# 6 Wyoming WY-TOPP

# English Language Arts Practice Tests

for Grade 4

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Reza Nazari

Grade 4 · Wyoming · WY-TOPP

# 6 Wyoming Grade 4
## English Language Arts (ELA)
## Practice Tests

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Full-Length Practice for WY-TOPP Preparation and Academic Confidence

Reza Nazari

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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!



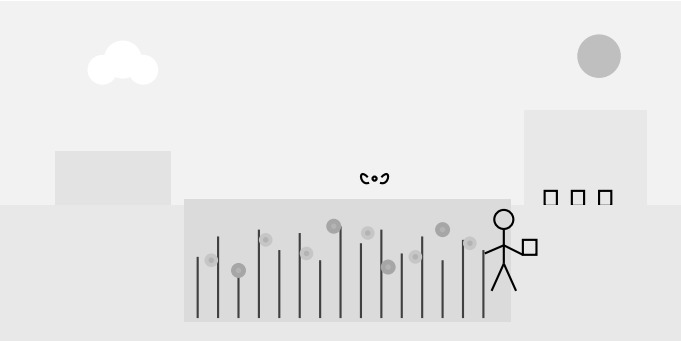


Owl puns? Mind the tone.

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

## The Pocket Prairie



**1** Between a parking lot and a row of brick apartment buildings in the middle of the city, there is a strip of land no bigger than two classrooms. For years, most people passed it without noticing. It held patchy grass, a few weeds, and scattered litter. Then a group of teachers, students, and neighborhood volunteers decided to turn it into something different.

**2** Their plan was to create a pocket prairie. A prairie is a grassland filled with native plants that support insects, birds, and other wildlife. The new prairie would be much smaller than the wide grasslands found in open country, but the team hoped it could still provide food and shelter for living things in the city.

**3** Before planting, students studied old maps and local plant guides to learn which grasses and flowers once grew naturally in the area. They discovered that long before streets and buildings covered the neighborhood, native plants had covered much of the region. The class chose hardy species such as little bluestem grass, black-eyed Susans, and purple coneflowers.

**4** The work took patience. First, volunteers cleared trash and removed invasive weeds. Then they loosened the soil, planted seeds and young plants, and added signs asking people to stay on the sidewalk. At the beginning, the space did not look impressive. Some plants were small, and the ground still appeared thin and bare.

**5** By the second spring, however, the patch had changed. Tall grasses swayed above the curb. Butterflies fluttered through the flowers. Bees moved from blossom to blossom, and sparrows hopped through the stems searching for seeds. What had once seemed like an ignored corner now felt active and full of life.

**6** The prairie also became an outdoor classroom. Students sketched insects, counted blossoms, and compared which plants grew best in sun or shade. They learned that small spaces can still matter. Even a narrow strip of land can help connect living things in a busy city.

**7** People in the neighborhood began to notice the change too. Some stopped to read the signs. Others asked questions about the flowers. A few residents started planting native species in pots and yards nearby. The little patch of prairie seemed to invite people to look more closely at the world around them.

**8** The pocket prairie did not remove the buildings, quiet the traffic, or make the city feel wild. What it did do was simpler and perhaps more important. It proved that care, patience, and attention can bring life back even to places that seem too small to matter.

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Ultra styles?
Read the site.
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*Use the poem "Small Glass World" to answer this question.*

**17)** What is the central message of the poem?

(A) Voices from the past should be written down.
(B) Games are the most important part of childhood.
(C) Small objects can carry much more meaning than they first appear to hold.
(D) Glass is a very beautiful material.

*Use the poem "Small Glass World" to answer this question.*

**18)** Which answer best explains how the poet helps the reader understand why the marble matters?

(A) The poet fills the marble with images of light, sky, games, dusty yards, and remembered voices, making it seem full of memory.
(B) The poet explains how marbles are made from heated glass.
(C) The poet shows that the marble matters only because it can win games.
(D) The poet focuses on the marble's exact size and weight more than what it suggests.

*Use both "The Marble in the Drawer" and "Small Glass World" to answer this question.*

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

(A) Games are best played alone.
(B) A marble becomes meaningful because it is expensive.
(C) Marbles should be stored in drawers.
(D) A small object can hold memories and meaning from the past.

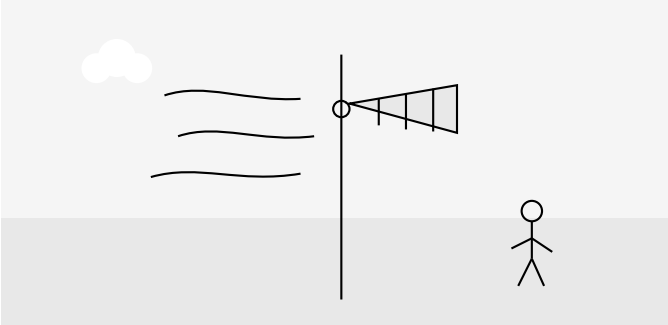




Icy shots?
Spot the clue.
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**Read the passage below. Then answer questions 20–26.**

## How a Wind Sock Helps



**1** A wind sock is a cloth tube that is open at both ends and attached to a pole. When the wind blows, the tube fills with air and points away from the pole. From far away, it may look simple, but a wind sock can provide useful information quickly.

**2** The first thing a wind sock shows is wind direction. Because the open end faces the wind, the narrow end points the direction the air is moving toward. This makes it easy to see which way the wind is blowing without using a complicated instrument.

**3** A wind sock can also give clues about wind speed. On a calm day, it may droop loosely. In a stronger wind, it stretches farther outward. Although it does not measure speed exactly, it helps people judge whether the wind is light, moderate, or strong.

**4** Wind socks are often used at airports because pilots need to know how the wind is moving before taking off or landing. Wind direction and strength can affect how an airplane travels through the air. A quick glance at the wind sock gives pilots important information.

**5** Wind socks are useful in other places too. Gardeners may use them to observe weather conditions. Some schools put them near gardens or science areas so students can compare wind with clouds, temperature, or rainfall. In these settings, a wind sock becomes both a tool and a lesson.

**6** Even though a wind sock is simple, it works because of careful design. Its wide opening catches air easily, while its long shape makes movement easy to see. Sometimes simple tools are useful not because they do many things, but because they do one job clearly.

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**20)** What is the central idea of the article?

(A) Wind socks are colorful decorations for airports.
(B) Pilots rely only on wind socks when flying.
(C) A wind sock is a simple tool that helps people observe wind direction and strength.
(D) Wind is stronger near schools than near gardens.

*Use the passage "How a Wind Sock Helps" to answer this question.*

**21)** How is the article mainly organized?

(A) By arguing that all schools need poles
(B) By explaining what a wind sock is, what it shows, and where it is used
(C) By telling a story about a pilot
(D) By comparing wind socks to flags only





Warm tips? More on site.
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