7 Full-Length Vermont VTCAP

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 · Vermont · VTCAP

7 Vermont Grade 4
English Language Arts (ELA)
Practice Tests

Full-Length Practice for VTCAP 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!

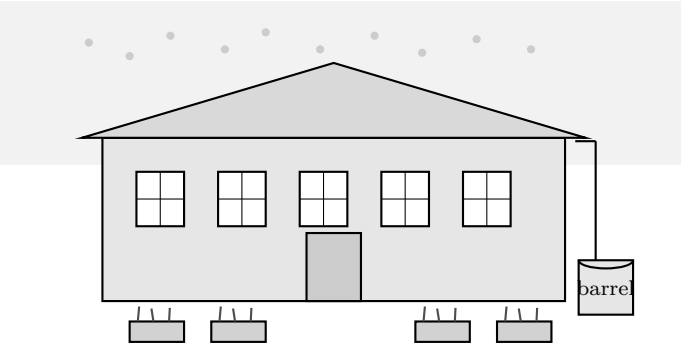


Reading books? Scan for facts.

Scan Me

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

The School That Saved Rain



1 On rainy days, many students at Brookside Elementary used to stare out the window and think the weather had ruined recess. Now some of them feel excited instead. That is because rain has become one of the school's most useful resources.

2 A few years ago, teachers noticed that the flower beds around the school often dried out quickly in warm weather. Watering them every day took time and used a large amount of water from the hose. The school wanted a better solution, so a science teacher suggested collecting rainwater from the roof.

3 Soon, workers added gutters and pipes that guide rain into several large barrels beside the building. When it rains, water rushes down from the roof and fills the barrels. Each barrel has a lid to keep out leaves and insects, and a spout near the bottom makes it easy to fill watering cans.

4 Students help use the stored rainwater in the school garden. They water tomato plants, herbs, and sunflowers. In science class, they measure how much rain is collected each week and compare those amounts to how much water the garden needs.

5 The project has done more than help plants grow. It has also helped students understand that rain does not simply disappear into storm drains. It can be saved and used again. One student said that before the project, rain was "just weather," but now it feels more like "a helper falling from the sky."

6 The system is not perfect. During long dry periods, the barrels may sit nearly empty. During heavy storms, they can fill so fast that extra water has to flow away through an overflow pipe. Even so, the barrels have reduced how often the school needs to water with a hose.

7 Other schools in the district have visited Brookside to see the system for themselves. Some hope to build rain barrels of their own. The project has shown that a simple idea can make a meaningful difference.

8 At Brookside Elementary, rainy days still bring puddles, umbrellas, and wet shoes. But they also bring something else: a chance to save water and learn from the weather at the same time.

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1) What is the central idea of the article?

(A) Rain makes recess less enjoyable for students at Brookside Elementary.
(B) Brookside Elementary uses a rainwater collection system to help the garden and teach students about conserving water.
(C) Storm drains are the best way to move rainwater away from schools.
(D) Science teachers prefer outdoor lessons to indoor lessons.



Hot bits? Scan to grow.
Scan Me

15) In line 4, what does the phrase "as if excitement itself were hanging there" suggest?

(A) The banner is too heavy to hold up
(B) The doorway is difficult to decorate
(C) The banner makes the doorway feel lively and joyful
(D) Families are nervous about entering the hall

Use the poem "At the Doorway" to answer this question.

16) What is the central message of the poem?

(A) Decorations should always be expensive.
(B) A thoughtful sign can help people feel welcomed and included.
(C) Families usually ignore decorations.
(D) Tape and thread are difficult to use.

Use the poem "At the Doorway" to answer this question.

17) Which statement best explains why the banner is important in the poem?

(A) It hangs higher than the smaller signs near the doorway.
(B) It is decorated with bright colors, ribbons, and stars.
(C) It solves the problem in the poem all by itself.
(D) It helps people feel welcomed and valued as they enter.

Use both "The Missing Banner" and "At the Doorway" to answer this question.

18) What idea is shared by both texts?

(A) Signs are only useful when they are very large.
(B) School events should be held outdoors.
(C) Decorations can help make people feel welcomed.
(D) Poems explain ideas better than stories do.



Kind rows?
Proof in text.

Scan Me

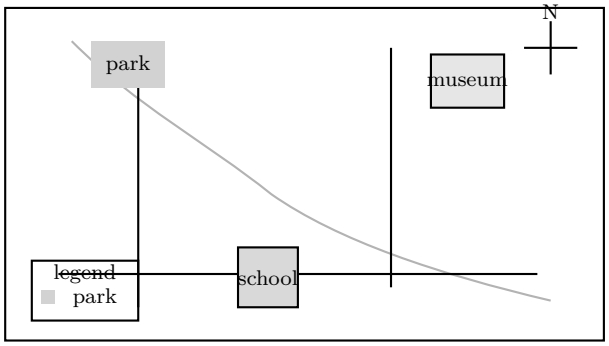
Use both "The Missing Banner" and "At the Doorway" to answer this question.

19) How is Lila similar to the speaker in the poem?

(A) Both work alone on a project
(B) Both are upset that the decoration is missing
(C) Both decide not to finish their work
(D) Both care about creating something that makes others feel invited

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

How Maps Tell Stories



1 Most people think of maps as tools for finding places. A map can help someone travel through a city, follow a hiking trail, or locate a country on a globe. But maps do more than show where things are. In many ways, maps also tell stories.

2 Some maps show physical features such as mountains, rivers, and deserts. These maps tell the story of the land itself. A winding blue line can reveal where a river flows. A patch of brown may show a mountain range. With just colors and symbols, a map can describe a place without using full sentences.

3 Other maps focus on people. A population map may show where many people live and where fewer people do. A weather map may tell the story of a storm moving across a region. A transportation map can show how buses, trains, or roads connect neighborhoods and cities.

4 Mapmakers choose details carefully. If every single road, building, tree, and stream appeared on one map, it would be hard to read. So mapmakers decide what matters most for that map's purpose. A zoo map highlights animal exhibits and walking paths, while a treasure map might mark clues and landmarks.

5 Symbols are one reason maps can communicate so much. A tiny airplane may stand for an airport. A small tent may represent a campground. A star, dot, or shaded line can each carry meaning. The legend explains what these symbols mean so the reader can understand the map clearly.

6 Scale is important too. A neighborhood map might show playgrounds and side streets. A world map cannot include that kind of detail, because it covers a much larger area. Instead, it provides a broader view. Looking at different scales is like using a camera lens that can zoom in or out.

7 Today, digital maps can do even more. They can provide directions, estimate travel times, and update when roads are closed. Still, whether printed on paper or glowing on a phone screen, every map depends on the same idea: it turns information about a place into a picture people can understand.

8 The next time you look at a map, notice what story it is telling. You may discover that maps are not just guides for where to go. They are also ways of seeing and explaining the world.



Autumn parts?
Mind the tone.

Scan Me