5 Minnesota MCA-III

Reading Grade 4

Practice Tests



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Reza Nazari

Grade 4 · Minnesota · MCA-III

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Full-Length Practice for MCA-III Preparation and Academic Confidence

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Grade 4 English

English Language

1

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!

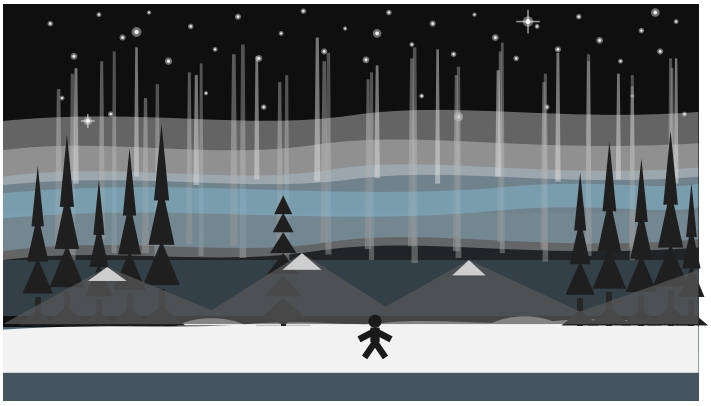


Owl puns? Mind the tone.

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

Dancing Lights: The Mystery of the Aurora Borealis



1 On a clear winter night in the far north, the sky can suddenly come alive with ribbons of color. Green, pink, violet, and white light ripple across the darkness like curtains blowing in a silent wind. This spectacular display is called the aurora borealis—or, as it is more commonly known, the Northern Lights. To see it for the first time is, by nearly all accounts, one of the most astonishing experiences a person can have.

2 The aurora is not magic—it is science. At the center of our solar system, the sun constantly releases streams of charged particles called the *solar wind*. These particles travel at enormous speeds across millions of miles of space. When they reach Earth, most are deflected by our planet's magnetic field, which acts like an invisible shield. But near the North and South Poles, the magnetic field lines converge and dip toward Earth's surface, creating openings where some of these particles can slip through.

3 When the solar wind particles enter Earth's upper atmosphere, they collide with gas molecules. These collisions cause the gas molecules to release energy in the form of light. Different gases produce different colors. Oxygen at higher altitudes—above about 150 miles—produces the rare, deep red aurora. Oxygen at lower altitudes creates the most common color: vivid green. Nitrogen gases produce blue and purple hues. When multiple colors appear together, they mix into the breathtaking pink, violet, and white bands that observers on the ground often see.

4 The best place to see the Northern Lights is within a band called the *auroral oval*, which stretches across the Arctic regions of Norway, Sweden, Finland, Iceland, Canada, and Alaska. To see a truly brilliant display, skies must be clear and dark—far from city lights. The lights are also more active during periods of high solar activity, which follow an approximately eleven-year cycle.

5 The Northern Lights have fascinated humans for thousands of years. Many Indigenous peoples of North America and Scandinavia developed rich traditions and stories around them. The Inuit people of northern Canada sometimes called the lights *aqsarniit*—"football players"—imagining ancestors playing a game in the sky. The Sami people of northern Scandinavia viewed them as powerful omens. In medieval Europe, sailors interpreted unusual auroras as signs of approaching storms.

6 Scientists today use the aurora to study Earth's magnetic field and the sun's behavior. Changes in the aurora can signal that a powerful burst of solar activity—called a *geomagnetic storm*—is heading toward Earth. These storms can disrupt satellites, power grids, and radio communications, making early detection important. In this way, the Northern Lights serve not only as one of nature's greatest spectacles but also as an early warning system for the modern world.



Ultra styles? Read the site.
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Read the poem below. Then answer questions 14–16.

The Turning Gear

A hundred teeth, a hundred turns,
and every tooth a lesson learned—
the gear that drives the gear beside
can't push a thing it hasn't tried.

The hand that sweeps the numbered face
was once a coil in a hidden place,
just wound and waiting in the dark
for someone still enough to start.

Don't be the one who grabs too fast,
who breaks the spring to make things last—
the tick that counts a lifetime through
was pressed by hands that truly knew.

So slow the eye, and slow the hand,
and let the smallest piece be planned—
the clock that keeps the truest time
was built from patience, not from haste.



Icy shots?
Spot the clue.
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14) In the first stanza, what does the line *"the gear that drives the gear beside / can't push a thing it hasn't tried"* most likely mean?

(A) Mechanical gears can only transfer motion to gears that are exactly the same size.
(B) You cannot teach or lead others in something you have not experienced and worked through yourself.
(C) Gears must be oiled regularly or they will not turn at all.
(D) Only the most experienced clockmakers can build working gear systems.

Use the poem "The Turning Gear" to answer this question.

15) In the last stanza, what is the poem's main message?

(A) The most important step in building a clock is choosing the right materials.
(B) Clocks only keep accurate time if they are built by professional clockmakers.
(C) Taking time to work carefully and patiently leads to better results than rushing.
(D) Clocks that are built quickly are just as reliable as those built slowly.

Use both "The Clockmaker's Apprentice" and "The Turning Gear" to answer this question.

16) What important idea is shared by both the story and the poem?

(A) Mechanical skills can be learned only by studying them in books.
(B) Clockmaking is an unusual hobby that only a few people have the ability to master.
(C) The best teachers always explain every step of their method from the beginning.
(D) Patience and careful, deliberate observation are essential to learning any skilled craft.

Use the story "The Clockmaker's Apprentice" to answer this question.

17) Which **TWO** details from the story best show that Master Henning is a careful and skilled teacher?

Select **TWO** correct answers.

- (A) He has run the workshop on Lark Street for eleven years.
- (B) Instead of explaining his reasoning, he asks Pip to look more closely at the pocket watch—teaching through observation.
- (C) He owns clocks from many different countries and time periods.
- (D) He leaves the broken mantel clock for Pip with a note saying "Take your time," trusting Pip to learn by doing.
- (E) He says only "Good" when Pip finishes, but lets his smile show his true feeling.

Use the story "The Clockmaker's Apprentice" to answer this question.

18) How does the author use the ticking clock at the end of the story to show something important about Pip?

- (A) The soft ticking, described as "the loudest thing he had ever heard," shows that Pip now values the small result of careful, patient work more than any grand achievement.
- (B) The ticking shows that Pip has fixed the clock but does not feel proud of his work.
- (C) The ticking shows that the clock is not broken after all, and Pip did not need to repair anything.
- (D) The ticking clock is a reminder that time is running out and Pip must work faster.



Warm tips? More on site.

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