6 Minnesota MCA-III

Reading Practice Tests

for Grade 4



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

Reza Nazari

Grade 4 · Minnesota · MCA-III

6 Minnesota Grade 4 Reading Practice Tests

Full-Length Practice for MCA-III 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!

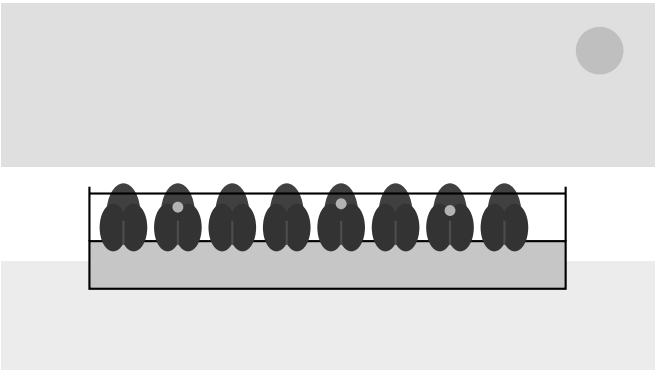


Stage modes? Scan for tugs.

Scan Me

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

The Floating Garden



1 On the edge of Lake Evergreen, a patch of green seems to float on the water. From far away, it looks almost like a tiny island. Up close, however, visitors discover something surprising: it is a floating garden built by students, teachers, and volunteers.

2 The project began when people noticed that fewer frogs, turtles, and water birds were visiting the lake. Experts explained that animals need safe places to rest, hide, and search for food. Along parts of the shore, those natural spaces had become harder to find. The town decided to try a creative solution.

3 Workers first built a wide platform from light but sturdy materials. Then they covered it with soil and planted native grasses and flowers. The roots of the plants helped hold the soil in place. Below the platform, special spaces gave fish and other small creatures places to shelter.

4 Once the floating garden was moved into the lake, people watched carefully to see what would happen. Before long, dragonflies hovered above the flowers. Frogs began resting among the wet leaves. Ducks paddled close to the platform, and minnows darted beneath it. The garden was doing exactly what it had been designed to do.

5 The floating garden also became an outdoor classroom. Students visited it to sketch plants, count insects, and record which animals appeared during each season. They learned that solving environmental problems often takes patience. A single project may not change everything at once, but it can still make a meaningful difference.

6 The garden requires regular care. Volunteers check that the platform stays secure and that litter does not collect around it. They also replace damaged plants and make sure the garden remains healthy through storms and changing weather.

7 Today, the floating garden has become one of the most talked-about spots in town. People come not because it is flashy or enormous, but because it shows what can happen when a community notices a problem and works together to improve a shared place.

What is the main idea of the article?

(A) Lakes are the best places for students to study science.
(B) A community built a floating garden to help wildlife and learn more about nature.
(C) Turtles and frogs are the most important animals at Lake Evergreen.
(D) Gardens are difficult to care for during bad weather.

Use the article "The Floating Garden" to answer this question.

2) In paragraph 2, what does the word *natural* mean?

(A) found in nature
(B) made by machines
(C) easy to see
(D) very unusual



Sonnet charts? More on site.
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Use the poem "In the Glove" to answer this question.

16) What is the central message of the poem?

(A) Worn objects can carry valuable memories and stories.
(B) Sporting goods should be stored carefully.
(C) The past should be forgotten.
(D) Glittering objects are always the most special.

Use the poem "In the Glove" to answer this question.

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

(A) The poet explains exactly who wore the glove in every game.
(B) The poet focuses on how clean and new the glove looks.
(C) The poet mostly uses numbers and dates to describe the glove.
(D) The poet uses details like leather, dust, a scrape, and a stitch, along with figurative language, to help readers picture the glove and its meaning.

Use both "The Old Baseball Glove" and "In the Glove" to answer this question.

18) How is the glove presented in both texts?

(A) as a useless object that should be replaced
(B) as an old item that carries memory and meaning
(C) as something that causes a family argument
(D) as a prize won in a contest



Fun read! Scan for QR.
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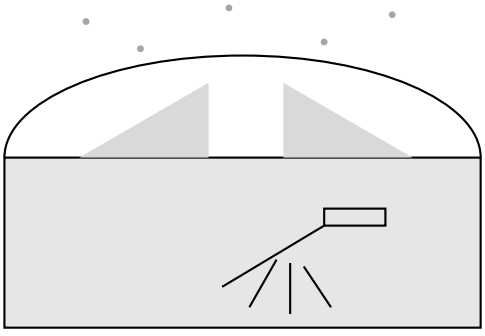
Use both "The Old Baseball Glove" and "In the Glove" to answer this question.

19) What idea is shared by Nico and the speaker of the poem?

(A) Old objects may seem ordinary but can reveal something important.
(B) Baseball should only be played by adults.
(C) Family items should never be touched.
(D) Memories are less important than new experiences.

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

The Night the Roof Opened



1 When Maya's class arrived at the science museum, everyone rushed past the dinosaur skeletons and giant maps of the planets. They were excited for one thing only: the evening program at the observatory. Maya had seen telescopes in books before, but never one large enough to stand beside.

2 The observatory looked like a round silver cap sitting on top of the museum. Inside, rows of seats curved around a massive telescope pointed upward. The guide explained that, on clear nights, the roof could slide open so visitors could look directly into the sky.

3 Maya waited as the lights dimmed. With a low mechanical hum, the roof slowly separated into two sections. A strip of darkness appeared above, and then it widened until the class could see the sky. Several students gasped. Even the loudest kids in the group fell silent.

4 First, the guide aimed the telescope at the Moon. Through the lens, Maya saw shadows along the edges of craters and bright ridges stretching across the surface. The Moon no longer looked like a flat white circle. It looked rough, distant, and real.

5 Next, the guide pointed to a planet shining above the horizon. He explained that people sometimes mistake planets for stars, but planets do not twinkle in exactly the same way. Maya studied the point of light carefully, amazed that what seemed tiny from Earth could actually be enormous.

6 On the bus ride home, students talked more quietly than usual. Maya kept thinking about the moment the roof opened. It was not only what she had seen that mattered. It was the feeling that the sky had suddenly become larger, closer, and full of questions she wanted to keep asking.

What is the central idea of the article?

(A) The Moon is the brightest object in the sky.
(B) Dinosaurs are more exciting than telescopes.
(C) Maya visits a museum and has an experience that makes space feel more real and interesting.
(D) Buses are quieter after school trips.

Use the article "The Night the Roof Opened" to answer this question.



Big coda? More on site.
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