7 Full-Length North Dakota NDSA

English Language Arts (ELA) Practice Tests

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

Grade 4



Practice Master Achieve

Reza Nazari

Grade 4 · North Dakota · NDSA

7 North Dakota Grade 4 English Language Arts (ELA) Practice Tests

Full-Length Practice for NDSA 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!

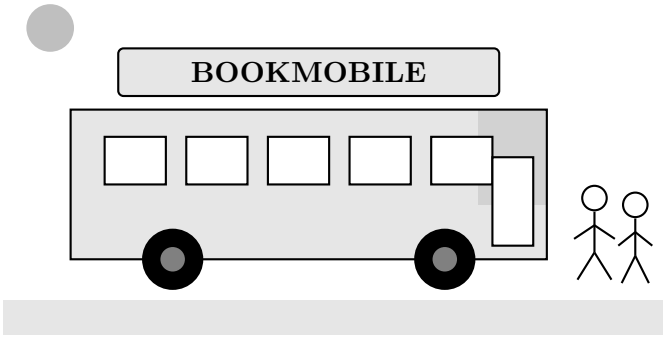


Buzzy facts? Read the site.

Scan Me

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

The Library on Wheels



1 Every Wednesday afternoon, a bright blue bus rolls into the town square in Maple Grove. But this is not an ordinary bus. Inside its shelves are hundreds of books. The bus is a traveling library, and people in town call it the Bookmobile.

2 Maple Grove is a small town surrounded by farms and long country roads. The nearest public library is many miles away, so not everyone can visit it easily. Years ago, town leaders looked for a way to bring books to children and families. Their answer was simple and clever: bring the library to them.

3 The Bookmobile is carefully organized. Picture books are stacked in low baskets near the front. Chapter books fill the middle shelves. In the back, readers can find nonfiction books about animals, weather, inventors, and outer space. There is even a tiny desk where people can check out books and ask for recommendations.

4 The driver, Ms. Leena, is also the librarian. She knows many readers by name. When Javier finished a mystery series, Ms. Leena handed him a book about a hidden treasure map. When Nia asked for something funny, Ms. Leena showed her a novel about a dog that keeps stealing socks. She says choosing the right book for someone is like matching a key to a lock.

5 The Bookmobile does more than lend books. On warm days, Ms. Leena opens a side panel of the bus and creates a small reading space with folding stools and a striped rug. Sometimes she reads aloud to younger children. Other times, older students share poems or book reviews they have written. These gatherings have turned book day into a favorite town tradition.

6 The Bookmobile has changed Maple Grove in surprising ways. Students who once said reading was boring now race to be first in line. Families trade recommendations while waiting their turn. Even farmers sometimes stop by after work to borrow biographies or books about machinery.

7 Of course, keeping a library on wheels is not always easy. Rainy weather can make country roads muddy. Summer heat can warm the bus quickly. Once, a loose stack of books slid off a shelf when the bus hit a pothole. Still, the town continues to support the program because it brings learning, imagination, and neighbors together.

8 Today, when the blue bus rounds the corner, children point and wave before it even stops. To many people in Maple Grove, the Bookmobile is more than a bus full of books. It is a sign that stories can travel anywhere.

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1) What is the main idea of the article?

(A) Buses are harder to organize than regular libraries.
(B) The Bookmobile helps bring books and community experiences to people in Maple Grove.
(C) Farmers in Maple Grove enjoy reading about machinery.
(D) Traveling on country roads can be difficult in rainy weather.

Bright themes? Scan to grow. Scan Me

15) In line 4, why does the poet call the kite "a blue acrobat"?

(A) To explain that the kite belongs in a circus
(B) To prove that the kite is alive
(C) To show that the kite moves gracefully through the air
(D) To show that the kite is difficult to build

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

16) What is the central message of the poem?

(A) Wind is only useful when flying kites.
(B) Invisible things can still be powerful and impressive.
(C) Outdoor games are better than indoor activities.
(D) Trees and grass are stronger than wind.

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

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

(A) The poet lists the names of birds that live on the hill.
(B) The poet explains the science of how wind is formed.
(C) The poet describes the wind as a machine that never stops.
(D) The poet uses sensory details and figurative language, such as whispering sounds, bending grass, and a comparison to a dancing acrobat.

Use both "The Kite That Almost Flew Away" and "Hilltop Wind" to answer this question.

18) How is the wind presented in both texts?

(A) As a weak force that is easy to ignore
(B) As a danger that causes serious injuries
(C) As something playful but also powerful
(D) As something only adults understand



Metaphor!
Scan for QR.
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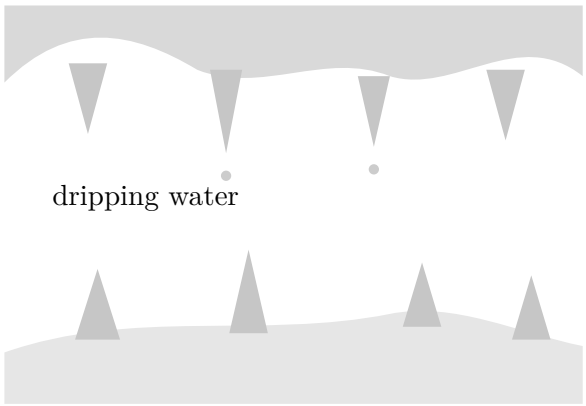
Use both "The Kite That Almost Flew Away" and "Hilltop Wind" to answer this question.

19) What do Talia and the speaker of the poem have in common?

(A) Both decide never to fly a kite again.
(B) Both are frustrated by rainy weather.
(C) Both are judges at an outdoor event.
(D) Both learn that wind can change an ordinary moment into something memorable.

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

A Cave Grows Drop by Drop



1 Deep underground, some caves look as if they were decorated by artists. From the ceiling hang long, rocky points called stalactites. Rising from the floor are matching shapes called stalagmites. Some are thin as pencils. Others are thick as tree trunks. Although they look solid and still, these cave formations are built slowly over time by moving water.

2 The process begins when rain falls on the ground above a cave. As the water moves through soil and cracks in rock, it picks up tiny amounts of minerals. One important mineral is called calcium carbonate. By the time the water reaches the cave ceiling, it carries some of that mineral with it.

Scan Me
Shy goals? Scan to enjoy.

3 Then the water forms a drop. When the drop hangs from the ceiling, a small amount of mineral is left behind. Over many years, those mineral bits pile up and create a stalactite. If the drop falls to the cave floor, it can leave more minerals there. Slowly, a stalagmite begins to grow upward from the ground.

4 The amazing part is how slowly this happens. In some caves, formations may grow less than an inch in one hundred years. That means a large stalactite or stalagmite may have taken thousands of years to form. What seems motionless is actually changing drop by drop.

5 Scientists study cave formations for more than their unusual shapes. The minerals inside them can provide clues about the past. By examining layers in the rock, scientists may learn about rainfall, climate, and environmental changes from long ago.

6 Visitors to caves are often warned not to touch the formations. Oils from human skin can affect how the minerals are deposited. In places where people have broken cave formations, damage that happened in a moment may take centuries to repair.

7 A cave may seem silent and still, but it is really a place where water, rock, and time work together. Every drop helps shape the underground world.

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20) What is the central idea of this article?

(A) Caves are dangerous places for visitors.
(B) Water slowly forms cave structures, and these formations can also help scientists learn about the past.
(C) Scientists prefer caves to all other places on Earth.
(D) All cave formations grow several inches each year.

Big gags? Scan to grow. Scan Me