7 Full-Length Rhode Island RICAS

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 · Rhode Island · RICAS

7 Rhode Island Grade 4 English Language Arts (ELA) Practice Tests

Full-Length Practice for RICAS Preparation and Academic Confidence

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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!

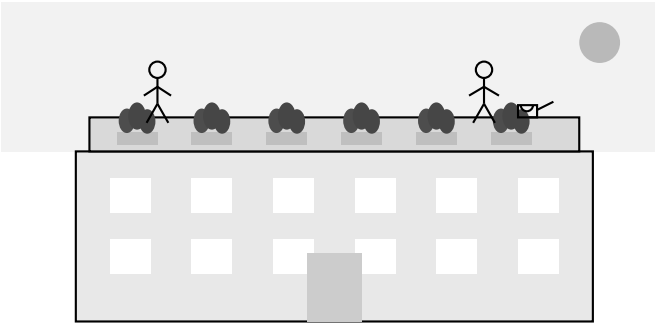


Hard keys? Scan for nods.

Scan Me

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

The School on the Roof



1 From the sidewalk, Brookside Elementary looks like an ordinary brick school. Buses pull up each morning. Students race through the front doors. Teachers carry stacks of papers to their classrooms. But above the third floor is something many visitors do not expect to find: a rooftop garden filled with vegetables, flowers, and buzzing insects.

2 The garden began when teachers searched for a way to give students more hands-on science experiences. The school did not have enough open ground for a traditional garden, but it did have a flat roof that received plenty of sunlight. With help from families, local builders, and city experts, the school turned part of that roof into a safe growing space.

3 Creating a garden on top of a building took careful planning. Special boxes were built to hold soil without harming the roof. Paths were added so students could walk safely between the plants. A watering system was installed to keep the garden healthy during hot weather. The school also chose crops that could grow well in shallow soil, such as lettuce, herbs, and cherry tomatoes.

4 Now the rooftop garden is part of the school day. Fourth graders measure plant growth and record their observations in notebooks. Younger students watch bees visit blossoms and learn why pollinators matter. During math lessons, some classes count seedlings or compare the heights of different plants. What began as one science project has spread into many subjects.

5 The garden has changed more than lessons. Students who once hurried past weeds in the sidewalk now stop to notice shapes of leaves and signs of insects. Some families have even started container gardens at home after seeing what children were learning at school. One parent joked that her kitchen windowsill had become "Brookside Roof, Part Two."

6 Of course, a rooftop garden comes with challenges. Strong winds can dry the soil quickly. Summer vacation means fewer students are around to help care for the plants. To solve these problems, volunteers take turns watering, and garden clubs meet during the warmer months.

7 By harvest time, students carry baskets of lettuce and herbs downstairs for tasting days and cooking demonstrations. Yet the most important thing the garden grows may not be food at all. It grows curiosity. It gives students a place to ask questions, test ideas, and watch small changes happen day by day.

What is the main idea of the article?

(A) Rooftops should always be used for gardens instead of classrooms.
(B) Cherry tomatoes are the easiest plants for students to grow at school.
(C) Brookside Elementary created a rooftop garden that helps students learn in many ways.
(D) Families at Brookside enjoy cooking more than gardening.



Quick brains? Scan for help.
Scan Me

Use the poem "Waiting Place" to answer this question.

16) What is the central message of the poem?

(A) Buses are usually too noisy.
(B) Waiting is always a waste of time.
(C) Ordinary places can become meaningful because of the people and kindness connected to them.
(D) Wooden benches last longer than metal ones.

Use the poem "Waiting Place" to answer this question.

17) Which answer best explains how the poet shows that the speaker's thinking has changed?

(A) The speaker learns that waiting places should always be avoided.
(B) The speaker begins by admiring the bench and ends by ignoring it.
(C) The speaker decides the bench should be replaced with a newer one.
(D) The speaker begins by seeing the bench as only boards and screws, but later understands it as a place filled with memory and kindness.

Use both "The Bench by the Bus Stop" and "Waiting Place" to answer this question.

18) How is the bench presented in both texts?

(A) as a place that becomes meaningful because of memory and kindness
(B) as an object that causes confusion and fear
(C) as something broken and dangerous
(D) as a prize that someone wants to win



Owl puns?
Mind the tone.
Scan Me

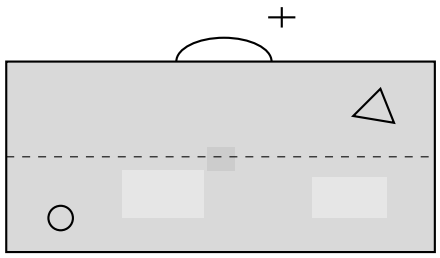
Use both "The Bench by the Bus Stop" and "Waiting Place" to answer this question.

19) What idea is shared by Lena and the speaker of the poem?

(A) Both wish they could travel somewhere else.
(B) Both learn that paying attention can reveal hidden meaning in an ordinary place.
(C) Both decide to avoid speaking with other people.
(D) Both believe that objects matter more than people.

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

The Museum in a Suitcase



1 When most people think of a museum, they imagine a large building full of quiet halls, glass cases, and paintings on tall walls. But one history program found a way to bring museum learning directly into classrooms without moving the students at all. Its traveling exhibit, called *Museum in a Suitcase*, arrives in a rolling case no larger than an airport carry-on bag.

2 Inside the suitcase are carefully chosen objects connected to a single topic. One suitcase may focus on early inventions. Another may contain items related to life in a town one hundred years ago. Students might examine copies of old photographs, tools, letters, maps, or newspaper pages. Each item is selected to help students ask questions about the past.

3 Unlike a regular display, the traveling museum encourages students to get involved. They work in groups, make observations, compare objects, and record what they notice before hearing the background information. In this way, students practice thinking like historians. They learn to study clues and form ideas before jumping to conclusions.

4 Teachers say the suitcase often changes the mood of the room. Students who may not speak up during a textbook lesson suddenly lean forward to inspect a photograph or argue about the purpose of an unfamiliar tool. Because the objects are close enough to examine carefully, history begins to feel less distant and more real.

5 The program also helps schools that are far from large museums or do not have the money for field trips. Instead of asking hundreds of students to travel across a city, the exhibit travels to them. A single suitcase can visit several schools in one month, allowing many classrooms to share the experience.

6 The creators of the project say they are not trying to replace museums. Instead, they hope the suitcase sparks curiosity. If students become excited by the objects and questions inside, they may later want to visit a full museum and explore even more.

What is the central idea of the article?

(A) Museums should stop using large buildings.
(B) Old tools are more interesting than maps and photographs.
(C) A traveling suitcase exhibit brings museum-style history learning to schools in an active and accessible way.
(D) Textbook lessons should never be used in history class.

Ultra styles? Read the site.
Scan Me