6 Colorado CMAS

English Language Arts Practice Tests

for Grade 4

A Complete Guide to Building Math Mastery and Excelling on the Test



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- Practice Smart. Score Higher:
- Detailed Explanations
- Practice
- Master
- Achieve

Reza Nazari

Grade 4 · Colorado · CMAS

6 Colorado Grade 4
English Language Arts (ELA)
Practice Tests

Full-Length Practice for CMAS 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!

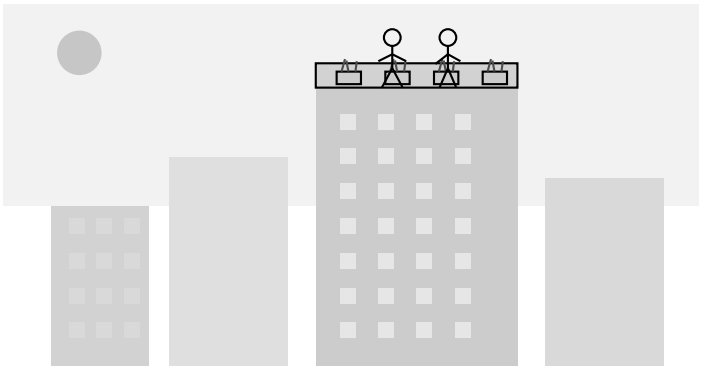


Pun surprises? Hug the book.

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

The Rooftop Garden



1 Most people expect to find gardens in backyards, parks, or wide fields in the countryside. In the middle of a crowded city, however, one school has created something unusual on top of its own building. At Lincoln Elementary, students climb a short stairway to reach a rooftop garden filled with vegetables, flowers, and herbs.

2 Years ago, the roof was plain and empty. It absorbed heat from the sun and offered nothing for students to use or enjoy. Then a group of teachers, parents, and neighbors worked together on a plan. They raised money, built planting boxes, and added a safe fence around the edge. Soon, the empty roof became a place full of color and life.

3 The garden now grows lettuce, tomatoes, peppers, beans, mint, and even strawberries. Small signs label each plant. A rain barrel collects water from a pipe, and students use that water to care for the garden. They also spread mulch to help the soil stay cool and moist.

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Refrain books? Read online.

4 The rooftop garden is more than a pretty space. Teachers use it as an outdoor classroom. In science, students observe insects, roots, and plant life cycles. In math, they measure garden beds and record how much the plants grow each week. In writing, they keep journals about changes they notice from month to month.

5 The garden has changed lunch at school too. A few times each season, the cafeteria serves lettuce or herbs grown by the students themselves. Many children say they are more willing to taste vegetables when they helped grow them. One fourth grader even said that eating a salad from the roof felt like "having homework turn into lunch."

6 There have been challenges. Strong winds can dry out the soil quickly, and carrying supplies upstairs takes extra effort. During the hottest part of summer, volunteers from the neighborhood take turns watering the plants. Even with those difficulties, the garden continues to thrive.

7 The greatest change may be one that cannot be measured with a ruler. Students who once hurried past small plants without noticing them now stop to look closely at leaves, seeds, and insects. They have learned that even high above busy streets, living things can grow when people care for them.

8 From the sidewalk below, the rooftop garden is almost impossible to see. But to the students at Lincoln Elementary, it is one of the most important places in the school. It has turned an unused roof into a place for learning, teamwork, and discovery.



Wise hook? Scan to prove.

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Use the poem "Before the Music Starts" to answer this question.

16) What is the central message of the poem?

(A) Audiences are often too noisy.
(B) Fear can lessen when someone begins doing the thing that seemed frightening.
(C) Winter is the best season for concerts.
(D) Music should always be played quickly.

Use the poem "Before the Music Starts" to answer this question.

17) Which statement best explains how the poet shows the speaker's feelings changing from the beginning of the poem to the end?

(A) The speaker feels confident from the beginning and never changes.
(B) The speaker becomes sleepy once the music starts.
(C) The speaker begins nervous and quiet, then grows braver and more confident by the end.
(D) The speaker grows angrier as the room becomes louder.

Use both "The Day of the Tiny Concert" and "Before the Music Starts" to answer this question.

18) How are Maya and the speaker in the poem alike?

(A) Both feel nervous at first but become calmer through music.
(B) Both decide not to perform.
(C) Both perform with a group of friends.
(D) Both are upset because they forgot their music.



Shy owls?
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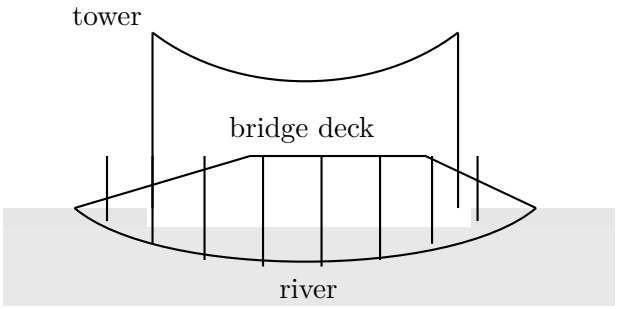
Use both "The Day of the Tiny Concert" and "Before the Music Starts" to answer this question.

19) Which statement is supported by both texts?

(A) The audience is the most important part of a performance.
(B) Performing music is easy for beginners.
(C) Stage lights make every performer uncomfortable.
(D) Music can help transform fear into confidence.

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

Why Bridges Don't All Look Alike



1 Bridges all have the same basic job: helping people or vehicles cross from one side of a place to another. Yet bridges do not all look the same. Some are short and simple. Others are huge, with tall towers and sweeping cables. Their different shapes are not chosen only for style. Engineers design bridges in different ways to fit different needs.

2 One of the oldest bridge types is the arch bridge. It curves upward and carries weight outward into strong supports at each end. Because of this design, arch bridges can be very strong. Many old stone bridges are built this way, and some are still standing after hundreds of years.

3 Another common type is the beam bridge. This is the kind many people see every day on roads and highways. A beam bridge is usually a flat surface supported by columns underneath. It can work well for short distances, but if the span gets too long, the beam may need many supports to hold it up.

4 For very long distances, engineers may choose a suspension bridge. In this kind of bridge, cables stretch between tall towers and carry much of the weight. The roadway hangs from the cables. Suspension bridges can cross wide rivers, deep valleys, and busy harbors where many supports in the water would not be practical.

5 The location of a bridge matters a great deal. Engineers must think about weather, soil, water depth, traffic, and cost. A bridge that works well over a quiet creek may not work at all over a windy bay. Designing a bridge is like solving a puzzle in which every piece must fit.

6 Materials also make a difference. In the past, many bridges were made from stone or wood. Today, steel and reinforced concrete are common because they can support heavy loads. Engineers test materials carefully to make sure the bridge can remain safe over time.

7 Even after a bridge is built, the work is not finished. Crews inspect bridges for cracks, rust, and other damage. Repairs may be needed to keep a bridge strong. A bridge may seem as still as a sidewalk, but it is actually under constant stress from weather and traffic.

8 The next time you cross a bridge, look at its shape. Whether it arches, stretches, or stands on rows of supports, its design tells a story about the place it serves and the problem it was built to solve.



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