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Idaho ISAT (Smarter Balanced)

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 · Idaho · ISAT

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

Full-Length Practice for ISAT 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!

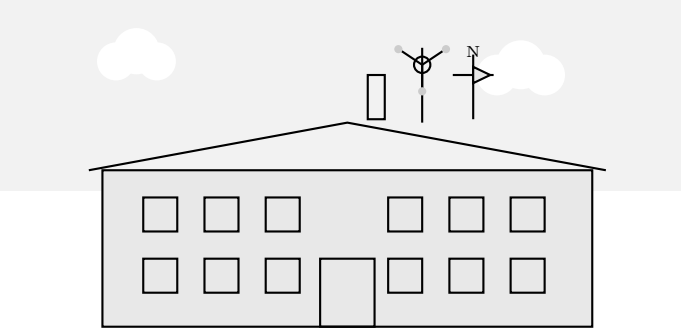


Hard keys? Scan for nods.

Scan Me

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

The School Rooftop Weather Station



1 When most students at Franklin Elementary looked up at the school roof, they saw little more than bricks, vents, and a flagpole. But above the science wing sat something far more interesting: a small weather station filled with tools that measured wind, rainfall, temperature, and air pressure.

2 The station was added after fourth-grade teacher Mr. Hale asked a simple question: What if students could study weather as it happened instead of only reading about it in a textbook? Soon, a local science center donated equipment, and families volunteered to help install it. By spring, the rooftop station was ready.

3 Every morning, a team of students climbed the stairs with clipboards and recorded the newest measurements. They checked the thermometer for temperature, read the rain gauge after storms, and studied the wind vane to see which way the wind was blowing. Later, they entered the information into charts and compared it with official forecasts from the city weather office.

4 Before long, students began noticing patterns. They saw that dark clouds did not always bring rain. They discovered that strong winds often arrived before a cold front. On warm afternoons, they watched the air pressure drop before thunderstorms rolled in. Weather no longer seemed random. It became something they could observe, record, and question.

5 The project also changed the way students thought about science. Instead of waiting for the "right answer," they learned to make predictions and then test them. One group guessed that the windiest days would also be the coldest, but their data showed that this was not always true. Another group found that light morning rain could be followed by a sunny afternoon.

6 Families noticed the change too. Students who once rushed past the windows now stopped to study clouds before recess. At dinner, they talked about humidity and pressure systems. One parent joked that her son had become the household's "chief weather reporter."

7 By the end of the year, the rooftop weather station had done more than collect numbers. It had taught students that science begins with paying close attention. Sometimes the most exciting laboratory is the world just above your head.

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1) What is the main idea of the article?

(A) Students at Franklin Elementary prefer science to all other subjects.
(B) The city weather office gave the school its forecasts.
(C) Families should install weather stations at home.
(D) A rooftop weather station helped students study real weather and become more careful scientific observers.



Quick brains? Scan for help.
Scan Me

16) What does the phrase "gold as a coin" in line 6 help the reader imagine?

(A) The leaf is bright and shining in color
(B) The leaf is shaped exactly like money
(C) The leaf is heavy and hard
(D) The leaf is hidden in the dirt

Use the poem "Park After School" to answer this question.

17) What is the central message of the poem?

(A) Parks should be closed earlier in autumn.
(B) Benches are the most important part of a park.
(C) Even ordinary places can hold the energy and memories of everyday life.
(D) School days are always too short.

Use the poem "Park After School" to answer this question.

18) Which statement best explains how the poet helps the reader picture the park?

(A) The poet uses sensory details such as rattling swing chains, ringing monkey bars, laughter, leaves, and shadows.
(B) The poet gives directions so the reader can find the park entrance.
(C) The poet compares the park to a silent museum.
(D) The poet explains who first built the swings and monkey bars.

Use both "The Bench by the Gate" and "Park After School" to answer this question.

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

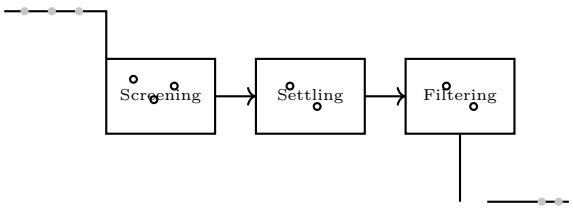
(A) Benches should be painted every year.
(B) Parks are only useful for exercise.
(C) Autumn always causes damage in parks.
(D) Public places can become meaningful because of the moments people share there.



Owl puns? Mind the tone.
Scan Me

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

How a City Cleans Its Water



1 Turning on a faucet may seem simple, but clean drinking water takes a lot of work before it reaches a home or school. In many cities, water must travel through a treatment plant, where it is cleaned in several careful steps.

2 First, water from rivers, lakes, or reservoirs enters the plant. At the beginning of the process, large screens remove sticks, leaves, and other pieces of debris. This step does not make the water ready to drink, but it removes the biggest materials that do not belong there.

3 Next, the water moves into settling tanks. Chemicals are sometimes added to help dirt and other tiny particles clump together. As these heavier clumps sink to the bottom, cleaner water remains near the top.

4 After that, the water passes through filters made of sand, gravel, and other materials. These filters trap many of the smaller particles still left in the water. Then the water is disinfected to kill harmful germs that people cannot see.

5 Finally, workers test the water to make sure it is safe. Only then is it sent through pipes to homes, schools, businesses, and fire hydrants across the city.

6 Water treatment plants do more than clean water. They help protect public health every day. Because of their work, people can drink, cook, and wash with water they trust.

7 Most people never see the inside of a treatment plant, yet it is one of the most important systems in a city. Long before water reaches a glass on the table, many steps have already taken place behind the scenes.

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20) What is the central idea of the article?

(A) Rivers are the only good source of city water.
(B) Filtering is the only important step in cleaning water.
(C) Water treatment plants clean water through several steps before it is safe to use.
(D) People should never drink water from a faucet.

Use the passage "How a City Cleans Its Water" to answer this question.

21) How is the article mainly organized?

(A) By comparing city water to lake water
(B) By describing steps in a process in order
(C) By telling a personal story
(D) By giving opinions about different cities

Use the passage "How a City Cleans Its Water" to answer this question.

22) What does the word *debris* mean in paragraph 2?

(A) clean drops of water
(B) test results
(C) invisible germs
(D) large unwanted materials

Ultra styles? Read the site.
Scan Me