5 Massachusetts MCAS

English Language Arts

Grade 4

Practice Tests



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Small Steps, Big Gains!

Small Steps, Big Gains!

Practice Master Achieve

Reza Nazari

Grade 4 · Massachusetts · MCAS

5 Massachusetts Grade 4 English Language Arts (ELA) Practice Tests

Full-Length Practice for MCAS Preparation and Academic Confidence

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Grade 4 English

English Language

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Questions: Varies by section **Duration:** No time limit

Important Test Information

These practice items follow the style of fourth-grade English Language assessments. Formats can vary by section: you may see reading passages and graphics, different kinds of questions, or other tasks—follow the instructions on each page.

Test-Taking Tips:

- Read each question and every answer choice before you decide.
- Look back at the reading material or graphic when a question is based on them.
- Work carefully—there is no time limit on these practice tests, so use the time you need.

Remember: Take your time, stay calm, and do your best. You've prepared well for this practice—you've got this!

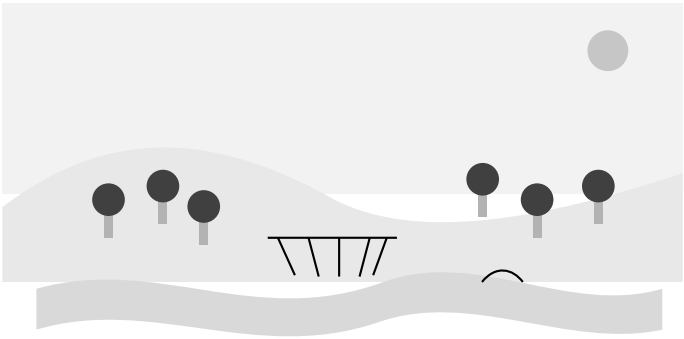


Big cards?
Mind the gap.

Scan Me

Read the passage below. Then answer questions 1–8.

The Day the River Returned



1 For many years, the Willow Creek that ran through Hartwell was easy to miss. From the old stone bridge, people could look down and see only a narrow ribbon of water slipping between muddy banks. In dry months, some children joked that the creek was more like a puddle with a name.

2 Long before that, however, Willow Creek had been one of the liveliest parts of town. Older residents remembered watching fish flash in the shallows and hearing frogs call from the reeds at dusk. But over time, trash collected along the banks, storm drains carried dirty runoff into the water, and weeds crowded out native plants. The creek grew cloudy and quiet.

3 A change began when a group of middle school students visited the creek for a science project. They tested the water, observed the plants, and interviewed longtime residents. What they found surprised them. The creek was not beyond saving. It needed care, planning, and a town willing to work together.

4 Soon, cleanup days were organized. Volunteers pulled out broken bottles, cans, and old tires. Local gardeners planted grasses and flowers that belonged in the area. Town workers repaired a damaged storm drain and placed signs reminding people not to dump waste into the water.

Scan Me
Charts? Find every theme

5 The improvements did not happen overnight. For months, the creek looked only a little better. Then small changes became easier to notice. Dragonflies hovered over the water. Birds returned to the banks. The muddy smell faded. During one spring walk, a teacher spotted three silver fish moving beneath the surface.

6 Today, Willow Creek still runs through the same town, under the same bridge and past the same streets. Yet it feels different. Students sketch it in notebooks during art class. Walkers pause to listen to the sound of moving water. Families gather near the banks during the town's spring festival.

7 People in Hartwell sometimes say that the creek "returned." Of course, it had never truly gone anywhere. What returned were the signs of life that had once been hidden: clearer water, native plants, and animals that could thrive there again.

8 Willow Creek's story has become an example for nearby towns. It shows that even a place that seems forgotten can change when people pay attention to it. A healthier creek did not appear by magic. It came back piece by piece, through many small actions that added up to something larger.

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1) Which sentence best states the central idea of the article?

(A) Willow Creek became healthier again because people worked together to restore and protect it.
(B) Hartwell's bridge is one of the most important places in town.
(C) Science projects are the best way to teach students about water.
(D) Dragonflies and fish are difficult animals to observe in the wild.



Hot coda? Scan for QR.
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15) In lines 9–12, what idea does the poet emphasize?

(A) Having enough space depends mostly on the size of the table
(B) A place for someone can begin with willingness and kindness
(C) Good furniture is the most important part of a gathering
(D) Families should count plates before every meal

Use the poem "One More Place" to answer this question.

16) What is the central message of the poem?

(A) Even ordinary things can become meaningful when they help someone feel included
(B) Dinner tables are difficult to arrange
(C) Old chairs should always be thrown away
(D) Sharing food is less important than decorating the room

Use the poem "One More Place" to answer this question.

17) Which statement best explains why the extra chair is important?

(A) Its missing arm makes it different from every other chair in the room.
(B) It rolls in from the hall at the exact moment dinner begins.
(C) It creates a place where someone can feel welcome and belong.
(D) It shows that decorations matter less than seating plans.

Use both "A Place at the Table" and "One More Place" to answer this question.

18) What idea is developed in both texts?

(A) Family dinners are difficult to organize
(B) Guests should always bring desserts
(C) Making someone feel welcome can matter more than having perfect things
(D) Small apartments are better for celebrations than large ones



Hard keys? Scan for nods.
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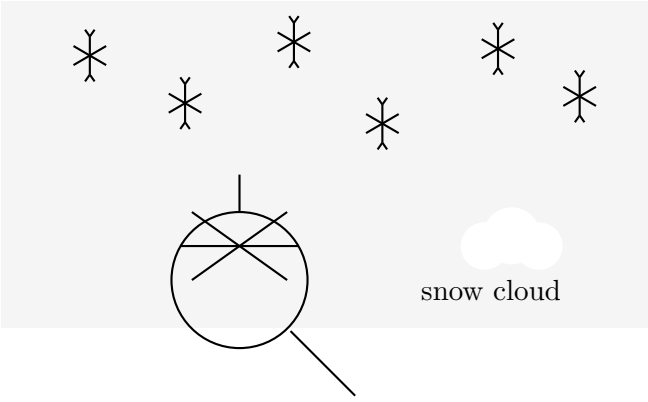
Use both "A Place at the Table" and "One More Place" to answer this question.

19) How is Samira's realization at the end of the story similar to the speaker's understanding in the poem?

(A) Both come to see that creating a place for someone begins with attitude, not objects alone
(B) Both decide that large dinners are too stressful
(C) Both believe people should eat in silence
(D) Both think the extra chair should stay in the hallway

Read the passage below. Then answer questions 20–26.

The Shape of Snow



1 To many people, snow looks simple. It covers sidewalks, rooftops, and tree branches in white. It crunches under boots and melts into puddles when the weather warms. But if a person could look closely enough at a single snowflake, that tiny piece of snow would reveal an astonishing amount of detail.

2 A snowflake begins high in a cloud as water vapor freezes around a small particle, such as dust. As the crystal grows, water molecules join together in a pattern. Because of the way these molecules connect, snow crystals form with six sides. This is why many snowflakes show a six-pointed shape.

3 No two snowflakes grow in exactly the same way. On their journey through the cloud, they pass through changing temperatures and amounts of moisture. Those changing conditions affect how each branch forms. One crystal may grow thin, delicate arms, while another may grow broader plates or tiny needles.

4 Scientists study snowflakes not only because they are beautiful, but also because they reveal information about weather conditions inside clouds. The shape of a snow crystal can offer clues about the temperature and moisture it moved through as it formed.

5 Photographing snowflakes is difficult work. They are tiny, fragile, and quick to melt. Some photographers use special cameras and cold surfaces so the crystals do not disappear before the picture is taken. A sudden breath of warm air can ruin the chance to capture a detailed image.

6 The next time snow falls, it may seem like countless identical flakes drifting from the sky. In reality, each crystal has been shaped by its own path through the cloud. Snow may blanket the ground all at once, but each flake carries a different story.

7 Even snow that looks plain from far away becomes more interesting when examined closely. This is one reason scientists often begin with careful observation. Small things can reveal patterns that are easy to miss at first glance.

8 A snowfall can make the world look quieter, but inside each flake is the record of motion, change, and cold air high above the ground. What seems simple from a distance can be surprisingly complex up close.



Quick brains? Scan for help.

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