7 Full-Length Oregon OSAS

English Language Arts (ELA) Practice Tests

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

Grade 4



Practice Master Achieve

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Grade 4 · Oregon · OSAS

7 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.

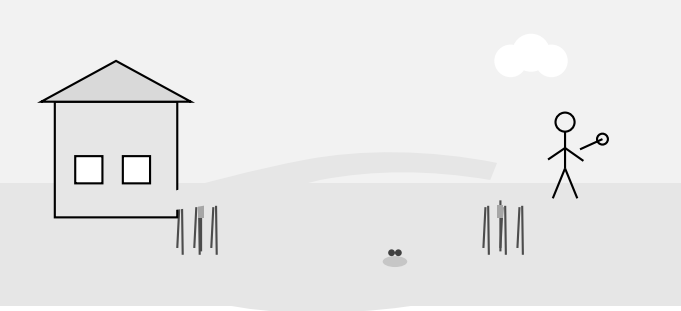
Remember: Take your time, stay calm, and do your best. You've prepared well for this practice—you've got this!



Myth posters?
Feel the mood.
Scan Me

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

The Schoolyard Wetland



1 On the far edge of the playground at Brookfield Elementary, there used to be a patch of ground students avoided. After every hard rain, water collected there and stayed for days. The area became muddy, mosquitoes buzzed above the puddles, and soccer balls disappeared into the soft ground. Teachers often reminded students to keep away from the mess.

2 At first, many people thought the problem should be solved by covering the area with more gravel or digging a deeper drain. But when a group of students studied the spot during science class, they learned something surprising. The soggy ground was acting like a tiny wetland.

3 Wetlands are places where water covers the soil for part or all of the year. They may look plain at first, but they do important work. Wetlands can slow down water after storms, trap some dirt before it washes away, and provide homes for insects, frogs, birds, and plants that thrive in damp ground.

4 The class shared what they learned with the principal and the parent garden club. Instead of removing the wet area, the school decided to improve it carefully. Workers shaped the ground into a shallow basin, added native wetland plants, and placed a narrow path nearby so classes could observe the area without stepping into it.

5 The change was gradual. In the first few weeks, the new plants looked small and the area still seemed mostly muddy. Then the roots began to take hold. Tall grasses rose along the edges. Dragonflies appeared over the water. One morning, students found frog eggs attached to a cluster of reeds. By the end of spring, the muddy corner looked less like a problem and more like a place full of quiet activity.

6 The schoolyard wetland became part of lessons in several subjects. In science, students recorded which animals visited and how water levels changed after rain. In writing, they described the sounds and movements they noticed there. In art, they sketched reflections, seed heads, and insects resting on leaves.

7 The wetland also helped the school in practical ways. During storms, less water rushed across the blacktop. The plants helped hold soil in place. The area that once had to be fenced off now taught students why some spaces should stay wet instead of being forced to dry out.

8 Visitors to Brookfield Elementary often pause when they reach the edge of the playground. What they see is not a large pond or a dramatic stream. It is only a small wetland. Yet it has changed how students think about the land around them. They learned that a place can seem inconvenient at first and still turn out to be valuable once people understand what it is doing.

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

(A) Brookfield Elementary removed a playground problem by building a large pond.
(B) Wetlands are difficult places for plants and animals to survive.
(C) Students helped their school recognize the value of a wet area and turn it into a useful schoolyard wetland.
(D) Science class is the most important subject at Brookfield Elementary.



Rhyme words? Scan to start.
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15) What idea is emphasized in lines 9–12?

(A) Good work always receives attention from everyone
(B) Decorations should only be used once
(C) Stage lights improve most paper crafts
(D) Something can be well made and meaningful even if it is not exactly like everything else

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

16) What is the central message of the poem?

(A) The most important decorations are the most expensive ones
(B) Performances are more important than preparation
(C) Careful work can have value even when it is not perfect or noticeable to others
(D) Every star should be made from the same color paper

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

17) Which statement best explains why the new star matters even though most people cannot tell which one it is?

(A) It proves that handmade decorations should always replace store-bought ones.
(B) It quietly does its job and shows that careful work matters even if few people notice it.
(C) It changes the whole performance by becoming the main part of the show.
(D) It is brighter than every other decoration hanging above the stage.



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

18) Which idea is developed in both texts?

(A) Handmade objects are difficult to repair
(B) Decorations are more important than performances
(C) Stars should always be placed in the center
(D) Work can be meaningful even when it is not perfect or widely noticed

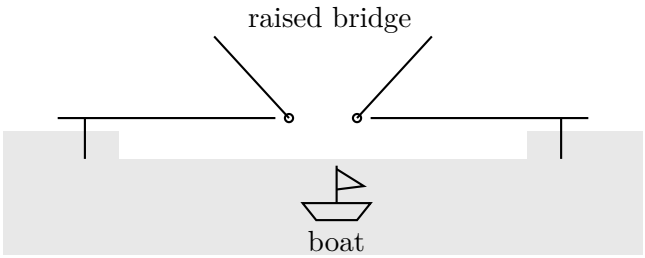
Use both "The Last Paper Star" and "Paper Light" to answer this question.

19) How is Elena's understanding at the end of the story similar to the speaker's understanding in the poem?

(A) Both value work that quietly fulfills its purpose
(B) Both wish the decorations had been larger
(C) Both realize that exact sameness is the only sign of quality
(D) Both believe the audience should study the stars more carefully

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

Why Some Bridges Rise



1 Most bridges stay in one place all the time. Cars, buses, bicycles, and people cross them, while water or land passes underneath. But some bridges are built for places where both road traffic and boat traffic need the same path. In those locations, a bridge sometimes has to move.

2 One kind of moving bridge is called a drawbridge. When a tall boat needs to pass, part of the bridge can rise, open, or turn aside. After the boat goes through, the bridge closes again so vehicles and people can continue crossing.

3 Engineers choose this kind of design when a regular fixed bridge would create a problem. A low bridge might block taller boats. A very high bridge could be expensive to build and difficult for vehicles to climb. A movable bridge can solve both problems by staying low most of the time and opening only when needed.

4 Different movable bridges operate in different ways. In a bascule bridge, two sections lift upward like a pair of giant arms. In a swing bridge, a section turns to the side. In a vertical-lift bridge, the middle section rises straight up between tall towers. Although these bridges look different, they all help boats and road traffic share the same space.



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