



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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

2025

New York State administered the English Language Arts Tests in Spring 2025 and is making approximately 75% of the questions from these tests available for review and use.



New York State Testing Program

Grades 4–8 English Language Arts

Released Questions from 2025 Exams

Background

As in past years, the New York State Education Department (NYSED) is releasing large portions of the 2025 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2025, at least 75 percent of the test questions that appeared on the 2025 tests and counted toward students' scores are included in these released materials. This includes all constructed-response questions. Additionally, NYSED 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 NYSED's expectations for students.

Understanding English Language Arts Questions

Multiple-Choice Questions

Multiple-choice questions are designed to assess the New York State P–12 Next Generation Learning Standards in English Language Arts (ELA). 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.

Two-Credit Constructed-Response Questions

Two-credit constructed-response questions are designed to assess New York State P–12 Reading and Language Standards. These are single questions in which a student uses textual evidence to support their answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion) based on their analysis of the passage, and then provide two pieces of text-based evidence to support their answer.

The purpose of the two-credit constructed-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 two-credit constructed-response questions can be found in the grade-level Educator Guides at <https://www.nysed.gov/state-assessment/grades-3-8-ela-math-and-science-test-manuals>.

Four-Credit Constructed-Response Questions

Four-credit constructed-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 four-credit 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 four-credit constructed-response questions. The rubric used for evaluating four-credit constructed-response questions can be found in the grade-level Educator Guides at <https://www.nysed.gov/state-assessment/grades-3-8-ela-math-and-science-test-manuals>.

New York State P–12 Next Generation Learning Standards Alignment

The alignment to the New York State P–12 Next Generation Learning Standards for ELA is intended to identify the analytic skills necessary to successfully answer each question. However, some questions measure proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-credit and four-credit constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics.

These Released Questions Do Not Comprise a “Mini Test”

To ensure it is possible to develop future tests, some content must remain secure. This document is **not** intended to be representative of the entire test, to show how operational tests look, or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the test reflects the demands of the New York State P–12 Next Generation 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.

2025 Grade 4 ELA Test Text Complexity Metrics for Released Questions

Selecting high-quality, grade-appropriate passages requires both objective text complexity metrics and expert judgment. For the Grades 3–8 assessments based on the New York State P-12 Next Generation 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, NYS educators use a rubric composed of five factors; four of these factors are required and one factor is optional. The required criteria are: meaning, text structure, language features, and knowledge demands. The optional factor, graphics, is used only if a graphic appears in the text.

To make the final determination as to whether a text is at grade level and thus appropriate to be included on a Grades 3–8 assessment, New York State uses a two-step review process, which is an industry best practice. First, all prospective passages undergo quantitative text complexity analysis using three text complexity measures. If at least two of the three measures suggest that the passage is grade-appropriate, the passage then moves to the second step, which is the qualitative review using the text-complexity rubrics. Only passages that are determined appropriate by at least two of three quantitative measures of complexity **and** are determined appropriate by the qualitative measure of complexity are deemed appropriate for use on the exam.

Text Complexity Metrics for 2025 Grade 4 Passages

Passage Title	Word Count	Lexile	Flesch-Kincaid	ATOS	Qualitative Review
Excerpt from <i>Why Do We Sleep?</i>	748	770	4.5	5.7	Appropriate
Salvador's Wallet	699	720	4.9	4.9	Appropriate
Excerpt from <i>Did You Hear About Rosa?</i>	704	880	4.7	5.9	Appropriate
Excerpt from <i>Marie Callender: Homemade Pie Maven</i>	325	810	6.2	5.3	Appropriate
Excerpt from <i>A Wedding-Cake Tale</i>	383	830	5.0	6.2	Appropriate

New York State 2025 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. It is therefore possible that the complexity of a book might be above or below grade level, but the text used on the assessment will be 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

English Language Arts Test Session 1

Grade 4

Spring 2025

RELEASED QUESTIONS

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Session 1



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

- Read the whole passage before you answer the questions. Most questions will only make sense after you read the whole passage.
- You might need to read the passage more than once to answer a question.
- Read each question carefully. Take your time.
- A question may include a quote from a passage. You might need to review both the quote and the whole passage to answer the question.

When you write your answers

- make sure to answer the whole question;
- use examples or details from the text;
- write in complete sentences; and
- use correct spelling, grammar, capitalization, and punctuation.

Directions

Read this article. Then answer questions 1 through 6.

Excerpt from *Why Do We Sleep?*

by Trudee Romanek

1 Sleep has puzzled people for a long time. Why do we lie down and zone out for hours every night? Isn't sleep just a giant waste of time? Could we learn to do without it?

2 Now scientists are beginning to answer some of those questions. They've discovered that brains and bodies don't just shut down at night. Quite the contrary! At night, your body repairs itself and grows strong. Your brain is busy making memories and learning. Sleep is so useful that all animals do it. And without it, waking life would be impossible.

All Through the Night . . .

3 After lying down, most people take about 20 minutes to fall asleep. In the twilight zone between asleep and awake, your brain begins to drift. It muffles signals from the muscles and senses, ignoring information from the outside world. That can give you the odd sensation of falling. You aren't really—you're just falling asleep. . . .

4 As you slip into sleep, your heart slows down and you breathe more slowly. Your eyes shut, and your brain ignores ordinary sounds. That's why when you're sound asleep, you don't hear small noises or other things that might wake you up. The part of the brain that keeps you aware of time passing also switches off, so in the morning it feels like the night takes no time at all.

5 But your brain does not shut down at night. In fact, it gets quite active. It's got important jobs to do.

GO ON

Sleep, Dream, Repeat

6 You might think sleep is just . . . sleep. But in fact, you do several different kinds of sleeping, cycling through them several times through the night.

7 First is a light sleep. After about half an hour, your brain sinks into a deep sleep. During deep sleep, long, slow waves of electrical impulses move through the brain. These slow waves move all the important things you learned and did today from short-term memory into long-term memory. At the same time, you forget unimportant details like putting on your socks. That frees up space to learn new things tomorrow.

8 After about 20 minutes or so of slow-wave sleep, your sleeping brain shifts gears. It starts to look more awake—though it isn’t. In the next stage of sleep, your muscles go completely slack. Your body doesn’t move at all. But your eyes dart back and forth behind closed eyelids. This motion gives this kind of sleep its name—REM, for “rapid eye movement.”

9 During REM sleep, the brain is making connections. It links new experiences to old memories. It also bundles together actions you’ve been practicing, such as the motions of riding a bike, into a new, single muscle memory: ride bike. All this connecting triggers dreams—which can get pretty weird.

10 You cycle through stages of light, deep, and REM sleep every 90 minutes, over and over, all night long. At the beginning of the night, you do more slow-wave sleeping, while the brain cleans house. Toward morning, you get more REM sleep, as it builds new knowledge. That’s when the most vivid dreams happen.

Dream Yourself Smart

11 Why do we dream? Scientists aren’t completely sure, but they have some ideas.

- 12 Dreams might be a side-effect of memory making. While you sleep, your brain sorts through everything that happened during the day. It tries to link new experiences to old memories that are similar in some way. As it connects things, the “story-making” part of your brain turns them into a story, and you get a dream. . . .
- 13 When it’s sorting through the day’s memories, your brain pays special attention to anything that made you feel extra happy or scared or excited. In dreams, the brain can try out solutions to problems that are bothering you. Finding even a weird dream solution can make you feel more in control the next day.
- 14 Dreams can even help you learn. In one test, volunteers learned how to play a new game. That night, some of them were awakened whenever they entered REM sleep. The others were awakened the same number of times, but only during non-REM sleep. The next day, the people who got their REM sleep did much better at the game. The players who started out being worst at the game had the most dreams about it—and they improved the most.
- 15 So if you want to do well on that test, don’t stay up all night studying. Instead, get a good night’s sleep. That’s when your brain learns best.

STAGES OF SLEEP

Stages of Sleep	What Happens
Pre-Sleep	Eyelids feel heavy, but brain is actively preparing the body for sleep
Stage 1: Light Sleep	Feel drowsy, but can be awakened easily
Stage 2: Beginning of deep sleep	Muscles relax; breathing and heartbeat slows; body temperature falls
Stage 3: Deep slow-wave sleep	Blood pressure lowers, but body is unaware of temperature changes; might talk in sleep
Stage 4: Deepest sleep (also slow-wave)	Very hard to wake up and may be confused if awakened; might talk in sleep
REM (Rapid Eye Movement) sleep	Muscles are completely relaxed, though eyes move back and forth quickly; heartbeats quicken; breathing is irregular; dreaming

- 1 What does the word “muffles” mean in paragraph 3?
- A changes to a slow speed
 - B moves to a new stage
 - C causes things to get darker
 - D makes things difficult to notice
- 2 What is a central idea of the section “All Through the Night . . .”?
- A Falling asleep takes less than thirty minutes for most people.
 - B Odd feelings while falling asleep are normal.
 - C Time passes differently while falling asleep.
 - D Falling asleep is an experience that involves the whole body.
- 3 Which detail **best** expresses a claim the author makes about sleep?
- A “Sleep is so useful that all animals do it. And without it, waking life would be impossible.” (paragraph 2)
 - B “As you slip into sleep, your heart slows down and you breathe more slowly.” (paragraph 4)
 - C “During deep sleep, long, slow waves of electrical impulses move through the brain.” (paragraph 7)
 - D “In the next stage of sleep, your muscles go completely slack. Your body doesn’t move at all.” (paragraph 8)

4

Based on the article, how does REM sleep help people?

- A The eyes move back and forth while they are closed.
- B The brain links experiences and memories.
- C People can begin having strange dreams.
- D People sleep more deeply when it is almost morning.

5

How does the author organize the information in paragraph 14?

- A by stating a problem with sleep and then presenting a solution
- B by sharing a cause-and-effect situation when sleep is interrupted
- C by explaining the steps to learning a new game
- D by comparing how long people dream at night

6

Which sentence **best** describes how the chart adds to the information in the article?

- A It explains how sleep helps keep the body healthy.
- B It shares the steps to fall asleep easily.
- C It offers facts about how the body reacts to sleep.
- D It compares being awake to being asleep.

Directions
Read this story. Then answer questions 19 through 25.

“Salvador’s Wallet”

by Mari LaFore

1 It was spring break for Dustin and a good day for an adventure. The railroad tracks looked endless so he decided to follow them. The sky was Easter egg blue. The fluffy clouds reminded Dustin of his favorite frosting, vanilla. The shiny, golden sun bounced happily in the sky.

2 “What is that in the grass?” he wondered. Was it a gigantic rock, or maybe a big, brown, sleeping turtle? He bent down to investigate!

3 “A wallet!” he exclaimed as he picked it up and peeked inside. It was full of all kinds of stuff! And a tiny photo of twin boys.

4 “Somebody lost this, I’ll bet! Mom will know what to do!” Off Dustin ran to their apartment.

5 “Well, let’s just look inside and see who owns this wallet,” Dustin’s mom, Marisa, said cheerfully. They emptied it onto their kitchen table and searched for a clue. There it was, a note written in crayon!

6 “We love you, Dad!—Carlos and Hugo.”

7 “This must be a wonderful man. His boys love him very much,” remarked Dustin’s mom.

8 “Look, mom, this picture must be of them and they look like they are my age. I wonder if they live around here,” Dustin said aloud as his excitement grew. Then they saw another clue, a driver’s license and now they knew the owner of that old, brown wallet was named Salvador!

9 “This card says their address is far away in a different city,” said his mom sadly. Now what would they do?

GO ON

10 Finally they found the best clue of all; a phone number on the back of
Salvador's shiny, silver credit card.

11 "I will contact Salvador for you with the good news," said the kind lady
who answered the phone.

12 The very next day Dustin's doorbell rang and when Dustin and Marisa
answered the door, there stood a smiling man who introduced himself as
Salvador!

13 "Thank you, Dustin. You are a fine young man," he said as he shook
Dustin's hand, "I rode the train to my job here in your city and my wallet fell
out of my pocket. I thought I would never see it again! My sons will be
happy to meet you. We are coming here to spend the day at Rocket Land
tomorrow, and I would like you and your mom to come with us if you can."

14 "That will be just fine," smiled Dustin's proud mother.

15 "Yeah, that sounds great! I can't wait to meet Carlos and Hugo,"
grinned Dustin as he said good-bye to Salvador.

16 "You did the right thing, sweetheart," his mom said softly as he ran into
the kitchen just in time to see her putting the last bit of his favorite vanilla
frosting on a big, chocolate cake and reaching out to give him a "proud
mom" hug.

17 "Thanks mom! This has been the best adventure ever!"

18 The very next day Dustin and his mom heard their doorbell chiming
loudly.

19 Dustin peeked through his living room window and there stood four
smiling people and one tiny, excited Chihuahua dog.

20 "I'll get it," exclaimed Dustin as he ran and opened their front door.

21 "Hello, my friend," Salvador said to Dustin, "I would like you to meet
my wife, Emerita, and my sons, Carlos and Hugo, and our dog, Chica. She's
also excited to go to Rocket Land. We take her with us every year." Chica
yipped loudly and jumped into the air when she heard her name.

22 “Please come in,” said Dustin’s mom. “We are ready to leave and I have packed us all snacks to eat on the way there. Now, what should I put in for Chica?”

23 “Don’t worry, we have plenty of doggie snacks for her in our van,” laughed Salvador.

24 “I baked cochinos and churros, and biscochitos for us too,” said Emerita. “They are delicious cookies and they are loved by everyone in our country.”

25 “I want to sit in the back seat with Hugo and Carlos,” said Dustin as he grabbed his jacket. Emerita and Marisa nodded their approval and the group climbed into the blue van headed for Rocket Land.

26 “Salvador’s wallet sure seems to be a magic friend maker,” smiled Marisa as they happily drove away.

19 How does the author organize the information in paragraphs 5 through 10?

- A** by comparing each item that Dustin pulls out of the wallet
- B** by giving the reasons why Dustin must search for the wallet's owner
- C** by listing the order of events that lead to Dustin finding the wallet
- D** by showing how the clues cause Dustin to find the wallet's owner

20 What do the details in paragraph 13 reveal about Salvador?

- A** His belongings often get lost on the train.
- B** He enjoys visiting the city where Dustin lives.
- C** He is grateful for Dustin's act of kindness.
- D** His family is very important to him.

21 Which statement **best** explains why Dustin claims, "This has been the best adventure ever!" in paragraph 17?

- A** Dustin's actions lead to an invitation to Rocket Land with Salvador's family.
- B** Marisa is proud and makes Dustin's favorite cake to celebrate.
- C** Dustin has made the day pass quickly by searching for the owner of the wallet.
- D** Salvador's wallet has many clues to help Dustin solve the mystery.

22 What does the word “approval” suggest as used in paragraph 25?

- A** Everyone is ready to leave for Rocket Land.
- B** Dustin is allowed to sit with Hugo and Carlos.
- C** The boys may eat the snacks Emerita has baked.
- D** The blue van will take everyone to Rocket Land.

23 Which sentence **best** states a theme of the story?

- A** The best mysteries are solved using teamwork.
- B** People in different cities can have a lot in common.
- C** Helping others can bring surprising rewards.
- D** Pets are important for bringing families together.

GO ON

24 This question is worth 2 credits.

What do the details in paragraphs 14 and 16 show about Dustin's mother? Use **two** details from the story to support your response.

25 This question is worth 2 credits.

Many people believe that it is important to do the right thing even if no one is watching. How do Dustin's actions in the story support this idea? Use **two** details from the story to support your response.

STOP

Grade 4
English Language Arts Test
Session 1
Spring 2025

Name: _____



New York State Testing Program

English Language Arts Test Session 2

Grade 4

Spring 2025

RELEASED QUESTIONS

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Session 2



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

- Read the whole passage before you answer the questions. Most questions will only make sense after you read the whole passage.
- You might need to read the passage more than once to answer a question.
- Read each question carefully. Take your time.
- A question may include a quote from a passage. You might need to review both the quote and the whole passage to answer the question.

When you write your answers

- make sure to answer the whole question;
- use examples or details from the text;
- write in complete sentences; and
- use correct spelling, grammar, capitalization, and punctuation.

For the last question in this test book, you may plan your writing on the Planning Page provided. However, do NOT write your final answer on the Planning Page. Write your final answer on the lined pages.

Directions
Read this story. Then answer questions 26 through 31.

Rosa's parents are planning a big birthday celebration for her older sister, Susana. Rosa has disagreements with her family members as they prepare for the party.

Excerpt from *Did You Hear About Rosa?*

by Hannah Jones

- 1 I rode my bike up into the hills behind our house. The day was getting hot, and my T-shirt stuck to my back as I churned hard on the pedals. The sun was turning the Sangre de Cristo Mountains a rosy gold color.
- 2 My throat dried up, my leg muscles ached with fatigue, and my lungs felt like they were about to burst. Even so, I enjoyed making the steep but quick (ten-minute) climb to Miss Sabines' house. I was heading to a place that had always given me comfort for my troubles.
- 3 Miss Sabines is 70 years old, but to me she seems like a sister, an hermana. She has long silver hair in a braid down her back. All the other older women I know have either short hair or chin-length hair, but Miss Sabines has never cut hers. She enjoys braiding my hair, for she says its long, thick, wavy strands remind her of her own. My face is like hers, too. We both have round, chubby cheeks and big eyes like brown buttons. Now that Miss Sabines is older, her eyes have a ring of bluish white around the brown part, but they're shaped just like mine.
- 4 Miss Sabines and I have more in common than just our looks. We're both smart, but we also daydream too much. It's a big contrast from my sister Susana, who is very practical and hardly ever daydreams.

GO ON

5 Speaking of daydreams, I often fantasize about living in a house like Miss Sabines'. My family's house is bigger and fancier than Miss Sabines', but I'd trade a mansion for her little casa any day. It has a big garden, with beautiful desert plants and herbs growing everywhere, and a courtyard that has tiles painted bright colors, with sculptures, pinwheels, wind chimes, and lawn ornaments scattered throughout. There's a cat, who sleeps under a lemon tree in the corner of the garden, along with a parrot, Tío, meaning "Uncle," who sits on a perch by the kitchen door.

6 When I got to Miss Sabines' house, I took off my bike helmet and threw my bike down on the sandy strip outside her gate. I rattled her courtyard fence and called, "Are you there?"

7 "Rosita, is that you? What a nice surprise! Hold on a moment; I'm in the garden." The pleasant voice came floating across the courtyard walls, putting me instantly at ease. In a moment, Miss Sabines appeared at her rickety, rusty front gate. She had on a straw hat to shade her face, but as she approached, she took it off and grinned. I helped her unhook the tricky latch on the gate and immediately gave her a big hug.

8 "My, what did I do to deserve this?" Miss Sabines laughed, pulling away from the hug. She peered intently into my eyes. "You look troubled. What do you have to tell me?" she asked. . . .

9 I expected Miss Sabines to feel sorry for me and understand my problems, but instead she laughed. The laugh started in her belly, echoed in her chest, and came out her mouth like a low, happy rumble. At first I was confused; I thought maybe she hadn't understood me, but then she explained.

10 "Ah, pequeño pájaro," she said. "Little bird, you remind me so much of myself!" . . .

11 We passed the rest of the afternoon puttering around the house. Miss Sabines showed me some of her new plantings, we played with her pets, and I leafed through a collection of photographs by Ansel Adams, whom Miss Sabines calls a "poet of Southwestern landscapes." All of a sudden (or so it seemed), the June sun sank below the garden wall.

12 “Oh, no!” I gasped, looking at my watch. It read 5:55 P.M. “We’re
having a party tonight, and I’ve been gone for hours!”

13 “Well, then, you’d better get home, muchacha!” Miss Sabines said.

<p>muchacha = Spanish word for girl</p>

14 I latched the gate, put on my bike helmet, and got on my bike. “Thank
you for the talk, Miss Sabines!” I waved. “You’ll always be my hermana
across time!”

15 Miss Sabines waved back. “I’m always available for advice,” she called
out as I sped off down the hill.

GO ON

- 26 How is paragraph 3 organized in the story?
- A by making comparisons between two characters
 - B by telling the solution to a problem
 - C by giving the answer to a question
 - D by describing events in the order they happen

- 27 Read this sentence from paragraph 6.

I rattled her courtyard fence and called, “Are you there?”

What does the word “rattled” mean as used in this sentence?

- A made someone feel excited
 - B noticed a door or a gate
 - C walked around to wait for someone
 - D made a noise by moving something
- 28 What do Miss Sabines’ actions in paragraph 8 reveal **most** about her?
- A She cares about the narrator.
 - B She thinks the narrator is funny.
 - C She is a very curious person.
 - D She likes when people visit her.

29 Which sentence from the story **best** describes the setting?

- A** “Even so, I enjoyed making the steep but quick (ten-minute) climb to Miss Sabines’ house.” (paragraph 2)
- B** “It has a big garden, with beautiful desert plants and herbs growing everywhere, and a courtyard that has tiles painted bright colors, with sculptures, pinwheels, wind chimes, and lawn ornaments scattered throughout.” (paragraph 5)
- C** “The pleasant voice came floating across the courtyard walls, putting me instantly at ease.” (paragraph 7)
- D** “Miss Sabines showed me some of her new plantings, we played with her pets, and I leafed through a collection of photographs by Ansel Adams, whom Miss Sabines calls a ‘poet of Southwestern landscapes.’ ” (paragraph 11)

30 Sometimes a place can be special to a person. Which detail **best** shows how this idea is developed in the story?

- A** “The sun was turning the Sangre de Cristo Mountains a rosy gold color.” (paragraph 1)
- B** “Speaking of daydreams, I often fantasize about living in a house like Miss Sabines’.” (paragraph 5)
- C** “We passed the rest of the afternoon puttering around the house.” (paragraph 11)
- D** “ ‘We’re having a party tonight, and I’ve been gone for hours!’ ” (paragraph 12)

GO ON

31 Which sentence **best** states a theme of the story?

- A** It is important for people to not waste their time.
- B** Hard work always pays off in the end.
- C** Friends can help us feel better when we are upset.
- D** It is important to respect your elders.

Directions
Read this article. Then answer questions 32 and 33.

Cal and Marie Callender married in 1924. After spending 20 years raising their son Don, Marie decided to start a career in cooking.

Excerpt from *Marie Callender: Homemade Pie Maven*

by Rebecca Felix

Baking Boom

- 1 Callender had become a skilled baker and cook while taking care of her family. In the 1940s, she decided to put these skills to work outside the home. Callender took a part-time job at a delicatessen. There, she made salads and hot foods.

delicatessen = store where you can buy food that is already made, such as a sandwich

- 2 Soon, the delicatessen's owner asked Callender to make pies. She baked the pies at home, using her own recipes. Then she brought the pies to the delicatessen. Customers loved the pies' light, flaky crusts and fresh fruit or cream fillings. The desserts were soon very popular. . . .
- 3 The demand for Callender's pies continued to grow. Soon, she could not keep up on her own. Callender spoke with her son and husband about helping her. The Callenders decided to turn making pies into a family business.

GO ON

Setting Up Shop

4 Callender also spoke with her boss about how busy she had become baking pies. He supported her decision to quit her job to focus on making pies full time. And he promised to buy pies from her for his restaurant. He even let Callender take the oven from his bakery to use in her new business.

5 With the oven and help from Cal and Don, Callender was ready to get to work. She planned to sell hundreds of pies to local restaurants each week. But making that many pies would require a bigger space than the Callenders' home kitchen.

6 The Callenders sold the family car. They used the money to fund the business. They rented a Quonset hut in Long Beach, California. The family also purchased baking equipment and supplies. . . .

Quonset hut = metal building originally used by the military that can be turned into a kitchen or office

7 The Callenders' success continued for the next 16 years. By then, they were baking thousands of pies each week. They made enough profit to buy better equipment. This included a commercial mixer that could mix the ingredients for many pies at once. The family also bought a new truck for delivering the pies to stores.

32

This question is worth 2 credits.

Read this sentence from paragraph 3 of *Marie Callender: Homemade Pie Maven*.

The demand for Callender’s pies continued to grow.

What does the author mean by the word “demand” as used in this sentence? Use **two** details from the article to support your response.

GO ON

33 This question is worth 2 credits.

In *Marie Callender: Homemade Pie Maven*, how does the organization of the article help the reader understand the events? Use **two** details from the article to support your response.

Directions
Read this story. Then answer questions 34 and 35.

Excerpt from *A Wedding-Cake Tale*

by Julia Quay

- 1 Prune Macaroon, baker to the king, had a terrible dilemma.
- 2 “I’ll be ruined!” he cried to his friend Able Bloke, the tailor from next door. “The king will never hire me again—never! Just look at *this*!”
- 3 He thrust a drawing of a cake at the tailor. Not just any cake, but the fanciest, frilliest wedding cake Able had ever seen. It had eight towering tiers adorned with ribbons, lace, flowers, pinwheels, and countless tiny details.

adorned = decorated

- 4 “The king’s wedding is tomorrow,” Prune groaned, “and I’m supposed to make this wedding cake for his new queen. But I just heard from my poor mother, who lives three kingdoms away. She stubbed her toe on a large block of cheese and needs me to take care of her today. What will I do?” Pulling a floury handkerchief from his pocket, he broke into fresh tears. . . .
- 5 “Why don’t you let me make the wedding cake?” suggested Able. “I’ve spent hours watching you work on cakes, and I’ve picked up many tricks. You take care of your mother while I take care of the cake.” . . .
- 6 Able got right to work measuring and mixing ingredients in monster-sized bowls. He felt pleased with his progress as he poured batter into giant cake pans and slid them into the oven. . . .

GO ON

7 But the sugar paste was slippery and wouldn't hold its shape. Able mixed in more sugar to stiffen it, but it cracked and broke like fine china. By the end of the afternoon, he had only a pile of sugar shards and a white, gloppy lump of paste. . . .

shards = sharp pieces

8 "I should never have offered to do this!" he bellowed at the stones. "I'm not a baker—I'm a tailor!"

9 The last few words echoed off metal pots and pans, ringing in his ears. He repeated it to himself, slowly this time. Then he turned off the oven, picked up the drawing, and left. . . .

10 As morning broke over the kingdom, Able Bloke emerged from his workshop in a clean white chef's uniform. He was carrying the fanciest, floweriest, frilliest wedding cake the kingdom had ever seen. The villagers were amazed as he passed by. . . .

11 No one had guessed that Able had, in fact, made the cake entirely out of fabric, right down to the fine lacework and the petals on the flowers.

34 This question is worth 2 credits.

In *A Wedding-Cake Tale*, how do Able's actions in paragraphs 4 through 6 support a theme about being a good friend? Use **two** details from the story to support your response.

GO ON

Planning Page

You may PLAN your writing for question 35 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 17 and 18.



GO ON

35 This question is worth 4 credits.

In *Marie Callender: Homemade Pie Maven*, what is a goal that Callender tries to reach? In *A Wedding-Cake Tale*, what is a goal that Able tries to reach? How do Callender and Able work to reach their goals? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a goal that Callender tries to reach
- identify a goal that Able tries to reach
- explain how Callender and Able work to reach their goals
- use details from **both** the article and the story to support your response

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Grade 4
English Language Arts Test
Session 2
Spring 2025

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2025 English Language Arts Tests Map to the Standards
Grade 4

Question	Type	Key	Points	Standard	Strand	Subscore	Secondary Standard(s)
Session 1							
1	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.4	Reading Standards for Informational Text	Reading	
2	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.2	Reading Standards for Informational Text	Reading	
3	Multiple Choice	A	1	NGLS.ELA.Content.NY-4.R.8	Reading Standards for Informational Text	Reading	
4	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.3	Reading Standards for Informational Text	Reading	
5	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.5	Reading Standards for Informational Text	Reading	
6	Multiple Choice	C	1	NGLS.ELA.Content.NY-4.R.7	Reading Standards for Informational Text	Reading	
19	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.5	Reading Standards for Literature	Reading	
20	Multiple Choice	C	1	NGLS.ELA.Content.NY-4.R.3	Reading Standards for Literature	Reading	
21	Multiple Choice	A	1	NGLS.ELA.Content.NY-4.R.8	Reading Standards for Literature	Reading	
22	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.4	Reading Standards for Literature	Reading	
23	Multiple Choice	C	1	NGLS.ELA.Content.NY-4.R.2	Reading Standards for Literature	Reading	
24	Constructed Response	n/a	2	NGLS.ELA.Content.NY-4.R.3	Reading Standards for Literature	Writing from Sources	
25	Constructed Response	n/a	2	NGLS.ELA.Content.NY-4.R.9	Reading Standards for Literature	Writing from Sources	
Session 2							
26	Multiple Choice	A	1	NGLS.ELA.Content.NY-4.R.5	Reading Standards for Literature	Reading	
27	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.L.4	Language Standards	Reading	
28	Multiple Choice	A	1	NGLS.ELA.Content.NY-4.R.3	Reading Standards for Literature	Reading	
29	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.3	Reading Standards for Literature	Reading	
30	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.9	Reading Standards for Literature	Reading	
31	Multiple Choice	C	1	NGLS.ELA.Content.NY-4.R.2	Reading Standards for Literature	Reading	
32	Constructed Response	n/a	2	NGLS.ELA.Content.NY-4.R.4	Reading Standards for Informational Text	Writing from Sources	
33	Constructed Response	n/a	2	NGLS.ELA.Content.NY-4.R.5	Reading Standards for Informational Text	Writing from Sources	
34	Constructed Response	n/a	2	NGLS.ELA.Content.NY-4.R.2	Reading Standards for Literature	Writing from Sources	
35	Constructed Response	n/a	4	NGLS.ELA.Content.NY-4.R.3	Reading Standards for Literature	Writing from Sources	

This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2025 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.