



# Nebraska State Assessment

Grade 4

English Language Arts

Released Passage

Name:



**Directions:**

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

Read these directions carefully before beginning the test.

This test will include several different types of questions. 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.

## One Lucky Fish

When I was nine years old, I had a pet fish that I named Fin. After months of saving and not buying myself any treats, I had finally set aside enough money to purchase Fin from the pet store. I also splurged on a really cool tank and decorations for Fin's home. I carpeted the floor of the tank in colorful pebbles and stuck a "No Fishing" statue in the corner. Fin also had a castle with windows and a door he could swim through. I was so happy when my dad said I could keep Fin's tank in my room. Sometimes, I would draw pictures of other fish and ocean scenes and tape them to the side of the tank so my aquatic roommate wouldn't get lonely while I was at school.

It was so much fun to share a room with Fin. However, after I'd had Fin for about a month, I noticed that the tank was collecting a greenish film of scum around the glass and it was starting to smell. My dad asked me to bring the unit into the kitchen so he could teach me how to clean it. He wanted to make sure I knew what to do so that Fin wouldn't get hurt.

First, my dad had me reach carefully into the tank and remove the castle and statue. When I took my hand out of the water, I noticed that the water was a lot dirtier than I had previously realized. Wow, that water sure smelled like rotting garbage!

"That's disgusting!" I said. "Let's hurry up and get rid of this stinky water, Dad!"

"Not so fast, Greg," Dad said. "We need to save a little of the old water, because Fin needs a place to stay while we clean the tank."

"Why can't we just put him straight into some fresh water?" I asked.

"Regular water from the sink can be harmful to fish," Dad explained. "That means that we can't put Fin into fresh water right away. Instead, we need to put him in a cup with some of the dirty water for a little while. While he's waiting, we'll scrub and rinse the whole tank and fill it up with new water."

Then dad showed me a bottle of some special drops that we would add to the new water in the tank to make it safe for Fin. Once the drops were in the new water, Fin would be able to go home to a clean tank.

All of that seemed easy enough. In fact, I was starting to consider myself to be a fish expert. I figured that the next time, I'd be able to clean the tank all by myself.

When it was time to take Fin out of the dirty water, I held a cup over the sink while Dad coaxed Fin out of his tank. Fin made his way toward the edge of the cup. But in the blink of an eye, he suddenly jumped out of the stream of water. He missed the cup completely and went straight down the drain!

I was horrified. “Fin!” I yelled. “Dad, we have to help him!”

- 12 Dad gasped and quickly stuck his hand down the drain. It seemed like hours, but it was probably only seconds until Dad pulled his hand back out. Thankfully, Fin was safe within Dad’s grasp. He flopped about wildly as Dad placed him back inside the cup.

“Wow,” Dad said as he let out a sigh of relief. “That was a close one, Greg. Next time, we’ll be sure to plug the drain, okay?”

I was still in shock but managed a slow nod of agreement.

Fin was one lucky fish. He’d been through a terrible experience, but he had survived! He’s had a peaceful life ever since and is still swimming happily around his tank today. Plus, Dad and I learned an important lesson from what happened to Fin. Even when we think we have taken all the right precautions, it can’t hurt to be extra careful!

1. In paragraph 12, what is the meaning of the hyperbole?
  - A. Greg thinks that a second equals an hour.
  - B. Greg works for a long time to save the fish.
  - C. Greg feels like time is going very slowly.
  - D. Greg knows there are many seconds in an hour.

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

**Part A**

Based on the story, which inference can be made about Greg?

- A. This is the first pet Greg has ever owned.
- B. Greg wishes he had chosen a different kind of pet.
- C. Taking good care of a pet is not easy for Greg.
- D. Greg feels more confident in his ability to care for his pet.

**Part B**

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

- A. It was so much fun to share a room with Fin.
- B. However, after I'd had Fin for about a month, I noticed that the tank was collecting a greenish film of scum around the glass and it was starting to smell.
- C. My dad asked me to bring the unit into the kitchen so he could teach me how to clean it.
- D. I was starting to consider myself to be a fish expert.

3. Which sentence from the story BEST supports the inference that Dad is a knowledgeable pet owner?
- A. “Regular water from the sink can be harmful to fish,” Dad explained.
  - B. “While he’s waiting, we’ll scrub and rinse the whole tank and fill it up with new water.”
  - C. Dad gasped and quickly stuck his hand down the drain.
  - D. Thankfully, Fin was safe within Dad’s grasp.
4. In the word **precautions**, how does adding the prefix **pre-** change the meaning of the word?
- A. It makes the word mean the best kind of care.
  - B. It makes the word mean the wrong kind of care.
  - C. It makes the word mean to take care in advance.
  - D. It makes the word mean the opposite of to take care.

5. Summarize “One Lucky Fish” by placing the five main events from the story into the correct order in the summary box.

**Summary of “One Lucky Fish”**

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|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

- A. Greg and Dad put Fin into a cup of water.
- B. Fin jumps and falls in the drain.
- C. Dad asks Greg to remove the castle and statue from the tank.
- D. Dad grabs Fin and puts him back in the cup.
- E. Greg and Dad put drops in the fresh water.
- F. Greg notices the tank is dirty.
- G. Fin’s tank has a floor of colorful pebbles.



6. From which point of view is the story told?
- A. first person through a fish
  - B. first person through a boy
  - C. third person through a narrator
  - D. third person through a father
7. Based on the story, which sentence reflects the author’s beliefs?
- A. Taking good care of a pet is an important responsibility.
  - B. The whole family should take part in caring for a pet.
  - C. It is important that a pet is given plenty of attention.
  - D. Owning a pet can teach a family to work together.
8. How does the reader know “One Lucky Fish” is realistic fiction rather than a fable?
- A. The main character in the story is an animal.
  - B. The events and the setting of the story are believable.
  - C. The story has a clear theme with an important message.
  - D. The characters and the problem show how something was discovered.

9. The theme of “One Lucky Fish” is the importance of Greg’s relationship with his fish, Fin. Explain how key details in the story support this theme. Write a well-organized response using specific evidence from the story to support your answer.

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

**PLAN** before you write

- I read the task carefully.
- I read the text(s) carefully.
- I thought about how the task connects to the text(s).
- I organized my ideas on scratch paper.

**FOCUS** while you write

- I responded to all parts of the task.
- I analyzed the information from the text(s) in my response.
- I chose relevant and accurate evidence from the text(s) to support my response.
- I organized my response with an introduction, body, and conclusion.

**REVISE** after you write

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

Paper for Test Dependent Analysis. You may use only the pages in the booklet.

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**Paper for Test Dependent Analysis. You may use only the pages in the booklet.**

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**Paper for Test Dependent Analysis. You may use only the pages in the booklet.**

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**Grade 4  
ELA Practice Test  
Answer Key**

<b>1.</b>	<b>C</b>
<b>2.</b>	<b>D, D</b>
<b>3.</b>	<b>A</b>
<b>4.</b>	<b>C</b>
<b>5.</b>	<b>1. F, 2. C, 3. A, 4. B, 5. D</b>
<b>6.</b>	<b>B</b>
<b>7.</b>	<b>A</b>
<b>8.</b>	<b>B</b>
<b>9.</b>	<b>refer to TDA rubric</b>

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