

Nebraska NSCAS Grade 3 English Language Arts Practice

Exam Materials
Pages 2 - 17

Answer Key Materials
Page 18

2021-2022



NSCAS NEBRASKA STUDENT-CENTERED
ASSESSMENT SYSTEM

Grade 3 - Item Type Sampler
English Language Arts

Directions:

On the following pages of your booklet are passages and questions for the Grade 3 *Nebraska Student-Centered Assessment System English Language Arts (NSCAS-ELA)* Item Type Sampler.

Read these directions carefully before beginning this item type sampler.

This item type sampler will include several different types of questions. Some questions are based on one or two passages. Multiple choice questions will ask you to select an answer from among four choices. Multiple select questions will ask you to select multiple correct answers from among five or more answer choices. For some questions, there may be two parts, Part A and Part B, where each part has a multiple choice or multiple select question.

For all questions:

- Read each question carefully and choose the best answer.
- You may use scratch paper to make notes.
- Be sure to answer ALL the questions.

When you come to the word STOP, you have finished the Grade 3 NSCAS Growth English Language Arts Item Type Sampler.

ENGLISH LANGUAGE ARTS - ITEM TYPE SAMPLER

The item on this page is not passage-based.

★ 1. Read the sentence.

The boy **ate** the juicy apple slowly.

Which word BEST replaces **ate** to make the sentence more descriptive?

A. chomped

B. gobbled

C. gulped

D. nibbled

The item on this page is not passage-based.

- ★ 2. This question has two parts. Answer Part A, and then answer Part B.

Part A

Read the paragraph.

[1] It was the day of the solar eclipse. [2] I made sure I had my special solar glasses on before I looked up in the sky. [3] I looked around the sky to find the sun. [4] I finally saw it. [5] It was so small! [6] The sun was a dark pumpkin-orange color. [7] It looked as if part of the sun was missing. [8] I had never seen anything like it!

What is the BEST concluding sentence for the paragraph?

- A. It began to get darker outside.
- B. I felt very excited as I watched the eclipse.
- C. I'll never forget this once-in-a-lifetime eclipse.
- D. I kept the solar glasses pushed tight to my face.

Part B

Why is your answer in Part A the BEST choice?

- A. It states a fact about eclipses.
- B. It describes what the writer is doing.
- C. It shares the writer's feelings about the eclipse.
- D. It describes the setting of the eclipse experience.

ENGLISH LANGUAGE ARTS - ITEM TYPE SAMPLER

The items on this page are not passage-based.

★ 3. Read the paragraph.

[1] It was the day of the solar eclipse. [2] I made sure I had my special solar glasses on before I looked up in the sky. [3] I **looked** around in the sky to find the sun. [4] I finally saw it. [5] It was so small! [6] The sun was a dark pumpkin-orange color. [7] It looked as if part of the sun was missing. [8] I had never seen anything like it!

The author wants to use a better word than **looked** in sentence 3. Which word BEST replaces **looked**?

- A. peered
- B. saw
- C. viewed
- D. watched

★ 4. Read the sentences.

[1] Jodi packed his small bag. [2] He picked up his piggy bank and shook out the coins. [3] He didn't want to go to his grandma's for the whole summer. [4] He wished he could just stay home and play with his dog. [5] "Grandma is really planning on you coming," Mama said. [6] "She has many fun things planned." [7] Jodi looked back at the house. [8] He was going to miss the blue shutters and green grass.

Based on the sentences, which reader's opinion can be supported?

- A. Jodi enjoys taking trips.
- B. Jodi wants to get a dog.
- C. Jodi likes being at home.
- D. Jodi misses his grandma.

The Eastern Mail

- 1 For a long time Teddy had wanted a cart, and when his seventh birthday came, there by the back door stood the “Eastern Mail” with a birthday letter from grandpa on the seat:
- 2 “Dear Teddy,” it said, “I know you’ve wanted a cart for a long time so I hope you will like my birthday present. Have a good time with it, and give somebody else a good time with it, too.”
- 3 “Your loving Grandpa.”
- 4 Teddy played nearly all day with his new present, and for a week he cared for very little else. One day he raced up the walk, dragging his cart behind him, and dropped down on the piazza steps near where mother was sitting.
- 5 “That’s a dandy cart, mother,” he exclaimed. “Jack Hoyt says it’s the best one on the street. It’s awfully strong, and it can go just as fast as anything. I tell you grandpa got a great bargain when he got the Eastern Mail.”
- 6 “Then you’re doing just what grandpa wrote you to do with the cart?” mother asked.
- 7 “What’s that? Have a good time with it?” Teddy answered. “I guess I am. I just wish grandpa could see how many miles that cart goes a day.”
- 8 “But grandpa wanted you to do something else with it, too,” mother added. “Do you remember about that?”
- 9 “No, I don’t,” Teddy replied slowly. Then after a minute’s thought he exclaimed, “Oh! He said to give somebody else a good time, too, didn’t he, mother?”
- 10 Mother nodded.
- 11 “But I don’t see how I can give anybody else a good time with it except Mary and Ned, for all the boys have either a cart or a bicycle or something, so they don’t care about playing with mine.”
- 12 “Well, dear, keep watch and see what else you can do. There may be some chances to make somebody else happy. Will you take this jelly over to old Mrs. Atwood, now? She’s been sick again.”
- 13 Teddy started off with the jelly, and in half an hour he came rushing back with his face **beaming**.
- 14 “Oh, mother,” he called. “Mrs. Atwood says that Mrs. Carter will give her a stove for her sitting room, but she thinks it’s going to cost a lot to get it moved. It’s only a little one, and do you s’pose I could take it over from Mrs. Carter’s in my cart?”

ENGLISH LANGUAGE ARTS - ITEM TYPE SAMPLER

- 15 “I’m sure you could, if it’s not very big,” mother answered heartily. “I guess Mrs. Carter’s son would lift it in for you, and we could find some man to get it out at Mrs. Atwood’s.”
- 16 Teddy ran to the cellar for the Eastern Mail and in a few minutes it was rattling down the street towards Mrs. Carter’s.
- 17 “I’ve come to move that stove over to Mrs. Atwood’s,” he explained **politely**, when Mrs. Carter opened the door.
- 18 “Do you think it will go in your cart?” the lady asked in surprise. “Wait just a minute, and I’ll get my son to see if he thinks it can go in that way.”
- 19 Rob Carter was as sure as Teddy himself, and in a little while the stove was aboard, and Teddy was carefully drawing the Eastern Mail to Mrs. Atwood’s, and Rob Carter went along to steady the stove and lift it out when they got there.
- 20 “I can’t thank you enough,” Mrs. Atwood said when the stove was in place. “It’s helped me a lot to get the stove brought over.”
- 21 And as the Eastern Mail turned toward home she slipped a couple of lovely cookies into its owner’s hand.

(“The Eastern Mail” by May G. Moorar)

5. What does the word **beaming** mean in paragraph 13?
- A. boasting
 - B. calming
 - C. flaming
 - D. glowing
6. Which word is a synonym of the word **politely** in paragraph 17?
- A. boldly
 - B. carefully
 - C. excitedly
 - D. nicely

7. Who is the MAIN character in the story?

- A. Grandpa
- B. Mother
- C. Ned
- D. Teddy

8. This question has two parts. Answer Part A, and then answer Part B.

Part A

Read these words from paragraph 5.

“ . . . it can go just as fast as anything.”

Which type of figurative language is this?

- A. alliteration
- B. hyperbole
- C. onomatopoeia
- D. rhythm

Part B

Why did the author MOST LIKELY choose to use this figurative language?

- A. to use words that sound alike
- B. to create a pattern with sounds
- C. to illustrate a character's excitement
- D. to make the words seem like a song

9. Read this statement inspired by the story.

It is important to use what we have to help others.

Which **two** details from the story BEST support this statement? Select **two**.

- A. For a long time Teddy had wanted a cart, . . .
- B. “. . . all the boys have either a cart or a bicycle or something, . . .”
- C. Teddy played nearly all day with his new present, and for a week he cared for very little else.
- D. “Have a good time with it, and give somebody else a good time with it, too.”
- E. “There may be some chances to make somebody else happy.”

10. Why did the author write this story?

- A. to inform the reader about the proper way to move stoves
- B. to persuade the reader to spend more time visiting neighbors
- C. to entertain the reader with a story about a special gift received by a young boy
- D. to explain to the reader that children can be more helpful around the neighborhood

11. This question has two parts. Answer Part A, and then answer Part B.

Part A

Which word BEST describes Teddy's mother?

- A. forgetful
- B. helpful
- C. quiet
- D. strong

Part B

Which paragraph BEST supports this description of Teddy's mother?

- A. paragraph 4
- B. paragraph 5
- C. paragraph 8
- D. paragraph 14

12. Which sentence is TRUE about this story?

- A. The story takes place in the future.
- B. The climax takes place in paragraph 8.
- C. It is written from the first-person point of view.
- D. It is written from the third-person point of view.

ENGLISH LANGUAGE ARTS - ITEM TYPE SAMPLER

13. In paragraph 12, why does the author MOST LIKELY use the phrase “keep watch”?

- A. The author wants to show that Teddy’s mother believes Teddy does not pay attention to time.
- B. The author wants to show that Teddy’s mother believes most people should wear watches.
- C. The author wants to show that Teddy’s mother believes Teddy is running late to help the neighbors.
- D. The author wants to show that Teddy’s mother believes Teddy can help people if he notices what happens in his neighborhood.

Let's Go Fly a Kite!

- 1 Many people look forward to afternoons when the wind is just right. Tree leaves rustle, grass sways, and flags flap in the breeze. This is ideal weather for kite flying. People who fly kites can enjoy fresh air, exercise, and fun. Kite flying also offers another surprise—an opportunity to take part in an experience that has been happening for thousands of years in many parts of the world.

The History of Kites

- 2 Kites have been around for more than 2,000 years! The first kites were most likely flown in China. One legend describes a Chinese farmer who tied a string to his hat on a windy day. When his hat blew up into the air, the first kite was created.
- 3 Over time, people in different countries started to fly kites. Many kites had special purposes. Some gave signals so armies knew where to march. Others dropped bait into the water so fishermen could catch more fish.
- 4 Later, kites became popular as children's toys. However, kites still did some important jobs! Many years ago, a weather scientist used a kite to carry a thermometer 3,000 feet into the sky. This way, the scientist could measure the temperature there. Benjamin Franklin used a kite to discover that lightning was an example of electricity. Space scientists also used kites to find spacecrafts that had returned to Earth.

Serious Fun

- 5 Today, people enjoy flying kites for fun. Kite contests are also very popular. For some contests, people try to build the most interesting kites. For others, people try to fly kites high and far. Sometimes the kite flyer tries to make the kite do tricks in the air. The best kites and flyers compete in world championships.
- 6 Some kites that have won contests have unusual shapes. They may look like a dragonfly, a spaceship, or a bee. Often, kites are covered with beautiful colors and pictures.

How Kites Fly

- 7 One of the reasons kites can fly is that they are lightweight. This helps them get off the ground. Kites must also be sturdy. They need to keep their shape even when the wind is blowing strong.
- 8 A kite that has a tail flies better. This tail adds weight to the kite. When the wind blows, it blows the tail. This makes the kite point toward the wind and stay in the air. Without a tail, the kite might spin and roll.

- 9 Of course, a kite must have a string. The person who flies the kite holds tightly to it. Without the string, the kite would blow away. The string can also help the flyer to get the kite into the air. If there is not much wind, the flyer can hold onto the string and run. The wind caused by running pushes the kite into the air. Before long, the kite will be flying high in the sky! The string also helps the flyer control the path the kite flies.

How to Fly a Kite

- 10 Flying a kite by yourself is possible, but may be easier with two people. One person is the launcher and holds the kite. The other person is the flyer and holds the ball of string and flies the kite.
- 11 The flyer needs to stand with his back to the wind. The launcher holds the kite out in front of the flyer facing the wind. The flyer begins to slowly run away from the kite, unrolling a long length of string. As the flyer runs from the launcher, he needs make sure that there are no obstacles in the way. Things such as trees, power lines, streetlights, and other objects can be **dangerous** when flying a kite.
- 12 Once the flyer is away from the launcher and has unrolled enough string, he makes sure that the string is stretched out snug, but not too tight. When the flyer is ready, he needs to signal to the launcher. Then, the launcher casts the kite into the air, but does not throw it. As the kite moves up, the wind takes hold of it. The flyer needs to let out more string.
- 13 The flyer needs to pay attention to the direction of the wind. If the wind changes direction, he will need to **steer** the kite so that it stays up in the air. To lower the kite, the flyer just needs to pull on the string. To steer the kite, the flyer needs to pull the string in the direction he wants the kite to go. If the kite falls to the ground, simply pick it up and try again.
- 14 Flying a kite can be frustrating at first, but don't give up. Once you get the hang of it, kite flying will provide you with hours of fun and entertainment!

14. How is the information organized under the heading **How to Fly a Kite**?

- A. Cause and effect is used to explain what happens when you have no launcher.
- B. Compare and contrast is used to explain how the launcher and the flyer are the same.
- C. Description is used to provide an image of kites.
- D. Sequence is used to explain the steps to get the kite in the air.

15. Based on the suffix **-ous**, what is the meaning of the word **dangerous**?

- A. full of danger
- B. without danger
- C. a person who is in danger
- D. danger that has already passed

16. Use **this sentence from the story to answer the question.**

“Tree leaves rustle, grass sways, and flags flap in the breeze.”

Which type of figurative language is used in the sentence?

- A. hyperbole
- B. idiom
- C. imagery
- D. simile

17. This question has two parts. Answer Part A, and then answer Part B.

Part A

What is the meaning of the word **steer** as it is used in the passage?

- A. avoid
- B. build
- C. follow
- D. guide

Part B

Which sentence from the passage supports the answer in Part A?

- A. One of the reasons kites can fly is that they are lightweight.
- B. Sometimes the kite flyer tries to make the kite do tricks in the air.
- C. . . . the flyer needs to pull the string in the direction he wants the kite to go.
- D. When his hat blew up into the air, the first kite was created.

18. Which **two** ideas from the passage show how kites have been used to help people?
Select **two**.

- A. Kites were used as children's toys.
- B. People entered kites in competitions.
- C. Kites were used to find the temperature.
- D. Kites have been around for over 2,000 years.
- E. Kites signaled armies to know where to march.

19. What makes this passage an informational text?

- A. It provides facts about kites.
- B. It is written using paragraphs.
- C. It teaches an important lesson.
- D. It tells a story about a girl flying a kite.

20. How do the headings help the reader understand the passage?

- A. The headings organize the events of the passage in order.
- B. The headings provide the key terms used in the passage.
- C. The headings provide the main idea of each section of the passage.
- D. The headings provide details about the activities discussed in the passage.

**NSCAS Growth Grade 3
Item Type Sampler Answer Key
English Language Arts**



Sequence	Key	Points
1.	D	1
2.	Part A: C Part B: C	2
	Part A Only	1
3.	A	1
4.	C	1
5.	D	1
6.	D	1
7.	D	1
8.	Part A: B Part B: C	2
	Part A Only	1
9.	D, E	2
	D or E	1
10.	C, D, E	2
	Any two of the three answers correct	1
11.	Part A: B Part B: C	2
	Part A Only	1
12.	D	1
13.	D	1
14.	Part A: D Part B: A	2
	Part A Only	1
15.	A	1
16.	C	1
17.	Part A: D Part B: C	2
	Part A Only	1
18.	C, E	2
	C or E Only	1
19.	A	1
20.	C	1