6 North Carolina EOG

Reading Practice Tests

for Grade 4



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- Small Steps, Big Gains!
- **Practice Smart.** Score Higher.
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- Practice
- Master
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Reza Nazari

Grade 4 · North Carolina · EOG

6 North Carolina Grade 4 Reading Practice Tests

Full-Length Practice for EOG 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!

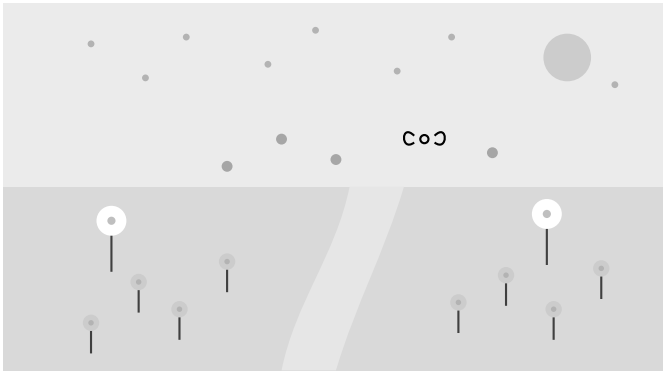


Word maps? Scan for lugs.

Scan Me

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

The Night Garden



1 During the day, the Garden Club at Brookside School looked ordinary enough. There were rows of tomatoes, a patch of herbs, and a wooden fence painted by last year's fourth graders. But once the sun went down, the garden changed into something almost magical.

2 Mrs. Bennett, the science teacher, had helped students create what she called a night garden. Instead of choosing only bright daytime flowers, the class planted pale moonflowers, evening primrose, and jasmine. Some of these plants opened late in the day. Others gave off their strongest scent after sunset.

3 At first, many students wondered why anyone would make a garden for nighttime. Then Mrs. Bennett explained that not every pollinator works in daylight. While bees visit flowers in the morning and afternoon, moths and some bats help pollinate certain plants at night. A night garden gives these creatures food and shelter.

4 When the class visited the garden one evening, they noticed details they had never seen before. White flowers seemed to glow in the moonlight. Sweet smells drifted through the air more strongly than they did during the day. Tiny sounds came from the leaves and fence posts. Now and then, a moth fluttered past like a small, silent kite.

Scan Me
Daffy bars? Scan for mugs.

5 The students also observed that the garden looked different for another reason. Pale flowers are easier to spot in low light than dark ones. Their light color helps nighttime pollinators find them more easily. Strong scents also help guide creatures through the dark.

6 The night garden soon became one of Brookside School's most unusual projects. Families were invited to take evening walks through it. Students created small signs explaining how each plant helped wildlife. The art club even painted stepping-stones with stars, moons, and moth wings.

7 By the end of the season, the class had learned more than the names of a few flowers. They had discovered that nature does not go to sleep when the sun goes down. In many places, a different shift is just beginning.

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1) What is the main idea of the article?

(A) Brookside School painted its garden fence every year.
(B) A night garden is designed to attract nighttime pollinators and help students learn how nature works after dark.
(C) Moths are better pollinators than bees.
(D) Students should only visit gardens in the evening.

Use the passage "The Night Garden" to answer this question.

2) In paragraph 3, what does the word *pollinate* most nearly mean?

(A) to protect plants from cold weather
(B) to water plants every day
(C) to make plants grow taller
(D) to help plants produce seeds



Macro themes? Scan for hats.
Scan Me

15) What does the phrase "a paper star" in line 5 help the reader understand?

(A) The lantern looks bright and special in the darkness
(B) The lantern is made of metal
(C) The lantern is shaped exactly like a star
(D) The speaker wants to travel into space

Use the poem "Lantern Light" to answer this question.

16) What is the central message of the poem?

(A) Darkness should always be avoided.
(B) Quiet acts of light and kindness can make difficult times easier.
(C) Wind makes everything harder.
(D) Lanterns are better than flashlights.

Use the poem "Lantern Light" to answer this question.

17) Which statement best explains how the poet helps the reader imagine the lantern?

(A) The poet uses imagery and comparisons, such as a paper star and a small bright heart, to show the lantern's gentle glow.
(B) The poet gives a step-by-step explanation of how lanterns are made.
(C) The poet lists famous lantern festivals from around the world.
(D) The poet argues that lanterns are safer than candles in the wind.

Use both "The Last Lantern" and "Lantern Light" to answer this question.

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

(A) Lanterns are mostly useful because they are expensive.
(B) Wind always ruins celebrations.
(C) Small sources of light can carry strong meaning.
(D) Families should avoid old traditions.



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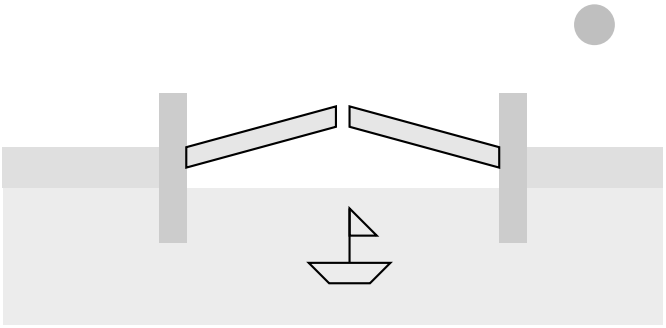
Use both "The Last Lantern" and "Lantern Light" to answer this question.

19) How is the lantern viewed differently in the two texts?

(A) In the story, it belongs to a stranger; in the poem, it belongs to a child.
(B) In the story, it is broken beyond repair; in the poem, it is never described.
(C) In the story, it is unimportant; in the poem, it is dangerous.
(D) In the story, it is part of a family tradition; in the poem, it is a symbol of comfort in darkness.

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

Bridges That Move



1 Most bridges are built to stay in one place. They stretch over water, roads, or valleys and remain still while cars and people cross. But some bridges are different. Instead of staying fixed, they can move.

2 Engineers design moving bridges for places where both land traffic and water traffic are important. In these locations, a bridge must allow people and vehicles to cross, but it must also make room for boats to pass through. A moving bridge solves both problems.

3 One type is called a drawbridge. When a tall boat needs to pass, the bridge lifts upward, usually in two sections. Another kind is a swing bridge, which rotates to the side. A third kind, called a lift bridge, raises its middle section straight up between tall towers.

4 These bridges may seem simple when viewed from far away, but they depend on careful engineering. Motors, gears, cables, and counterweights help move the heavy sections. Timing also matters. Traffic must stop before the bridge moves, and the opening and closing process must be done safely.

5 Moving bridges are useful, but they can also test people's patience. Drivers may have to wait several minutes while a boat passes. Still, many people enjoy watching the process. It offers a close look at how machines and structures can work together.

6 In some cities, moving bridges have become famous landmarks. Tourists come not just to cross them, but to watch them open. A bridge that moves can turn an ordinary trip into an event worth remembering.

7 Bridges are often thought of as symbols of connection. Moving bridges do that in a special way. They connect two sides of a place while also making room for movement in between.

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20) What is the central idea of the article?

(A) Moving bridges are designed to help both land traffic and water traffic, and they rely on careful engineering.
(B) Boats are more important than cars in every city.
(C) Tourists should visit every famous bridge.
(D) Moving bridges are old-fashioned and no longer useful.



Grand tricks? Spot the mood.
Scan Me