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Connecticut Smarter Balanced (SBAC)

English Language Arts Practice Tests

for Grade 4

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



- Real Practice. Real Results.
- Small Steps, Big Gains!
- Practice Smart. Score Higher:
- Detailed Explanations
- Practice
- Master
- Achieve

Reza Nazari

Grade 4 · Connecticut · Smarter Balanced

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

Full-Length Practice for Smarter Balanced Preparation and Academic Confidence

Reza Nazari

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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!

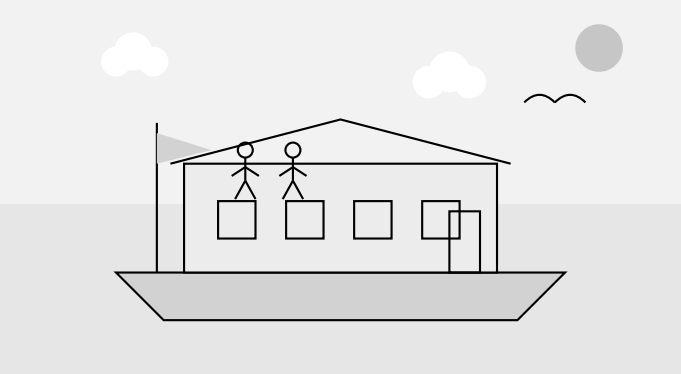


Big cards?
Mind the gap.

Scan Me

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

The Floating Classroom



1 Every Thursday morning, students in Room 12 at Bayview Elementary leave their desks, walk down the pier, and climb aboard a long white boat called the *Tern*. But the *Tern* is not used for fishing or sightseeing. For three hours each week, it becomes a floating classroom.

2 The program began when teachers in Bayview wanted students to learn more about the harbor that shaped their town. Instead of only reading about marine life, tides, and water quality, they wanted students to study those things up close. With support from local scientists and volunteers, the floating classroom was created.

3 Once aboard, students divide into small groups. One group lowers tools into the water to measure temperature and salt levels. Another group uses nets to collect tiny organisms drifting near the surface. A third group sketches birds perched on posts or circling above the waves.

4 On one trip, students found that the harbor water near the marsh was less salty than the water near the open bay. Their teacher explained that freshwater from a small river flowed into the marsh, changing the mixture. Suddenly, a chart in a science book became something the students could see with their own eyes.

Scan Me
Charts? Find every theme

5 The boat trips also teach patience. Not every outing brings a dramatic discovery. Some days the wind is sharp, the sky is gray, and the data seems ordinary. Yet students learn that science is not only about exciting surprises. It is also about careful notes, repeated measurements, and looking closely even when nothing seems unusual.

6 Back at school, the students organize their findings into reports, graphs, and drawings. Over time, their class has built a record of seasonal changes in the harbor. They have tracked water temperatures, noticed patterns in bird activity, and compared how conditions change after heavy rain.

7 Many students say the floating classroom has changed how they see their town. What once looked like an ordinary stretch of water now seems full of motion, life, and questions waiting to be answered.

8 The *Tern* does not just carry students across the harbor. It carries them into a different way of learning, one in which the world itself becomes part of the lesson.

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1) What is the main idea of the article?

(A) Boats are the best way to travel to school.
(B) A floating classroom helps students learn science by studying the harbor directly.
(C) Bayview Harbor is larger than most bays.
(D) Students prefer drawing birds to collecting data.



Hot coda? Scan for QR.
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16) What does the poet suggest in lines 9–12?

(A) Streets are only important when they are named clearly.
(B) Maps should include every building and sidewalk crack.
(C) Places become meaningful because of the people and moments connected to them.
(D) Roads are easier to understand in winter.

Use the poem "Neighborhood Lines" to answer this question.

17) What is the central message of the poem?

(A) Maps should always be made by children.
(B) A place is more than its layout because people fill it with memory and meaning.
(C) Streets are more useful than roads.
(D) Every neighborhood should have murals.

Use the poem "Neighborhood Lines" to answer this question.

18) Which statement best explains how the poet helps the reader imagine the neighborhood?

(A) The poet tells the history of every building on the street.
(B) The poet lists rules that neighbors must follow in winter.
(C) The poet shows that the speaker wants to leave the neighborhood behind.
(D) The poet uses sensory images such as the smell of bread, sparrows feeding, dandelions in a crack, and warm window light.

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

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

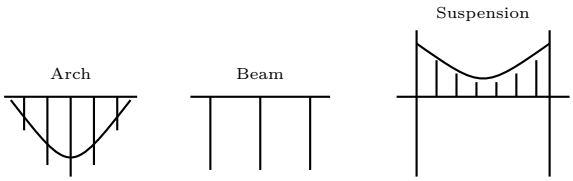
(A) Places become important through the stories and experiences connected to them.
(B) Maps should replace memory whenever possible.
(C) Neighborhoods change too fast to understand.
(D) Only old places are worth remembering.



Hard keys? Scan for nods.
Scan Me

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

Why Bridges Have Different Shapes



1 When people hear the word *bridge*, they may picture a simple structure stretching over water or a road. But bridges can look very different from one another. Some are flat and straight. Others rise in an arch or hang from long cables. These different shapes are not chosen just to look interesting. They help bridges do different jobs.

2 One common kind is the beam bridge. This type is made with a flat section resting on supports. Beam bridges are often used for short distances. They may seem simple, but engineers must still make sure the supports are strong enough to hold the weight above them.

3 Another type is the arch bridge. Instead of staying flat, it curves upward. The arch shape helps push weight outward and downward into the supports at each end. Because of this, arch bridges can be strong and stable.

4 Suspension bridges are built for much longer distances. Their roadways hang from thick cables that stretch between tall towers. The towers carry much of the weight, while the cables help spread the load across the structure. Some of the world's most famous bridges are suspension bridges.

5 Engineers choose a bridge design by thinking about many factors. They consider how far the bridge must reach, what lies below it, how much weight it must carry, and what weather conditions it will face. A bridge built over a quiet stream may not need the same design as one crossing a wide bay with strong winds.

6 In this way, bridge design is a kind of problem-solving. A bridge must be safe, useful, and strong. Its shape is part of the answer.

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20) What is the central idea of the article?

(A) Bridges have different shapes because each design helps solve a different engineering problem.
(B) Famous bridges are usually suspension bridges.
(C) Arch bridges are always better than beam bridges.
(D) Weather is the only factor engineers consider.

Use the passage "Why Bridges Have Different Shapes" to answer this question.

21) How is paragraph 5 mainly organized?

(A) As a sequence of instructions
(B) As a list of factors engineers consider
(C) As a story about one bridge
(D) As a comparison of famous cities



Quick brains? Scan for help.
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