6 Montana MAST

English Language Arts Practice Tests

for Grade 4

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Reza Nazari

Grade 4 · Montana · MAST

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

Full-Length Practice for MAST 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!

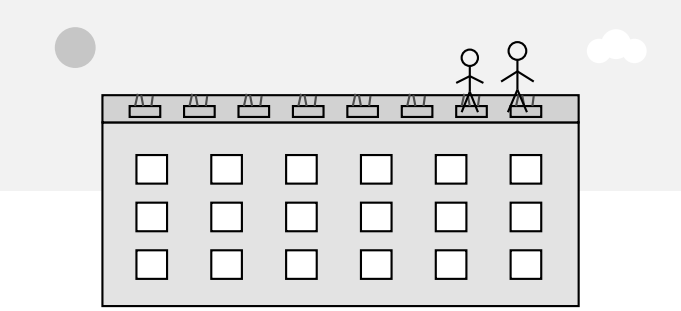


Hot hook? Win the read.

Scan Me

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

The Roof That Learned to Breathe



1 From the sidewalk, the top of the Jefferson Community Center once looked like the top of almost every other building in the neighborhood: flat, dark, and easy to forget. In summer, the roof absorbed sunlight all day and gave off heat long after the sun went down. After rain, water rushed across it and spilled into drains below.

2 A few years ago, city planners, teachers, and neighborhood volunteers worked together on a different idea. Instead of leaving the roof bare, they covered much of it with soil, grasses, flowers, and low-growing plants. The new rooftop garden was not built mainly for decoration. It was designed to solve several problems at once.

3 Plants on the roof help in hot weather because they shade the surface beneath them. Soil and plants also hold some rainwater for a time instead of letting it rush away all at once. As a result, the building stays cooler, and the drainage system below has less water to handle during storms.

4 The rooftop changed the community center in other ways too. Butterflies began visiting the flowers. Teachers brought students up to observe insects, measure plant growth, and sketch seed heads. Neighbors who once passed the building without looking up now pause to ask what is growing there.

5 Keeping a rooftop garden healthy takes planning. The plants must be able to survive strong sun, wind, and shallow soil. Workers inspect the roof carefully to make sure water drains correctly and the structure stays safe. During long dry periods, volunteers water the plants in the early morning.

6 Not every roof can become a garden, but many cities are studying where green roofs might help. In crowded places with little open land, rooftops can provide space for plants without taking away streets, sidewalks, or playgrounds.

7 People who visit the Jefferson Community Center often say the building feels different now. That difference is not only because the roof is green instead of black. The rooftop garden has changed how the building works. It cools, holds water, and creates a small habitat high above the street.

8 A roof is usually thought of as something that keeps weather out. At Jefferson, the roof still does that. But it also does something more. It supports living things and helps the building respond to the weather around it. In that sense, people in the neighborhood sometimes say the roof has learned to breathe.

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

(A) Rooftop gardens are mainly built so buildings will look unusual from above.
(B) Butterflies are the most important visitors to the Jefferson Community Center.
(C) The rooftop garden changed the community center by helping with heat, rainwater, and habitat while also creating a place for learning.
(D) All city buildings should replace playgrounds with rooftop gardens.



Swift wizards? Scan for words.
Scan Me

Read the poem. Then answer questions 15–16.

Wind Lesson

One held the spool and one watched how
The field grass bent beneath the breeze.
One felt the tug run through the line,
One timed the lift between the trees.

The kite did not care who was first,
Or whose hands claimed the larger part.
It only rose when string and wind
Were guided by a patient heart.

Some things stay low when voices pull
In opposite directions all at once.
Some things climb only when we learn
That different work can still mean one.

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15) What idea is emphasized in lines 9–12?

(A) Arguing loudly usually improves teamwork
(B) Kites are difficult to control in early spring
(C) A task may succeed when people do different jobs toward the same goal
(D) The wind is stronger near trees than near grass



Slow answers? Scan for hats.
Scan Me

Use the poem "Wind Lesson" to answer this question.

16) What is the central message of the poem?

(A) Patience and cooperation can help something succeed.
(B) The wind decides everything, no matter what people do.
(C) Kites should only be flown by two people.
(D) Outdoor play is better than indoor work.

Use the poem "Wind Lesson" to answer this question.

17) Which statement best explains how the poet shows that the kite's flight depends on more than wind alone?

(A) The kite needs two people only so one can admire it from below.
(B) The kite flies best when people guide the string patiently while paying attention to the wind.
(C) The kite depends mostly on the spool because the grass does not matter.
(D) The kite rises only when the wind is strong enough to lift it by itself.

Use both "The String Between Them" and "Wind Lesson" to answer this question.

18) Which idea is developed in both texts?

(A) Strong wind is more important than skill
(B) Success often depends on different people contributing in different ways
(C) Grandparents always understand weather best
(D) The best toys are the ones people make at home

Scan Me
Neat reviews? Scan for cats.

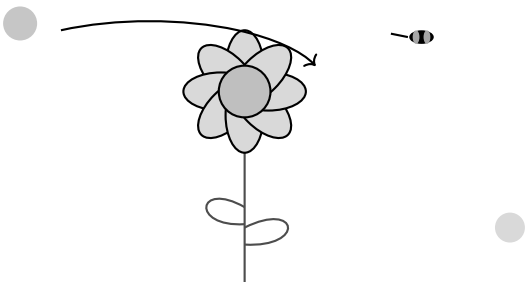
Use both "The String Between Them" and "Wind Lesson" to answer this question.

19) How is Lila's statement in paragraph 19 similar to the speaker's idea in the poem?

(A) Both focus on the beauty of the kite's design.
(B) Both suggest that one person should always lead.
(C) Both explain that trouble comes when people try to do the same job at the same time.
(D) Both argue that kites are too difficult for children.

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

The Clock Inside a Flower



1 A flower may seem still, but many flowers keep track of time in quiet ways. Some open early in the morning and close by afternoon. Others remain shut until evening and then unfold as the light fades. These patterns are not random. They are part of how plants respond to light, temperature, and the daily cycle of day and night.

2 Scientists call these regular patterns rhythms. A plant does not wear a watch or count hours the way people do, of course. Instead, it follows signals from the environment and from processes inside the plant itself. These signals help the flower know when to open, when to close, and when to release its scent most strongly.

Zany tips? Scan for ones. Scan Me