5 Wisconsin Forward Exam

Grade 4 English Language Arts

Practice Tests



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Small Steps, Big Gains!

Small Steps, Big Gains!

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Reza Nazari

Grade 4 · Wisconsin · Forward Exam

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

Full-Length Practice for Forward Exam 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!

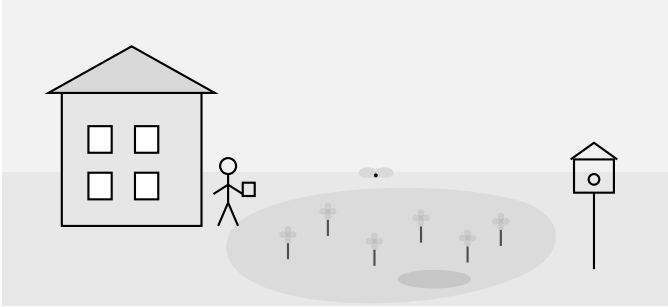


Adverb tables? Scan for waves.

Scan Me

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

When the Schoolyard Became a Habitat



1 Along the far fence of Carson Elementary, there used to be a narrow strip of grass that students barely noticed. It was mowed short, dried out quickly in warm weather, and did little more than separate the playground from the parking lot. Teachers sometimes reminded students not to cut across it, but almost no one paid attention to that part of the schoolyard.

2 Then a fourth-grade class began asking a question during science: If the schoolyard was mostly pavement and trimmed grass, where could birds, butterflies, and helpful insects find food or shelter? Their teacher challenged them to study the grounds and look for places that might be improved.

3 The students noticed that the thin strip near the fence received plenty of sunlight and was rarely used for games. With help from teachers, families, and a local garden group, they designed a small habitat there. They planted native flowers, added a shallow dish for water, placed a log where insects could hide, and installed a birdhouse on a wooden post.

4 At first, the new habitat did not seem dramatic. The plants were young, and the log looked ordinary. But within a few weeks, small changes began to appear. Bees moved from flower to flower. Butterflies paused on the taller stems. Sparrows perched near the birdhouse and hopped through the mulch below.

Scan Me
Homework? Scan for ideas.

5 The project changed more than the appearance of the fence line. Students began visiting the habitat with notebooks to record what they observed. They counted pollinators, compared how many kinds of animals appeared in sunny and shady spots, and discussed why living things need food, water, and shelter.

6 The habitat also changed how students thought about land that seemed unimportant at first. A place that once looked empty turned out to be useful once it was designed with living things in mind. The students learned that even a small area can support life when it includes the right features.

7 No one claims that the habitat transformed the entire schoolyard overnight. It is still only one corner of the campus. Yet it has become a place where students stop, observe, and ask questions. It reminds them that nature does not always need a huge space to begin working.

8 Visitors to Carson Elementary sometimes notice the habitat only after someone points it out. But once they look closely, they often stay a little longer than they expected. In that narrow strip beside the fence, students created more than a garden. They created a place where the schoolyard itself could teach.

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

(A) Students turned an overlooked part of the schoolyard into a small habitat that supports wildlife and learning.
(B) Carson Elementary replaced part of its playground with a large nature center.
(C) Birdhouses are the most important part of every school garden.
(D) Most schoolyards have too much pavement for any animals to visit.



Hot keys? Scan for fun.
Scan Me

Use the poem "Trail Memory" to answer this question.

16) What is the central message of the poem?

(A) People should memorize every map they see
(B) Forest trails are safer than city streets
(C) The best way to travel is alone
(D) Careful attention can stay with someone and help later

Use the poem "Trail Memory" to answer this question.

17) Which statement best explains how the remembered map is useful in the poem?

(A) It shows the speaker every trail before the hike begins.
(B) It returns in the speaker's mind when the trail splits, helping with a careful choice.
(C) It helps the speaker walk faster because the forest is dark.
(D) It becomes useful only after someone else explains the route again.

Use both "The Map in Her Pocket" and "Trail Memory" to answer this question.

18) Which idea is developed in both texts?

(A) Teachers should avoid forest trails on field trips
(B) Outdoor trips are always confusing
(C) Students should always carry paper maps
(D) Information noticed earlier can become helpful later

Use both "The Map in Her Pocket" and "Trail Memory" to answer this question.

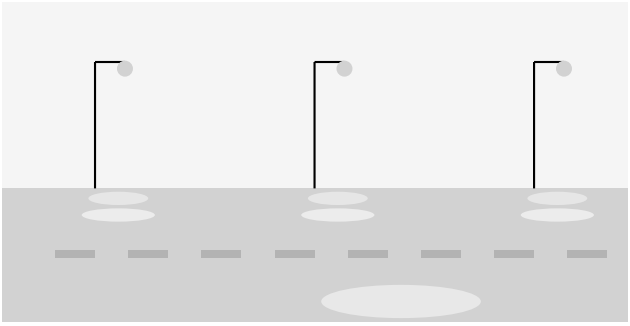


19) How is Mina's understanding at the end of the story similar to the speaker's understanding in the poem?

(A) Both realize that quiet attention can prepare someone for a difficult moment
(B) Both believe printed maps are unnecessary
(C) Both wish they had walked a different trail
(D) Both decide to avoid taking risks in the future

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

Why Some Streets Shine at Night



1 On some evenings after rain, a street can seem brighter than usual. Lamps stretch across wet pavement in long bands of yellow or white. Headlights appear doubled. Store signs shimmer in puddles. Although the road itself does not produce light, water on the surface can change the way that light is seen.

2 Light usually travels in straight lines until it hits something. When it reaches a surface, some of it may bounce off. This bouncing is called reflection. The kind of reflection people see depends partly on the surface itself.

3 A rough, dry road scatters light in many directions. Because the surface is uneven, the reflected light spreads out. That is one reason dry pavement usually looks dull instead of shiny, even under bright streetlights.

4 When rainwater covers the road, the surface can become smoother in some places. Instead of scattering light as much, the wet layer may reflect it more evenly. This makes streetlights, car headlights, and signs appear brighter or stretched across the ground.

5 Puddles can act even more like mirrors. If the water in a puddle is calm, it may reflect a clear image of a lamp, building, or passing car. If the puddle is disturbed by wind or footsteps, the reflected image may wiggle or break apart.

6 People who paint or photograph city streets at night often pay close attention to reflections. Wet pavement can make familiar scenes look dramatic because it adds glowing shapes and repeated images. A quiet street after rain may seem almost doubled, with one version above and another below.

7 Reflections can be beautiful, but they also matter for safety. Drivers and walkers need to notice that bright reflections may make distances or shapes harder to judge. What looks like a solid object may sometimes be only an image in water.

8 The next time a street shines after rain, it may help to remember that the road itself has not changed into a source of light. Instead, the water is helping light travel back to your eyes in a different way. A rainy street becomes a place where ordinary surfaces can briefly act like mirrors.

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20) Which sentence best states the main idea of the article?

(A) Rain makes streets dangerous because puddles are difficult to avoid.
(B) Wet streets can look brighter because water changes how light reflects from the road.
(C) Painters prefer city streets to country roads.
(D) Headlights are brighter than streetlights on wet nights.



Icky section?
Name the noun.

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