



Nebraska State Accountability

Grade 4
English Language Arts
Practice Test

Name:

Directions:

On the following pages of your test booklet are passages and questions for the Grade 4 *Nebraska State Accountability–English Language Arts (NeSA–ELA)*.

Read these directions carefully before beginning the test.

This test will include several different types of questions. Some questions are based on one or two passages. Other questions are independent and will be answered based on the information provided in the question. Record all of your answers in the answer document.

The test will include questions that will ask you to provide your answer in a variety of ways.

- Some questions will ask you to select an answer from among four choices.
- Some questions will have two parts and require that you choose an answer or answers to each part.
- Some questions will ask you to construct an answer by following the directions given.

When you come to the word **STOP** at the end of the test, you have finished the Grade 4 English Language Arts Test. You may review the test to check your answers. Make sure you have marked all of your answers clearly and that you have completely erased any marks you do not want. When you are finished, put your answer sheet inside your test booklet and close your test booklet.

1. A student is writing a research report about silent movies. Read the sentences from her report and the directions that follow.

The first motion pictures, or movies, were invented in the late 1800s. These were not movies that told a story, though. They were moving pictures of scenes from real life. The first movie that told a story was *The Great Train Robbery*. This movie was made in 1903, and it was about eleven minutes long. Like all early movies, it was a silent movie. This means that it had no sound.

Which source would most likely give the student more information about the ideas she has written?

- A. a book called *The Greatest Movies of the Last Ten Years*
 - B. a magazine article called “How to Make Your Own Movie”
 - C. a chapter called “Silent Movies” in the book *A History of Movies*
 - D. a dictionary that has the meanings of the words “silent” and “movie”
2. Read the sentence.

The runner ran down the track at the start of the 100-meter race.

Which word BEST replaces ran to make the sentence more precise?

- A. stepped
- B. dashed
- C. walked
- D. hurried

3. This question has two parts. Answer part A, and then answer part B.

Read the paragraph.

In chess, there are six kinds of pieces: one king, one queen, two rooks, two knights, two bishops, and eight pawns. Each kind of chess piece moves a certain way. The object of the game is to checkmate your opponent's king. Checkmate means your opponent cannot make a move without his or her king being captured. At the same time, you must protect your own king. The more you play chess, the less difficult the game will become.

Part A

Which sentence is the BEST topic sentence for the paragraph?

- A. The most powerful piece in chess is the queen.
- B. The game chess is like checkers, but it is more complicated.
- C. Chess has become a popular program for schools.
- D. In recent years, computers have been programmed to play chess.

Part B

Why is your choice in part A the BEST choice?

- A. It states a fact and an opinion.
- B. It provides a reason to learn about the topic.
- C. It offers a reason for the opinion.
- D. It presents the topic and an opinion about it.

Hidden Kingdom

Deep within the rich, dense forest,
In a hidden kingdom so lush and green,
Lies a sparkling pond that is bursting with life—
A small paradise on earth, a nature-lover's dream.

- 5 The tall and slender cattail plants
Sway gently to the rhythm of the breeze.
The bushes join them in their dance,
Together with each tiny leaf on the trees.

- Nearby, the wide, white water lilies
10 Proudly show off their pure, snowy blooms.
Freely and happily, they float on the pond,
Stretching out their petals with plenty of room.

- But if you're able to listen very closely,
You may be lucky enough to hear
15 The sweet sounds of the many forest animals
Coming out of hiding to gather near.

- Can you hear the frog's deep ribbit-ribbit
And the shrill chirp-chirp of crickets too?
Can you hear the low hoot of the wise old owl
20 And the spotted dove's soft coo-coo?

- Just overhead, a bird zooms through the air
Like a tiny, dark jet plane in flight,
While two jittery squirrels race up into the trees
To survey the land from a much greater height.
25 Standing up straight like soldiers on command,
An army of herons is perched on the shore,
Studying the fish in the clear, glassy waters
So that they can catch lunch, then go off to explore.

- Still more forest creatures are drawn to the pond
30 To quench their thirst in its clear, clean waters.
There are deer, coyotes, possums, and raccoons,
All gathering here with their sons and daughters.

- This lively meeting place, this natural gem,
Is a safe haven for all who venture here
35 To find refuge in its welcoming arms
And enjoy its treasures, year after year.

4. During which season does the poem most likely take place?
- A. spring
 - B. summer
 - C. fall
 - D. winter
5. Choose the phrase that BEST completes each section of the chart and shows how the poet uses literary devices. Record the answer on the answer document.

Literary Device	Example from Poem	Why the Poet Uses the Literary Device
onomatopoeia	1.	shows how an animal moves
simile	standing up straight like soldiers on command	3.
personification	2.	4.

Examples

- a. the bushes join them in their dance
- b. a bird zooms through the air

Why

- c. compares an animal to something familiar
- d. shows the wind is blowing

6. Which feature of “Hidden Kingdom” makes it a poem?
- A. events that take place in a common setting
 - B. a detailed description of the pond animals
 - C. a rhyming pattern that creates rhythm and flow
 - D. facts about the different parts of a pond habitat

7. This question has two parts. Answer part A, and then answer part B.

Part A

In line 33, what is the meaning of the word **gem**?

- A. something that is valued for its beauty and worth
- B. an area where people can visit
- C. something that only a few people know about
- D. a type of stone or mineral

Part B

Select the word that helps the reader understand the meaning of **gem**.

- A. place
- B. safe
- C. here
- D. welcoming
- E. treasures

8. Based on the use of the suffix **-ly** what is the meaning of the word **lively**?

- A. to live again
- B. able to live in
- C. full of life and energy
- D. many things that have life

9. Which line from the poem BEST supports the theme “There is beauty in the wild”?
- A. A small paradise on earth, a nature-lover’s dream.
 - B. Can you hear the frog’s deep ribbit-ribbit
 - C. So that they can eat lunch, then go off to explore.
 - D. All gathering here with their sons and daughters.
10. Based on the poem, which sentence BEST expresses the poet’s viewpoint?
- A. The pond needs more plant life.
 - B. Scientists should study the pond animals.
 - C. The pond is a special place.
 - D. Visitors can swim in the pond.

Living Off the Earth

Imagine a way of life that is quite different from the way we live today. Imagine there are no ready-made houses or clothing. There are no stores where people can buy food or medicine. Instead, people must depend on what nature offers. How would we get along? What would we do?

The ways that Native Americans lived many years ago can give some answers. While living in the area that is now the United States, they made their homes and clothing from what the earth supplied. They used plants for medicine, and they caught, grew, or gathered all their food.

Shelters and Clothing

Some Native American tribes lived where there was plenty of food. These people stayed in one place and used wood, stone, mud, or clay to build homes that would last a long time. Other tribes, such as the Apache, moved often in search of food. They needed shelters they could take with them, so they built tipis. It was easy to move a tipi. The Native Americans could take down the tipis and put the long poles of wood and buffalo skins onto a travois. A travois is a type of sled that a horse pulls.

Some Native Americans made clothing and shoes called moccasins from animal skins. In the southwestern areas, the Pueblo people made clothing from the cotton they grew and wove into yarn. The Navajo people wove wool into blankets and rugs. Along the northwestern coast, the Chinook tribe was one of several tribes that made clothing from the bark of the cedar tree.

Tool Time

Native Americans needed tools to build shelters, to make clothing, and to grow, hunt, and prepare food. However, they could not walk into a hardware store to buy a hammer or saw. Instead, they used what nature **provided** to create their own tools.

Where there were trees, people used wood to create bows, arrows, spears, and digging sticks. A digging stick was a piece of hardwood about three feet long. People stripped the stick of all bark and sharpened one end into a point. They poked holes into the ground for planting seeds. These sticks were also used to lift out roots and dig up plants to eat.

Some people made tools from stone too. They found rocks along riverbanks, lakeshores, and ocean coasts. From these stones, Native Americans made hammers, farming tools, and the heads of axes and arrows. They used thin, sharp pieces of stone to cut meat. They also scraped animal hides to make leather.

Bone was another useful material for tools. People made sewing needles from animal bones. They also made awls. An awl has a slim handle and a sharp point. People used awls for punching holes in leather. They could then sew the leather into tipi coverings, clothing, or moccasins.

Tying Things Up

Native Americans made their own rope, cord, string, and line to sew, fish, or tie things together. Many plants are made of fiber, a material that is like thread. People twisted, rolled, or braided strands of fiber together. More fiber could be attached to the ends of these strands to make them longer. The string or rope could be made as long as people needed.

Some Native Americans also made cords from the sinew of animals. Sinew is the stretchy band of tissue that fastens a muscle to a bone.

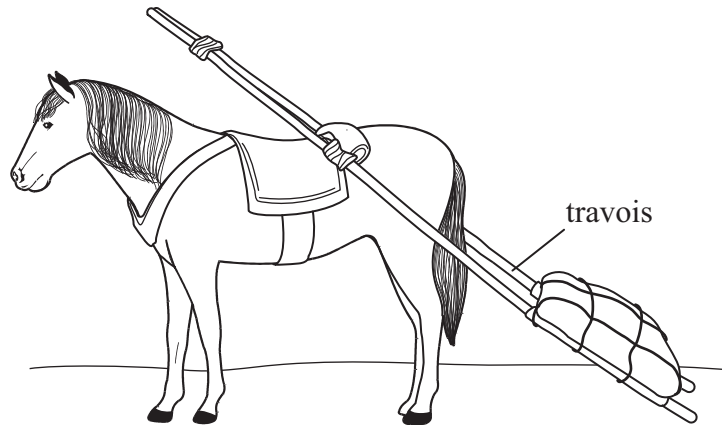
Plenty of Plants

The diet of Native Americans included plants, of course. But people also used many plants as medicine. And when water wasn't easy to find, people in desert areas knew to cut open a cactus. There would be water inside.

A fistful of dry grass could mop up morning dew from rocks and plants. The water would then be squeezed from the grass into a jug or pot.

The cattail is a plant with many uses. This plant grows in wet areas. The western Paiute tribe was one tribe that twisted the plant's leaves into rope or wove them into baskets, mats, cradles, and hats. The fluffy seeds from the cattail made great diaper material and bandages.

Today, people living in the United States still rely on the earth to provide many of the items needed to survive. However, most items are made in different ways or from different materials than they were 200 to 300 years ago. The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.



11. Select **two** pieces of evidence from the passage that support why Native Americans built tipis. Select **two**.
- A. lived where there was plenty of food
 - B. stayed in one place
 - C. moved often in search of food
 - D. needed shelters they could take with them
 - E. travois is a type of sled
12. Which word from the passage is a synonym for **provided**?
- A. needed
 - B. gathered
 - C. supplied
 - D. twisted
13. In the section **Tying Things Up**, how does the author use a specific organizational pattern?
- A. The author gives directions to show the steps to follow for rope-making.
 - B. The author gives facts and opinions to explain why sinew is better than fiber for rope-making.
 - C. The author uses description to show why fiber was a good material to use for rope.
 - D. The author uses compare and contrast to explain the differences between fiber and rope.
14. How do the headings help the reader understand the passage?
- A. The headings provide the key terms used in the passage.
 - B. The headings provide the main idea of each section of the passage.
 - C. The headings organize the events of the passage in order.
 - D. The headings provide details about the people discussed in the passage.

15. This question has two parts. Answer part A, and then answer part B.

Part A

What is the main idea of the passage?

- A. Native Americans traveled around the country.
- B. Native Americans knew different ways to find food and water.
- C. Native Americans had many practical uses for plants.
- D. Native Americans depended on nature to make everything they needed.

Part B

Which detail from the passage BEST supports the answer in part A?

- A. While living in the area that is now the United States, they made their homes and clothing from what the earth supplied.
- B. Other tribes, such as the Apache, moved often in search of food.
- C. They could then sew the leather into tipi coverings, clothing, or moccasins.
- D. A fistful of dry grass could mop up morning dew from rocks and plants.

16. What is the author’s purpose for writing “Living Off the Earth”?

- A. to entertain with a story about the tools Native Americans used
- B. to compare how different Native American tribes created clothing
- C. to persuade readers to use objects from nature like Native Americans did
- D. to inform about the Native American way of life many years ago

17. Why was the drawing included in the passage?

- A. It supports information in **Tool Time** by showing an example of how Native Americans made their own farming tools.
- B. It helps show the meaning of a word used in **Shelters and Clothing**.
- C. It supports information in **Plenty of Plants** by showing how plants were moved.
- D. It helps show how to make an object as explained in **Tying Things Up**.

18. The author of “Living Off the Earth” states that “The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.” Explain how the author supports this claim throughout the passage. Write a well-organized, structured response using specific evidence from the passage to support your answer.

**Writer’s Checklist for the
Text-Dependent Analysis Question**

PLAN before you write

- Read the prompt carefully.
- Read the text(s) carefully.
- Think about how the prompt relates to the text(s).
- Organize your ideas on scratch paper. You may use a thought map, outline, or other prewriting activity to plan your response.

FOCUS while you write

- Analyze the information from the text(s) as you write.
- Use relevant and accurate evidence from the text(s) to support your response.
- Organize your response with an introduction, body, and conclusion.

PROOFREAD after you write

- I wrote my final draft in the response box.
- I wrote my response in English.
- I stayed focused on answering the question.
- I used/cited evidence from the text(s) to support my response.
- I corrected errors in capitalization, spelling, sentence structure, punctuation, and word choice.

**Grade 4
ELA Practice Test
Answer Key**

1.	C
2.	B
3.	Part A: B Part B: D
4.	B
5.	1. b, 2. a, 3. c, 4. d
6.	C
7.	Part A: A Part B: E
8.	C
9.	A
10.	C
11.	C,D
12.	C
13.	C
14.	B
15.	Part A: D Part B: A
16.	D
17.	B
18.	refer to TDA rubric

Grade 4
English Language Arts Practice Test

Copyright © 2016 by the Nebraska Department of Education. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.