Test Book 2

Grade 5

March 28–30, 2017

Released Questions

Excerpt from “High Volume” from “HIGH VOLUME,” Weekly Reader; Science Spin (Senior Edition), December/January 2011, Vol. 14, No. 4. Used by permission.

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Excerpt from “Your Question for Author Here” by Kate DiCamillo and Jon Scieszka, Walden Pond Press, June 14, 2011. Used by permission.

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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 choosing your answer or writing your response.
- For written-response questions, 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.

Directions
Read this article. Then answer questions 36 through 42.

Excerpt from *High Volume*

Hearing loss is on the rise.

Listening to MP3 players at high volumes can damage young ears.

1 Yahaira likes listening to rap and hip-hop music on her MP3 player, and she likes it loud! “It doesn’t have the same effect when it’s quiet,” says the 14-year-old student from New Rochelle, N.Y.

2 Yahaira and other teens should pay attention to a recent study that shows that hearing loss has been rising among U.S. teens. Researchers at Brigham and Women’s Hospital in Boston, Mass., found an increase of 30 percent in hearing loss since the early 1990s. About one in five teenagers now have some degree of hearing damage.

3 The researchers did not say why hearing loss has risen, but other experts have strong suspicions. One likely culprit, they say, is MP3 players. “These are very powerful instruments,” says Tommie Robinson Jr., a professor of pediatrics at George Washington University.

Damaged Hairs

4 An MP3 player can be hazardous to hearing when its decibel level is turned up too high. A decibel is a unit that indicates how loud a sound is. High-decibel sounds can damage tiny, delicate nerve endings, called hair cells, in the inner ear, according to Robert Novak, a professor of speech, language, and hearing science at Purdue University.

5 If a sound is loud enough, the damage can be permanent. A loud sound can shake the membrane on which the hair cells sit—“like an earthquake,” he says. That vibration can break or even uproot hair cells. “When that happens, the hair cells are finished,” he adds. Human ears cannot regrow hair cells.

Turn It Down

6 What is a safe volume level on your personal stereo? Novak suggests setting it to a comfortable volume in a quiet room. From then on, don’t turn the volume above that level no matter where you are. “You should be able to hear someone talking to you at a normal conversational level from a distance of 3 feet,” says Novak. If others can hear your music, the volume is too high.

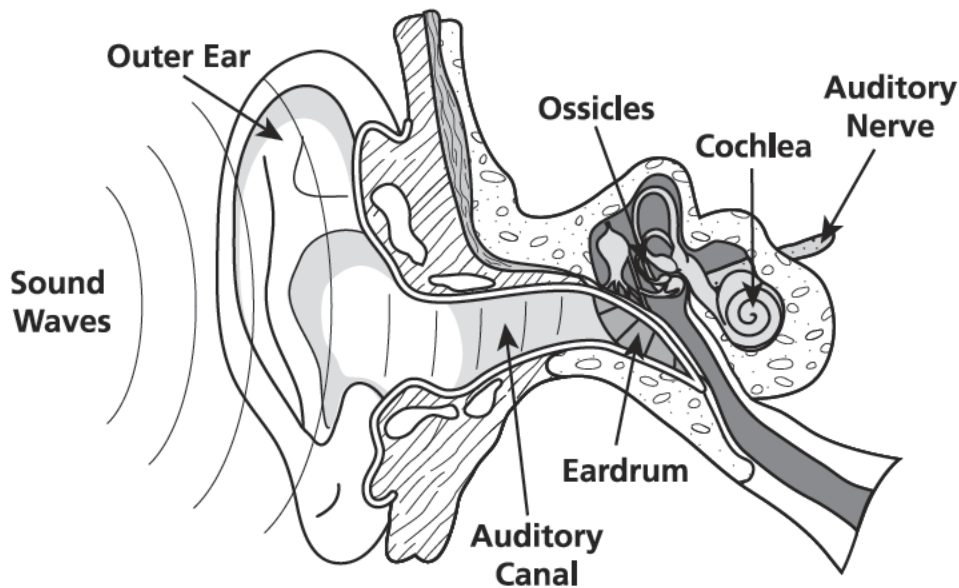
7 Yahaira admits that sometimes after listening to loud music, her ears make a ringing sound. That could be a sign that her habit of listening to loud music is damaging her hearing. She plans to start playing her music quieter.

8 “Hearing is the one sense that enables humans to most easily use language and develop speech and build relationships,” says Novak. “So we need to protect that very special sense.”

GO ON

The LOUDNESS War

- 9 The loudness of today’s music may not be totally under your control. Music companies have been deliberately turning up the volume. It’s a trend called the loudness war.
- 10 Play a CD from the 1980s or ‘90s. Then play a newly released tune. Don’t touch the volume control. You’ll probably notice that the new CD sounds louder than the old one. Why? Sound engineers who create CDs are using dynamic range compression, a technology that makes the quiet parts of a song louder and the loud parts quieter. The overall effect of compression is a louder recording.
- 11 Many musicians and sound engineers aren’t pleased. They say that compression is driving down the quality of today’s music, making it sound flat and blaring. Gary Hobish, a sound engineer, explains that music should be a combination of loudness and softness. “This is one of the things that gives our music dimension,” he says. But music companies want to make music louder so it will stand out. That’s important in the competition among recording companies.
- 12 What about listeners? Many people listen to music on the go in noisy places and through headphones, all of which reduce sound quality. So young listeners may not notice the poorer quality of modern recordings. “To their ears,” says Hobish, “the music sounds fine because they’ve never compared it to anything else.”



How an Ear Hears

- 13 Sound waves travel down the outer ear’s auditory canal and strike the tympanic membrane (eardrum), causing it to vibrate. The vibrations are transmitted through the middle ear by three ossicles (tiny bones). The third ossicle sends waves through a fluid inside the cochlea, an organ in the inner ear. The cochlea contains about 15,000 hair cells, which respond to the waves. The hair cells relay signals by way of the auditory nerve to the brain, which interprets the signals as sounds. No sound is heard until a signal reaches the brain.

- 36 What does the simile “like an earthquake” in paragraph 5 help the reader understand?
- A that volume can strongly affect parts of the ear
 - B that hair cells are easily damaged
 - C how our body is unable to re-grow hair cells
 - D how much damage the ear can take
- 37 How do paragraphs 4 and 5 connect to paragraph 6?
- A Paragraphs 4 and 5 explain how hearing loss can occur, and paragraph 6 explains how to prevent it.
 - B Paragraphs 4 and 5 show what damage can occur, and paragraph 6 shows how it affects people.
 - C Paragraphs 4 and 5 describe how the ear can be damaged, and paragraph 6 describes how people react to the damage.
 - D Paragraphs 4 and 5 explain why ears get damaged, and paragraph 6 explains why protecting hearing is important.
- 38 Which evidence **best** supports a claim made by the author in paragraph 4?
- A “If others can hear your music, the volume is too high.” (paragraph 6)
 - B “Yahaira admits that sometimes after listening to loud music, her ears make a ringing sound.” (paragraph 7)
 - C “So we need to protect that very special sense.” (paragraph 8)
 - D “Music companies have been deliberately turning up the volume.” (paragraph 9)

39 According to paragraphs 9 through 12, how is the music business today different from the business in the 1980s or 1990s?

- A Today's music companies control the volume of music more than in the past.
- B Today's music companies compete against each other more than in the past.
- C Today's listeners of music like their music louder than they did in the past.
- D Today's sound engineers make music sound clearer than it did in the past.

40 Which paragraph **best** explains how loud noises can damage our hearing?

- A paragraph 1
- B paragraph 5
- C paragraph 7
- D paragraph 13

41 Which information explained in paragraph 13 does the drawing help the reader understand?

- A the shape of the parts of the ear
- B the position of the parts of the ear
- C the order in which sound waves strike the parts of the ear
- D the size of sound waves when moving through the parts of the ear

42 Which idea is **most** important to include in a summary of the article?

- A** Music is not as powerful when played at quiet volumes.
- B** Powerful instruments cause most hearing loss.
- C** Choosing to play music quietly can protect hearing.
- D** Music companies determine safe volume levels.

GO ON

Directions

Read this article. Then answer questions 43 and 44.

Excerpt from *A Home for the President*

by Patricia West

1 The White House has stood as an important symbol of the U.S. presidency for over two centuries. It has seen a wide range of occupants and visitors from all over the world. In spite of its endurance, the home of the U.S. presidency has changed a lot. It was not the home of every U.S. President. It was not always called the “White House.” In fact, it was not always white.

George Washington Plans a Presidential Home

2 When George Washington became the first President of the United States, the nation did not yet have a capital city. The government’s headquarters at that time was in New York City and later moved temporarily to Philadelphia, Pennsylvania. Several of the thirteen original states wanted the honor of hosting the capital. A compromise was worked out between the Southern states and the Northern states. In exchange for Thomas Jefferson’s support of a bill Alexander Hamilton favored, Hamilton agreed to urge his fellow Northerners in Congress to vote to put the capital in the South.

3 President Washington was asked to name the exact location of the new capital. He chose a 10-square-mile spot on the Potomac River. This spot had been the home of several Native American tribes. By 1791, European settlers were living there.

4 The first plan for the President’s House was for a huge, grayish stone building, much like a European palace. The building was designed by the distinguished Frenchman, Pierre L’Enfant. Washington rejected his plan and announced a competition calling for a new architect. James Hoban, of South Carolina, won the contest and laid the cornerstone of the President’s House in 1792.

5 To this day, Americans should feel indebted to George Washington. He supervised every detail of the building, which was just one-fifth the size called for in the original plan. Unfortunately, Washington was the only U.S. President who never got to live in the beautiful building.

6 It took eight years to build the President’s House. No one could guarantee that Congress would provide enough money for construction. It was hard to bring building materials to the swampy area. Mosquitoes buzzing everywhere in the steamy summer heat made the workers’ lives miserable.

7 By 1800, the President’s House was barely finished. Only six rooms were completed. Even in these rooms, the plaster walls were still damp.

A New Home in “Wilderness City”

8 It would be misleading to say that Washington, D.C., was a grand city at the start of the nineteenth century. When President John Adams and First Lady Abigail Adams moved into their new home, Washington, D.C., was quite a mess. The unpaved streets became a sea of mud whenever it rained. Potholes and tree stumps made travel by horse and carriage dangerous. Pigs roamed the streets eating the garbage dumped there. Conditions were so rough and dirty that some people called the capital “wilderness city.” Abigail Adams had to hang laundry inside the house to dry because it would have gotten dirty all over again on an outside clothesline.

9 In spite of the hardships, the Adamses appreciated their home. Calling the house “the President’s Palace,” President Adams wrote to a friend, “May none but honest and wise Men ever rule under this roof.” His wife commented that “this House is built for ages to come.”

10 A new President moved into the house in 1801. President Thomas Jefferson said that the big stone house was large enough for “two emperors, one Pope, and the Grand Lama.” Since he didn’t think that Presidents should live in a palace, he called his new home simply “the President’s House.” Jefferson had good taste, and he furnished the house beautifully. He also had three large rooms on the main floor (the Blue Room, the Red Room, and the Green Room) painted in the colors that are still used today.

11 With all that space at his disposal, Jefferson loved to entertain at home. His guests included foreign heads of state, Native Americans, and ordinary citizens.

Disaster in the President’s House

12 The next President, James Madison, was away in 1814 when he received word that the British were marching on Washington during the War of 1812.¹ First Lady Dolley Madison hurriedly packed up important state papers and sent them away. At the last minute, when British troops were storming the capital, she saved a large portrait of George Washington by ripping it from its frame. Then she fled in disguise.

13 British soldiers feasted on the food they found on the banquet table. They set the President’s House on fire, along with all the other government buildings in the city. Only a torrential rainstorm saved the house from total destruction. By the next day, all that remained standing were four soot-blackened exterior walls. The architect, James Hoban, was asked to use his original plans to rebuild the President’s House. While the Madisons lived elsewhere, the famous house was rebuilt.

¹ **War of 1812:** a war between the United States and Great Britain lasting from 1812 to 1815

43

How do paragraphs 2 and 3 contribute to the development of “Excerpt from *A Home for the President*”? Use **two** details from the article to support your response.

44

How did the home of the President change from 1800 through 1814? Use **two** details from the article to support your response.

Directions

Read this story. Then answer question 45.

Joe Jones has been assigned to write a Friendly Letter to an author, seeking answers to four questions. When the author's response is not helpful, he has to write to the author again.

Excerpt from *Your Question for Author Here*

by Kate DiCamillo and Jon Scieszka

- 1 Dear Maureen O'Toople,
- 2 What the heck kind of author letter was that? I am supposed to ask the questions. You are supposed to send back the author answers. That's how the assignment goes. That is all you have to do.
- 3 There's nothing in the assignment about writing a Perfunctory¹ Letter. But maybe I can get some extra credit because I did that, too.
- 4 So here are the questions, right off the board, just how Mrs. Bund wrote them.
- 5 1. Why do you write books?
2. Where do you get your ideas?
3. What got you started writing?
4. Your question for author here.
- 6 Please send some good author answers or Mrs. Bund will give me another C- and then my mom will freak out again and say I'm not applying myself and my dad will ground me and I will miss my baseball team playoffs and have to do whatever they say for the next week.
- 7 I'm not kidding,
- 8 Joe Jones
- 9 *Dear Joe Jones,*
- 10 *No one gets credit for writing Perfunctory Letters. They are an insult to the human spirit. What we humans crave is connection. Perfunctory Letters work counter to that.*
- 11 *But I digress; I digress!*

¹ **perfunctory**: lacking in interest or enthusiasm

- 12 *You have posed some questions. And you want some answers, answers that will result in you receiving a grade higher than a C-. I don't know if I can help you, Joe, because I don't feel like answering questions. The older you get, the more questions you get asked, and the more weary you become of answering the questions and the more elusive the answers—any answer, every answer—seem.*
- 13 *What I would like to do is ask a question. I would like to ask you a question. So, let's make a deal, Joe. I'll ask you a question and you answer it. And then, if I feel like it, I'll answer one of your questions. How does that sound?*
- 14 *Here's my first question for you: Are you afraid of thunderstorms?*
- 15 *Yours cordially and only somewhat perfunctorily and more than a little curiously,*
- 16 *Maureen O'Toole*
- 17 *P.S. I'm no fool, Joe. I'm betting good money that you haven't read one single book I've written. Prove me wrong.*
- 18 *Maureen O'Toole,*
- 19 *Aw, come on. It's bad enough I have to do this lame assignment. Now I have to write extra? I thought authors were supposed to like getting letters from their kid fans.*
- 20 *But if I don't get these answers, I am hosed. That's what my dad says. Hosed. I don't know what that really means. Like, what does a hose have to do with anything? But I do know it means no TV, no computer time, no baseball, no comics, no music, no phone, no hanging out with my friend James. Basically it means nothing that is really the good part of living.*
- 21 *Why would they do that to me? Do people just get meaner when they get older?*
- 22 *Okay, here's my answer. I am kind of afraid of thunderstorms. Not the rain part. That sounds great on the roof. It's the part between the flash of lightning and the BAM of thunder. It's waiting for the BAM that weirds me out. You just don't know when it's going to happen.*
- 23 *So please send me some author answers. As soon as you can.*
- 24 *Really,*
- 25 *Joe Jones*
- 26 *P.S. I didn't get a chance to read any of your books yet. I actually picked you mostly to annoy Jennifer, because she is all crazy about your books and always talking about the horses or the princesses or whatever is in them. I usually only read history books that really tell you something. And books that are funny.*
- 27 *Dear Joe,*
- 28 *Thank you for answering my question. I, too, like the sound of the rain on the roof. I also like the lightning. It's like some great cosmic flashlight. It makes me think that someone is searching for me. And I don't mind the BAM of thunder because that makes me think that, perhaps, I have been found. That's the way a good book makes me feel, as if I have been found, understood, seen.*
- 29 *Oh, I'm sneaky, Joe. Right there, in the first paragraph, I have answered your first question. And you know what that means: Now I get to ask you another question. Are you ready?*

- 30 *What's in your sock drawer besides socks?*
- 31 *That's the question. Answer it and I'll answer another question of yours. Quid pro quo.*
- 32 *Amusing myself*
- 33 *and delighted to be a part of your "lame assignment"*
- 34 *I remain,*
- 35 *Maureen*
- 36 *P.S. "Whatever is in them" is a truly alarming phrase to use in reference to my books. But, as an interesting aside, I am happy to inform you that none of my books (not one) features princesses or horses. Toads, tidal waves, arachnid revolutions, yes. Princesses, no. Horses, no. Do your research, Joe.*
- 37 *P.P.S. Yes. People do get meaner as they get older.*

Planning Page

You may PLAN your writing for question 45 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.



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Excerpt from “Run Away Home” by Patricia C. McKissack, Scholastic, October 1997. Used by permission.

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Directions

Read this story. Then answer questions 46 and 47.

In 1888, Sky, a member of the Apache Nation, has jumped off a train in Alabama so he can return home rather than be taken to an area reserved for Native Americans. He becomes very ill and is found by a young African-American girl. Her family takes him in and nurses him back to health, even though hiding him from the authorities is against the law. Now that he is well, the family knows that they should turn Sky over to Mr. Wratten, the lawman who has been searching for him.

Excerpt from *Run Away Home*

by Patricia C. McKissack

- 1 I hadn't been truthful with Sky. And it was bothering me. We were going to do him harm and turn him into Mr. Wratten as soon as he was well. After another week passed, Sky was fine, but none of us wanted to see him leave.
- 2 I helped Mama take down the quilts that had made the sickroom, wash them, and put them away until they were needed again. Sky had slept outside all week, where he seemed to be most comfortable. He'd found a piece of hickory and was using Papa's tools to make a bow and arrows.
- 3 Although Sky never spoke the words thank you, he expressed his gratitude in so many thank-you ways. If a fence needed mending, he mended it. If Big Two needed feeding, he fed him. If a hole needed digging, he dug it. This pleased Papa. But Sky flat out would not do a chore that he considered woman's work. I couldn't get over the way he watched me struggling with a bucket of water and wouldn't offer to help, saying, "Less water would make it easier to carry."
- 4 "That is his way," Mama told me when I complained. "We can't expect him to change who he is to suit us. That's what's wrong with those schools that try to de-Indian his people."
- 5 In spite of herself, Mama had grown fond of Sky, too, and Sky was slowly allowing himself to smile more—and even talk more, too.
- 6 One day, while he was working on his bow and Buster lay between us, his tail thump, thump, thumping against the wooden floor, Sky turned to me and said, "Yes."
- 7 "Yes? Yes what?"
- 8 "Girls can have their ears pierced."
- 9 We both laughed. I couldn't be sure, but I felt that Sky was giving me permission to ask him a few things. And so I did.
- 10 Since the first night I'd seen the Apaches, I'd been curious about the woman who had risen to defend Geronimo.

GO ON

11 “Who is Lozen?” I asked.

12 “Lozen,” he began, still filing away on the wooden bow, “is sister of Victorio.” I had heard Mr. Wratten talk about Victorio, so at least I knew who he was. “She is a war woman,” Sky continued, “one who is equal to anyone in battle. She fought with her brother until he was killed, then she rode with Geronimo and she has great powers. I rode with her against the Mexicans and the whites. She was with us when we surrendered.”

13 Lozen reminded me of a story Papa had told me about Harriet Tubman, a slave woman who had been a conductor on the Underground Railroad. Papa said she stood no taller than me, but she was strong and brave. She even served as a spy for the Union Army during the war.

14 Suddenly Buster took off down the path, chasing some critter he had no plans to hurt. “Most people don’t understand him, because he’s so wild,” I said.

15 “There is a difference between what is wild and what is free,” Sky said softly.

16 I knew he was thinking about his own people. They had been called wild because they fought so hard to stay free. A terrible war had been fought so we black people could be free. That should have included Indians, too. Now that I had gotten to know Sky, it bothered me that we were doing what all the others had done to his people. I didn’t like it, but my word is out to Mama.

17 My mind returned to Lozen, and I imagined myself riding with her, the wind at my back, the sun in my face.

18 “What time of year is this?” Sky had to ask me three times to bring me out of my wonderful daydream. “Your mind is in too many places,” he said.

19 “There you go, sounding just like Papa,” I said. “It is June of 1888,” I added. Clearly that meant nothing to him. Looking for a better way to answer, I decided to show him the farm. He had seen it, but not through my eyes.

20 First we went to the kitchen garden where Mama had set out turnips, collards, beans, corn, tomatoes, okra, sweet potatoes, goobers, and peppers. “We’ll eat out of this garden all summer, then we’ll can or dry a lot of it come fall.”

21 “What’s a goober?” he asked.

22 “Goobers are peanuts, and just wait ‘til you taste them.” Sky knew a lot of the foods I named, and even told me how his mother had used peppers and corn to make his favorite dishes.

23 Next we visited the orchards, where I showed him peach, apple, and pecan trees. “My grandpa planted these trees when he got this land. Papa says you don’t plant a pecan tree for yourself, but for your grandchildren, because it takes near about fifteen years for it to bear nuts.”

46 How are the narrator and Sky alike? Use **two** details from the story to support your response.

47 What does the narrator think of Sky's view of women? Use **two** details from the story to support your response.

Directions

Read this article. Then answer questions 48 and 49.

On a May afternoon in Siberia, Yuri Khudi and his sons, members of the nomadic Nenets people of northern Russia, were hunting along the bank of the Yuribey River when they discovered something amazing.

Excerpt from *Baby Mammoth Mummy: Frozen in Time!*

by Christopher Sloan

- 1 As Yuri and his sons stood around the little body lying on the sandbar, they were shocked by what they had found: a perfectly preserved baby woolly mammoth. It was frozen solid.
- 2 These animals disappeared from this part of the world about 11,000 years ago, but mammoth bones and tusks are a relatively common find in Siberia. It's so cold in this Arctic region of Russia that the frozen soil, called permafrost, has acted as a giant freezer, preserving the carcasses of many animals that lived there long ago. As the top layer of permafrost begins to thaw in the spring, the bony remains of mammoths often appear as if they have burst from the frozen ground. But Yuri and his sons had never seen anything like this before—a baby woolly mammoth with all of its flesh in place. It looked like it could have died yesterday. They didn't dare touch it.
- 3 Mammoths play a powerful role in Nenets mythology. The story goes that woolly mammoths are giant beasts herded by gods of the underground. If the animals come to the surface and see sunlight, they die. Some Nenets say that mammoths will bring bad luck or even death to the people who touch their remains.
- 4 So it was with both fear and respect that Yuri Khudi and his sons looked at the baby mammoth. Uncertain what to do, they left the mammoth exactly where they found it and returned to camp. Yuri decided to seek the advice of Kirill Serotetto, a trusted friend who had lots of experience in the Arctic as an expedition outfitter and knew the value of mammoth bones. To get to Yar Sale, where Serotetto lived, Yuri rode his snowmobile 90 miles (145 km) to Novyy Port then boarded a helicopter to Yar Sale.
- 5 After hearing Yuri's story, Serotetto rushed him to the director of the museum, who notified the local police. Yuri had stumbled onto something big. Hours later, Yuri, Serotetto, and a few policemen were flying toward the place where Yuri had made his discovery. Finally, they landed near the site. The baby mammoth was gone!

- 6 Yuri's stomach dropped. He was afraid no one would believe him now. Without a body there was no reason for the police to stick around, so they flew back to Yar Sale. Serotetto stayed behind with his friend to investigate further.
- 7 Yuri knew that prehistoric animal remains, especially tusks, were valuable and could fetch a lot of money from fossil collectors or carvers. After making some inquiries, he and Serotetto learned that Yuri's cousin had snatched up the baby mammoth and carted it off on his sled to Novyy Port. There he had traded the valuable find to a store owner in exchange for two years' worth of food and some equipment.
- 8 Yuri and Serotetto had to move fast if they were going to save this precious treasure. By the time they arrived in Novyy Port, the little mammoth was propped up in the store and was already causing a stir. People were taking pictures of it with their cell phones. Yuri's heart sank when he saw that stray dogs in town had already gnawed off the baby's tail and most of one ear. But the rest of the body was still in perfect condition. They had to get the mammoth to a safe location fast! Serotetto, with the help of the local police chief, explained the importance of the find to the owner. Finally, after much discussion, he agreed to give up the mammoth.

SAFE AND SOUND

- 9 At last the baby mammoth was in the hands of museum staff at Yar Sale. Now they needed to find a place where she would be preserved and taken care of. The calf was packed onto a helicopter and flown to the Shemanovsky Museum in Salekhard, a regional capital of Siberia. The director there immediately called Bernard Buigues, a French explorer who had become an expert in mammoths and who had established a center for preserving mammoth remains in the Siberian town of Khatanga. When Bernard heard the exciting news, he offered to organize an international team of experts to study the baby mammoth. The team would include researchers from Russia, the United States, and Japan.
- 10 It would take several weeks for the team to assemble in Salekhard. To keep the carcass frozen, it was placed in a freezer. Bernard was the first member to arrive. When he saw the baby mammoth, he was struck by how tiny she was—only 33 inches (84 cm) high and 110 pounds (50 kg) in weight. "I was fascinated by her lifelike expression. Her smiling mouth, her front legs seemingly in motion—it was as if she had been enjoying herself." He couldn't wait for the rest of the team to meet her.

48

What is the meaning of the phrase “perfectly preserved” in paragraph 1 of “Excerpt from *Baby Mammoth Mummy: Frozen in Time!*”? Use **two** details from the article to support your response.

49

What is a main idea of the article “Excerpt from *Baby Mammoth Mummy: Frozen in Time!*”? Use **two** details from the article to support your response.

Directions

Read this article. Then answer questions 50 and 51.

In September of 1995, Dr. Johan Reinhard and his climbing partner, Miguel Zarate, climbed a peak of the volcano Nevado Ampato. While climbing, they found pieces of pottery, wood, grass, and other materials that told them that over 500 years earlier the Incas had been on this part of the mountain.

Excerpt from *Discovering the Inca Ice Maiden: My Adventures on Ampato*

by Johan Reinhard

- 1 I stopped to take notes while Miguel continued along the ridge. He whistled, and I looked up to see him with his ice ax raised.
- 2 When I reached him, he pointed without saying a word: Even from 40 feet away, it was possible to see reddish feathers sticking out near the top of the ridge. We had both seen feathers like this on Inca statues at other sites, and so we knew instantly they would most likely be from a feathered headdress.
- 3 Although the feathers were only about 10 feet down from the top, the slope was steep and slippery—a mix of gravel and sand over ice. A slip would have meant certain death. Miguel weighed far less than I did, so I tied a long sling onto him and held him as he climbed down to uncover a statue made of a rare seashell, with a reddish feathered headdress. Nearby, also covered with gravel, were two more statues, one gold and one silver.
- 4 Their textiles were so well preserved, they looked new.
- 5 The feathers that had been exposed were still in good condition. This meant that the gravel in which the statues had been buried had fallen away only days before. Indeed, the statues could have fallen farther down the slope at any moment.
- 6 Back on the summit ridge, we saw stones that had formed a corner of a building. Most of the structure had fallen down one of two naturally formed gullies that dropped 200 feet to the inside of the crater. From the ridge we could not see where these led. So I wrapped two stones in yellow plastic that I had carried in case we needed to mark our way. I threw a stone down each of the gullies, thinking “It’ll be a miracle if we ever see them again.”
- 7 We then climbed down off the ridge and scrambled our way around beneath it. We soon spotted yellow plastic below us where the rocky slope met the ice pinnacles where we had been climbing to the summit only a few hours before.

GO ON

8 A little farther we saw what looked to us like a mummy bundle lying on the ice.

9 It seemed so unlikely to find a mummy out in the open, we literally couldn't believe our eyes. Miguel said, "Maybe it's a climber's backpack."

10 Only half joking, I replied, "Maybe it's a climber."

11 As we drew closer, I knew from the stripes on the cloth that it was probably a mummy bundle. This would mean only one thing: The Incas had performed a human sacrifice on the ridge top. The bundle containing the victim had been buried in the structure that had collapsed when part of the summit ridge crashed into the crater.

12 I knew that even a partially frozen body would be invaluable¹ for science. A frozen body is like a time capsule, which allows scientists to look back into the past and find out things difficult to know otherwise—such as what foods were eaten, what diseases and bacteria existed, who was related to the mummy, where it came from, and much more.

13 I grew more excited as I remembered that only three frozen mummies had been recovered in all of South America.

14 Descending toward it, we found fragments of a torn textile. A seashell, two cloth bags containing food offerings (maize kernels and a maize cob), llama bones, and pieces of Inca pottery were strewn about on the slope above the bundle.

15 After I photographed these items, Miguel used his ice ax to cut loose the bundle from the ice.

16 He turned it on its side for a better grip. Both of us were momentarily stunned as the body turned.

17 We looked straight into the face of a young girl.

18 She was the first *frozen* female mummy found in South America!

19 Her dried-out features made me fear that we had arrived too late. However, the bundle weighed about 90 pounds, which meant the body was still frozen. A dried-out mummy would have weighed much less.

20 I wondered what to do next. If we left the mummy behind in the open, the sun and volcanic ash would cause further damage. Climbers might find her and take her and the other artifacts as souvenirs or to sell. The ground was frozen rock hard, and it was impossible to bury the mummy. A heavy snowfall could cover the summit and make recovery impossible...

21 Thoughts rushed through my mind. It could take weeks, if not months, to get a government permit that would allow me to return and recover the mummy. Obtaining the funding to organize a scientific expedition could take even longer.

22 I decided that we should try to carry the mummy and the statues down the mountain.

¹ **invaluable:** extremely valuable

50

According to “Excerpt from *Discovering the Inca Ice Maiden: My Adventures on Ampato*,” why is the discovery of the mummy significant? Use **two** details from the article to support your response.

GO ON

Planning Page

You may **PLAN** your writing for question 51 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 13 and 14.



Grade 5
2017 Common Core
English Language Arts Test
Book 3
March 28–30, 2017

THE STATE EDUCATION DEPARTMENT
 THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
 2017 English Language Arts Tests Map to the Standards
 Released Questions Available on EngageNY

Grade 5 Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:	Constructed Response Questions:	
							Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Book 1									
1	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.3	Reading		0.60		
2	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.4	Reading		0.54		
3	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.1	Reading		0.89		
4	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.1	Reading		0.44		
5	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.7	Reading		0.85		
6	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.5	Reading		0.59		
7	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.2	Reading		0.73		
8	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.2	Reading		0.55		
9	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.1	Reading		0.61		
10	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.4	Reading		0.59		
11	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.1	Reading		0.79		
12	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.3	Reading		0.42		
13	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.3	Reading		0.79		
14	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.2	Reading		0.73		
29	Multiple Choice	B	1	CCSS.ELA-Literacy.L.5.5b	Reading		0.48		
30	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.1	Reading		0.55		
31	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.8	Reading		0.43		
32	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.8	Reading		0.50		
33	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.1	Reading		0.49		
34	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.5	Reading		0.57		
35	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.3	Reading		0.44		
Book 2									
36	Multiple Choice	A	1	CCSS.ELA-Literacy.L.5.5a	Reading		0.60		
37	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.5	Reading		0.68		
38	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.8	Reading		0.45		
39	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.3	Reading		0.44		
40	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.1	Reading		0.74		
41	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.7	Reading		0.54		
42	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.2	Reading		0.60		
43	Constructed Response		2	CCSS.ELA-Literacy.RI.5.5	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.33	0.67

Released Questions Available on EngageNY

Grade 5							Multiple Choice Questions:	Constructed Response Questions:	
Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
44	Constructed Response		2	CCSS.ELA-Literacy.RI.5.1	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.29	0.64
45	Constructed Response		4	CCSS.ELA-Literacy.RL.5.2	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2, CCSS.ELA-Literacy.L.5.3, CCSS.ELA-Literacy.L.5.4		1.55	0.39
Book 3									
46	Constructed Response		2	CCSS.ELA-Literacy.RL.5.3	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.16	0.58
47	Constructed Response		2	CCSS.ELA-Literacy.RL.5.4	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.23	0.61
48	Constructed Response		2	CCSS.ELA-Literacy.RI.5.4	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.28	0.64
49	Constructed Response		2	CCSS.ELA-Literacy.RI.5.2	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.21	0.60
50	Constructed Response		2	CCSS.ELA-Literacy.RI.5.8	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.16	0.58
51	Constructed Response		4	CCSS.ELA-Literacy.RI.5.9	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2, CCSS.ELA-Literacy.L.5.3, CCSS.ELA-Literacy.L.5.4		1.78	0.44

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