



Nebraska State Accountability

Grade 3 English Language Arts Practice Test

Name:

Directions:

On the following pages of your test booklet are passages and questions for the Grade 3 *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 3 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. This question has two parts. Answer part A, and then answer part B.

Read the paragraph.

I like many kinds of pets, but I think dogs are the best. Dogs can learn to obey when their owners say, “Sit,” or “Come.” Dogs wag their tails or bark when they are excited. They are easy to feed because they seem to like almost everything. Dogs need to go for walks, and walks are good exercise for dog owners.

Part A

Which sentence BEST concludes the paragraph?

- A. Cats are good pets too.
- B. All in all, dogs are the best pets.
- C. Some dogs shed lots of fur in the spring.
- D. In the end, every pet is someone’s favorite.

Part B

Why is your choice in part A the BEST choice?

- A. It is a fact.
- B. It restates the opinion.
- C. It states another opinion.
- D. It gives a fact that supports the opinion.

2. Jen is taking notes for a paragraph about how to make orange juice.

Select the **three** notes that BEST support the topic. Select **three**.

- A. tastes good
- B. has vitamin C
- C. need a pitcher
- D. use cold water
- E. stir with a spoon
- F. made from citrus fruit

3. A student is writing a research report about trees. Read the sentences from the student's report and the directions that follow.

Trees are important, and we should plant more of them. Trees give people and animals food. Apples, peaches, nuts, and other foods grow on trees. Trees can give shade in hot weather. They help an area stay cool, so less electricity is used. Not only are trees useful, but they are beautiful. If you are able to help plant a tree, you should do it.

The student took additional notes about trees. Choose **two** notes that support the student's opinion. Choose **two**.

- A. Trees take many years to grow tall.
- B. Trees provide a place for animals to live.
- C. The trunk of a tree is protected by its bark.
- D. Trees put oxygen in the air for us to breathe.
- E. Many kinds of trees grow in parks around our country.
- F. You should give a tree plenty of water after planting it.

Luke's Paper Crane

Luke sat down and opened his reading book. A folded paper crane fell out. Luke picked it up and held it in his hand. His *ojiichan* (grandfather) had made it for him when he came to visit from Japan. Ojiichan had taken the paper wrapped around a pair of wooden chopsticks that he used to eat meals and folded it into a crane. He was always making things out of pieces of paper. Luke missed his grandfather.

He held up his grandfather's gift. The crane had been flattened between the pages of his book, so Luke gently pulled to straighten its neck. As he folded down its wings, his friend Brian noticed.

"Luke, what's that?" Brian asked.

"It's something my grandfather made me," he said, showing it to Brian. Now all the kids in the class wanted to see it too.

"Luke, what do you have that's more interesting than reading?" his teacher, Mr. Cruz, asked.

"Sorry," Luke said, putting his paper crane away. When Mr. Cruz returned to his desk, Luke took another peek at his paper crane.

"Luke," Mr. Cruz said, "may I please have that? You may have it back after school."

8 Luke could hardly wait for the school day to end. When it was finally over, he sped like a racecar up to Mr. Cruz's desk. "Mr. Cruz, may I have my paper crane back?"

"Of course, Luke," Mr. Cruz said, smiling. He opened his drawer and took out the paper crane. "I just hope next time you will pay more attention in class."

"Yes, Mr. Cruz," Luke said. Then he gently flattened the paper crane and carefully tucked it between the pages of his books.

"Did you make that crane, Luke?" his teacher asked. "It's very nice."

"No, my grandfather made it for me," Luke said proudly. "It reminds me of him, so I like to keep it with me."

"Ah, yes, Luke," Mr. Cruz said. "I understand. I also have one of those specially folded birds made by my grandfather. He could make all kinds of paper animals."

"Did your grandfather grow up in Japan, like mine, Mr. Cruz?" Luke asked.

"Oh, no," he said, laughing. "My grandfather grew up in Spain. A long time ago, the Spanish learned how to fold paper animals from the Japanese. In Spanish, we call a paper crane a *pajarita*. My grandfather folded paper animals his whole life. I always think of him when I make one myself."

"He sounds just like my grandfather," Luke said, smiling and tucking his paper crane into his book.

The next day, Luke opened his book in class. His paper crane was missing! He looked under the table and in his desk.

Luke was so upset. He couldn't wait until he could look for it after class. When all the kids had gone out to recess, Luke stayed behind.

"Luke, aren't you going to go outside?" Mr. Cruz asked.

"I've lost my grandfather's paper crane," he said, trying not to show he was upset.

"Oh, Luke," Mr. Cruz said, feeling bad, "let me help you look for it." Mr. Cruz and Luke looked all over the classroom but couldn't find it.

"Would it help to make one yourself?" Mr. Cruz asked Luke.

"No," he said, shaking his head. "I never learned how to make one from my grandfather."

"Would you like to learn, Luke?" Mr. Cruz asked. "I can teach you."

"Could you?" Luke asked excitedly. "I would really like to send one to my grandfather."

"Of course, Luke." Mr. Cruz reached into his desk. He took out several pairs of wooden chopsticks wrapped in paper.

Luke's eyes grew wide. He was so happy. "Thank you, Mr. Cruz!" he said, smiling at his teacher.

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

Part A

What is the meaning of the word **crane** as it is used in the story?

- A. tool
- B. bird
- C. paper
- D. present

Part B

Which sentence from the story supports the answer in part A?

- A. He was always making things out of pieces of paper.
 - B. As he folded down its wings, his friend Brian noticed.
 - C. “It’s something my grandfather made me.”
 - D. “Luke, what do you have that is more interesting than reading?”
5. In paragraph 8, how does the author use a literary device?
- A. The author uses a simile to show how quickly Luke moved.
 - B. The author uses personification to compare Luke’s speed to a racecar.
 - C. The author uses an idiom to explain why Luke wanted the school day to end.
 - D. The author uses onomatopoeia to describe the sound Luke’s feet make as he moves.

6. Choose **two** sentences from the story that BEST show the paper crane is important to Luke. Choose **two**.
- A. "I just hope next time you will pay more attention in class."
 - B. "Yes, Mr. Cruz," Luke said.
 - C. Then he gently flattened the paper crane and carefully tucked it back between the pages of his book.
 - D. "Did you make that crane, Luke?" his teacher asked. "It's very nice."
 - E. "No, my grandfather made it for me," Luke said proudly.
7. Which detail from the story BEST shows that Mr. Cruz is an understanding person?
- A. He wants all students in the class to finish their work.
 - B. He helps a student who has lost a special paper crane.
 - C. He knows how people in different countries learned to fold paper.
 - D. He can create a paper crane using the paper that is wrapped around chopsticks.
8. Which comparison between cultures is made in the story?
- A. languages
 - B. school
 - C. friends
 - D. artwork
9. What is the author's purpose for writing "Luke's Paper Crane"?
- A. to persuade the reader to visit a different country
 - B. to explain to the reader how to fold a paper crane
 - C. to entertain the reader by telling about a child's paper crane
 - D. to inform the reader about a grandfather's life in a different country

10. What is the BEST summary of the story?
- A. Luke shows his friend a paper crane that his grandfather made him. Luke's teacher takes the paper crane because Luke is supposed to be reading. The paper crane gets lost and Luke is upset.
 - B. Luke has a special paper crane that his grandfather made for him. He takes the paper crane to school and loses it. His teacher helps him look for it at recess. When they cannot find the paper crane, Luke's teacher offers to teach him how to make a new one.
 - C. Luke takes a paper crane to school. His grandfather made it for him. His teacher takes the paper crane. All of the kids in Luke's class want to see the paper crane and it gets lost. Luke is upset that he lost the paper crane. It reminds him of his grandfather who lives in Japan.
 - D. Luke misses his grandfather who lives in Japan. Luke carries a paper crane with him to remind him of his grandfather. Luke would like to learn how to fold a paper crane so he can send one to his grandfather. Luke's teacher knows how to make a paper crane and offers to teach Luke how to make one.

The next two passages are paired. Read the first passage and then read the second passage.

Safe Slumber

Sleep is one of the most important things people do. It allows our bodies to heal themselves. Sleep also allows our bodies to rest. Without sleep, even simple jobs can be difficult. Other animals need sleep too!

A big problem for animals that live in the wild is staying safe while they sleep. Animals take care of this problem in different ways. Many animals hide themselves. Others have special ways of protecting themselves while they sleep.

A Safe Sleeping Bag

Parrotfish live among coral reefs in oceans. Finding a safe place to sleep at night can be tricky because many predators are active at night, like moray eels. At night, parrotfish usually sleep close to the rock in sheltered places like cracks. Some parrotfish go one step further to protect themselves by making a slime layer that covers their whole bodies. This covering acts like a sleeping bag and can provide a barrier that helps keep the parrotfish safe.

Set the Alarm

- 4 Anolis lizards live in many areas including tropical rain forests. They often sleep on leaves at the end of long branches. A leaf might seem like a strange bed, but it works like an alarm to keep the lizard safe. If a hungry snake wiggles a branch, the lizard wakes up and leaps to safety.

Building a Bed

Chimpanzees take their sleep very seriously. They want a comfortable bed that will allow them to have a good night's sleep. Scientists believe that chimpanzees carefully choose a tree that is strong. In this tree they build a nest. The nest is built using branches and leaves. Each day a chimpanzee builds itself a new, comfortable bed to sleep in.

Sleeping on the Job

Bottle-nosed dolphins have a special problem. They need to sleep, but they have to be on the ocean's surface to breathe. They also need to watch over their young so that nothing will harm them. What do they do? While half of the dolphin's brain sleeps, the other half stays awake. This allows a dolphin to rest while slowly swimming along, breathing at the surface and watching over its young. After a couple of hours, the sleeping half of the dolphin's brain wakes up while the other half **snoozes**.

The most amazing sleep belongs to a seabird called the sooty tern. Sooty terns nest on islands. When they are not nesting, they live for many years in the sky and on the surface of the sea. When and where can they sleep? Scientists believe that the sooty terns are able to sleep while they are flying. This allows them to rest while staying out of the reach of predators.

Scientists still have a lot to learn about sleep. One thing is sure, though: most animals need sleep to stay healthy. Remember that the next time you want to stay up late.

Now read the second passage.

Where Do Animals Sleep?

Many people sleep snugly in their beds. But where do the animals that live in the wild sleep? Many wild animals sleep in the same area that they spend their days. Their habitats, or places where the animals live, are where animals are most safe.

Animals That Sleep in Trees

Sleeping in a tree can help to keep an animal safe. High up in the treetop, many animals are able to keep a distance from their enemies. It is not surprising that many birds choose to sleep in trees. Some hide in holes. Others find a branch to rest on.

Other animals sleep in trees too. Many chimpanzees build nests out of branches and vines in the trees. Each night a chimpanzee will build itself a new nest. Some kinds of squirrels also sleep in trees. Their nests are often made of leaves.

Animals That Sleep Upside Down

Some animals sleep upside down. Sloths hold on by their toes or claws and hang upside down from tree branches. Hanging upside down helps the sloth hide from predators.

Bats sleep hanging upside down too. They sleep inside caves, trees, or even barns or attics. By hanging upside down, bats are ready to take flight if they are in danger.

Insects That Sleep on Flowers or Plants

Some animals use their colors to blend in. This way, they cannot be seen while they sleep. Some butterflies sleep on flowers. Some bees sleep inside flowers or under leaves. These two insects blend in with flowers very well.

Animals That Sleep in the Water

Some birds that live in or near water will sleep standing in the water. It is believed that sleeping on their feet allows these birds to take off quickly if they are in any danger. When birds sleep with only their feet in the water, it may help them to look like sticks in the water. This tricks predators into thinking they are sticks and not something the predators would like to eat.

Fishes sleep in many different ways. Some rest on the lake or sea bottom, and some bury themselves in the sand or mud. This way of sleeping also works as a disguise. It can help fishes to hide from their enemies. Fishes sleep with their eyes open because they have no eyelids.

Fishes and mammals, insects and birds—each creature on the planet has its own special place to sleep. Sweet dreams!

How Much Sleep Do Animals Need Each Day?

| | | | | | |
|--|--|---|--|---|--|
|  giraffe |  bottle-nosed dolphin |  chimpanzee |  sloth |  squirrel |  brown bat |
| about 2 hours | about 10 hours | about 10 hours | about 14 hours | about 15 hours | about 20 hours |

11. How is the information organized in paragraph 4 of “Safe Slumber”?
- Description is used to show what a special type of lizard looks like.
 - Sequence is used to explain one lizard’s process for going to sleep.
 - Cause and effect is used to explain what can happen when a lizard sleeps on a leaf.
 - Compare and contrast is used to show how a lizard’s sleep is different than other animals.
12. Based on the suffix **-able**, what is the meaning of **comfortable**?
- produces comfort
 - has the most comfort
 - without comfort
 - one who can comfort
13. Which word is a synonym for **snoozes** as used in “Safe Slumber”?
- swims
 - slows
 - stays
 - sleeps

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

Part A

What is the main idea of “Where Do Animals Sleep”?

- A. Animals sleep just like people.
- B. Animals sleep where they can stay safe.
- C. Animals that sleep in trees build nests.
- D. Animals can trick predators by blending in.

Part B

Select **two** details that support the main idea. Select **two**.

- A. Many people sleep snugly in their beds.
- B. High up in the treetop, many animals are able to keep a distance from their enemies.
- C. Each night a chimpanzee will build itself a new nest.
- D. Hanging upside down helps the sloth hide from predators.
- E. Fishes sleep with their eyes open because they have no eyelids.

15. Based on the chart in “Where Do Animals Sleep,” which animals need the same amount of sleep each day?

- A. bottle-nosed dolphin and chimpanzee
- B. bottle-nosed dolphin and squirrel
- C. sloth and chimpanzee
- D. sloth and squirrel

16. Choose whether each idea is supported by information in “Safe Slumber,” “Where Do Animals Sleep,” or BOTH passages. Record the answers on the answer document.

| | 1. “Safe Slumber” | 2. “Where Do Animals Sleep” | 3. BOTH |
|---|-------------------|-----------------------------|---------|
| a. Some insects have special ways of blending in. | | | |
| b. Sooty terns are able to sleep while flying. | | | |
| c. Chimpanzees build nests in trees. | | | |

17. What makes BOTH passages nonfiction?

- A. Both passages teach important lessons.
- B. Both passages are written using paragraphs.
- C. Both passages include facts about animal sleep.
- D. Both passages tell a story about sleeping animals.

18. Both “Safe Slumber” and “Where Do Animals Sleep” tell about ways that different animals sleep. Explain why animals sleep in different ways. Write a well-organized, structured response using specific evidence from BOTH passages 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 3
ELA Practice Test
Answer Key**

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

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