6

Oregon

OSAS (Smarter Balanced)

English Language Arts Practice Tests

for Grade 4

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



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Reza Nazari

Grade 4 · Oregon · OSAS

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

Full-Length Practice for OSAS 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!

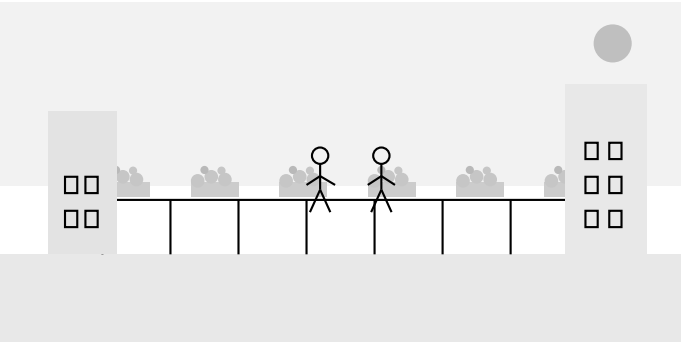


Brisk robots?
Raise the bar.

Scan Me

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

The Bridge Garden



1 At first, people crossing Willow Street Bridge did not expect to see much more than traffic below and buildings on either side. The bridge was useful, but not especially memorable. Then the city added something unusual: a row of long planters filled with flowers, herbs, and small vegetables.

2 The project was called the Bridge Garden. City leaders hoped it would do more than make the walkway look brighter. They wanted the bridge to feel like a welcoming public space instead of only a place people hurried across. Volunteers, teachers, and students helped choose plants that could handle sun, wind, and shallow soil.

3 Some people doubted the idea at first. A bridge seemed like a strange place for a garden. But the planners studied the site carefully. They measured how much sunlight the bridge received, checked where wind was strongest, and selected sturdy planter boxes with good drainage.

4 Once the garden was installed, the bridge began to change in small but noticeable ways. People slowed down instead of rushing across. Neighbors stopped to point out new blossoms. Children leaned over the planters to watch bees visit flowers. Even office workers on their lunch breaks began carrying sandwiches to the benches at each end.

Scan Me
Snappy edits? Name the noun.

5 The plants also helped in practical ways. Some flowers attracted pollinators. Herbs such as basil and mint gave off a pleasant smell when brushed by the wind. Trailing plants along the edges softened the hard lines of metal and concrete. The bridge still served its old purpose, but now it did something more.

6 Students from nearby schools visited every few weeks to record how the garden changed through the seasons. In spring, they counted buds and insects. In summer, they measured plant growth. In autumn, they observed which plants stayed strong in cooler weather. The bridge became a place for both movement and learning.

7 The greatest surprise may have been how quickly people claimed the bridge as part of neighborhood life. What had once been a plain path over water became a place where people paused, noticed, and shared the same view for a little while.

8 The Bridge Garden did not turn the city into the countryside. It did something smaller, and perhaps more useful. It showed that even a busy crossing can become a place where nature and community meet.

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1) What is the main idea of the article?

(A) Bridges should only be built where there is enough room for benches.
(B) A garden added to a bridge made the space more beautiful, useful, and welcoming to the community.
(C) Herbs are easier to grow than flowers in cities.
(D) Children enjoy counting insects more than measuring plants.



Icy keys?
Hear the beat.
Scan Me

Use the poem "Left Behind" to answer this question.

17) What is the central message of the poem?

(A) Objects left behind can carry a feeling of unfinished memory until they are returned.
(B) Morning always solves every problem.
(C) Mittens are easier to lose than scarves.
(D) Hallways are noisier than rooms.

Use the poem "Left Behind" to answer this question.

18) Which answer best explains how the poet creates the feeling that forgotten objects are still connected to people?

(A) By explaining that the objects are expensive and should be protected
(B) By listing where each object was found and who cleaned the hallway
(C) By describing the mitten, cap, and scarf as if they are waiting and still linked to names or dates
(D) By revealing exactly when every owner will return for the objects

Use both "The Jacket on the Hook" and "Left Behind" to answer this question.

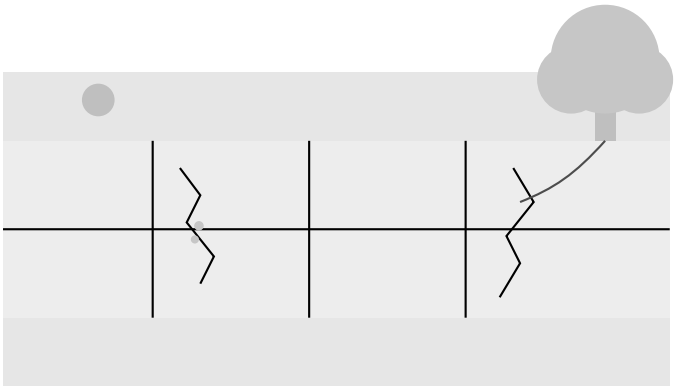
19) What idea is shared by both the story and the poem?

(A) Students should ignore objects left behind.
(B) Teachers should organize all lost clothing.
(C) Winter clothing is too easy to replace.
(D) Forgotten objects can hold a quiet reminder of the people connected to them.

Firm cols? Scan to focus. Scan Me

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

Why Sidewalks Get Cracks



1 Sidewalks may look solid and unchanging, but over time many of them crack. Some cracks stay small for years. Others spread wider and can even lift the concrete into uneven sections. These changes happen for several reasons.

2 One cause is temperature. Concrete expands when it gets warm and contracts when it gets cold. Over many seasons, this repeated movement can weaken the material. That is why builders often leave small spaces, called joints, between sections of concrete. The joints give the sidewalk room to move without breaking as easily.

3 Water can also play a role. Rain may seep into tiny openings in the sidewalk. If the weather turns cold enough, the water can freeze and expand. This puts pressure on the concrete from the inside. When the ice melts, the water may sink in again and repeat the process.

4 Plants can affect sidewalks too. Tree roots usually grow where they can find water and space. As roots thicken underground, they may push up against the concrete above them. In some places, small plants even begin growing inside narrow cracks, making them easier to notice.

Scan Me
Owl pages? Banish bad bias.

5 Cracks are not always caused by only one thing. A sidewalk might first weaken from temperature changes, then widen when water freezes, and later be lifted by roots. Small effects can add up over time.

6 For cities, sidewalks matter because people use them every day. When sidewalks crack badly, workers may patch them, grind down raised parts, or replace whole sections. Taking care of sidewalks helps keep walking paths safer and easier to use.

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20) What is the central idea of the article?

(A) Sidewalk cracks happen for several reasons, including temperature changes, water, and plant roots.
(B) Concrete is weaker than most building materials.
(C) Sidewalks should always be replaced instead of repaired.
(D) Tree roots are the only real cause of sidewalk damage.

Use the passage "Why Sidewalks Get Cracks" to answer this question.

21) How is the article mainly organized?

(A) By persuading people to walk more often
(B) By comparing roads to sidewalks
(C) By explaining several causes of sidewalk cracks
(D) By telling the history of one city sidewalk



Mega owls? Tame the tone.
Scan Me