5 South Carolina

SC READY

Grade

English Language Arts

4

Practice Tests



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Reza Nazari

Grade 4 · South Carolina · SC READY

5 South Carolina Grade 4 English Language Arts (ELA) Practice Tests

Full-Length Practice for SC READY Preparation and Academic Confidence

Reza Nazari

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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!

Solar grades? Scan for mugs.
Scan Me

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

City Trees, Cooler Streets



1 On summer afternoons, the sidewalks in Glenville used to feel as hot as frying pans. People hurried from one shady doorway to the next, and playground slides became too warm to touch. Then the city began a project that changed the look—and the feel—of many streets. Workers started planting rows of trees along sidewalks, near schools, and beside bus stops.

2 At first, some residents wondered whether the project would really make a difference. After all, a young tree does not seem very powerful. But city planners explained that trees help in several ways. Their leaves block sunlight, their branches create shade, and water released from the leaves can help cool the air nearby.

3 The city chose tree species carefully. The roots needed to grow deep enough to stay strong but not so wide that they would crack sidewalks. The branches had to be high enough so buses and trucks could pass safely underneath. Workers also selected trees that could handle both summer heat and winter cold.

4 The first year, crews planted more than five hundred trees. Students helped spread mulch around the trunks. Shop owners hung signs that read *Our street is growing greener!* Even people who had been unsure about the plan began taking photos when the first leaves opened in spring.

5 Over time, the changes became easier to notice. On blocks with new trees, benches stayed cooler in the afternoon. People waiting for the bus stood under patches of shade instead of pressing against buildings to escape the sun. Some families said they walked more often because the streets felt more pleasant.

6 The trees helped in other ways, too. Birds began nesting in the branches. Rainwater soaked more slowly into the ground around the roots instead of rushing down storm drains all at once. During one windy storm, the branches of several older trees even helped block blowing dust from reaching a schoolyard.

7 Of course, planting trees is only the beginning. Young trees need water, trimming, and protection from damage. During dry weeks, city workers fill large tanks and return to water them. Volunteers check for broken branches and tie loose trunks to support stakes when needed.

8 Today, Glenville's streets still buzz with buses, bikes, and busy feet. Yet they feel different from before. Where there was once mostly concrete and glare, there is now shade, color, and birdsong. The city learned that when a community plants for the future, even an ordinary street can become a better place to live.

What is the main idea of the article?

(A) Planting trees along city streets can improve comfort and bring other benefits to the community.
(B) City workers should spend less time watering young trees.
(C) Most residents in Glenville dislike changes to their neighborhoods.
(D) Trees are mainly useful because birds can build nests in them.



Urban sounds? Scan for cats.
Scan Me

Use the poem "Old Map" to answer this question.

16) What is the central message of the poem?

(A) Paper objects should always be stored in drawers.
(B) Forgotten items should be thrown away quickly.
(C) Some treasures are memories and stories rather than expensive objects.
(D) It is better to travel alone than with other people.

Use the poem "Old Map" to answer this question.

17) Which answer best explains how the poet helps the reader imagine the map?

(A) The poet repeats one sound over and over to imitate footsteps.
(B) The poet gives exact directions so readers can follow the map step by step.
(C) The poet lists famous treasures to make the map seem expensive.
(D) The poet uses details such as bent corners, dim colors, dotted lines, sunlight, and shade so readers can picture the map and feel its adventure.

Use both "The Map in the Drawer" and "Old Map" to answer this question.

18) How is the map presented in both texts?

(A) As an object that causes confusion and regret
(B) As something old that leads to discovery and meaning
(C) As a secret adults try to keep hidden forever
(D) As a decoration that is too fragile to use

Winter facts? Hear the beat.
Scan Me

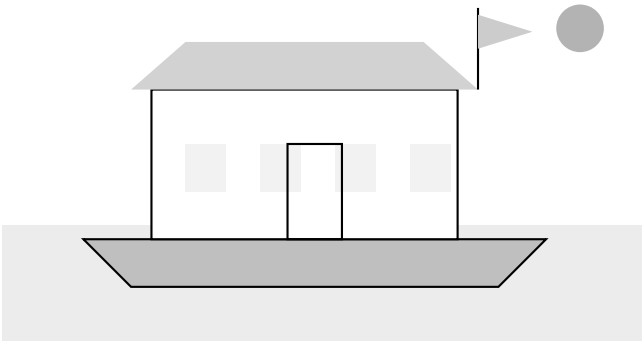
Use both "The Map in the Drawer" and "Old Map" to answer this question.

19) What idea is shared by Mara and the speaker in the poem?

(A) Both learn that an old object can carry memories and create a special experience.
(B) Both believe the best discoveries are always hidden outdoors.
(C) Both decide treasure hunts are too difficult to finish.
(D) Both are disappointed by what they find at the end.

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

The Floating Classroom



1 In some parts of the world, students do not always travel to school by bus or on foot. In a lake region where villages are separated by water, one school solved the problem in an unusual way: it built a floating classroom. The classroom sits on a large boat and travels from village to village during the week.

2 The floating classroom was designed for students who live far from the nearest school building. During rainy months, roads may flood or become too muddy to use. Families needed a safer and more dependable way for children to continue learning. The boat-school became a creative answer to that challenge.

3 Inside, the classroom looks much like one on land. There are desks, whiteboards, bookshelves, and bins filled with science materials. Solar panels on the roof help provide electricity for lights and small computers. Wide windows let in sunlight and fresh air.

4 Each morning, the boat travels to a new docking place. Students climb aboard carrying notebooks and lunches. Lessons begin with reading and math, but the school also offers science experiments, art activities, and group projects. Teachers say students often become especially interested in environmental studies because they are learning while surrounded by water, birds, and changing weather.

5 Running a school on water takes planning. The captain must watch the weather carefully. Supplies must be stored so they do not slide when the boat moves. Everyone practices safety routines, including how to put on life jackets quickly and calmly.

6 The floating classroom has given students more than lessons in reading and math. It has helped families feel connected to education even during difficult seasons. For some children, it has also changed what they imagine for their future. One student said she used to think scientists only worked in faraway cities. Now she wants to study the lake she sees every day.

7 To visitors, the boat-school may seem surprising at first. Yet to the students who step aboard each week, it has become something simple and important: a place where learning keeps moving forward.

What is the central idea of the article?

(A) Boats are safer than all school buildings on land.
(B) Students learn best when they study only science.
(C) A floating classroom is an inventive way to bring education to students in areas where travel is difficult.
(D) Solar panels are the most important part of every classroom.



Rural bytes?
Proof in text.
Scan Me