7 Full-Length Washington Smarter Balanced

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 · Washington · Smarter Balanced

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

Full-Length Practice for Smarter Balanced 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!

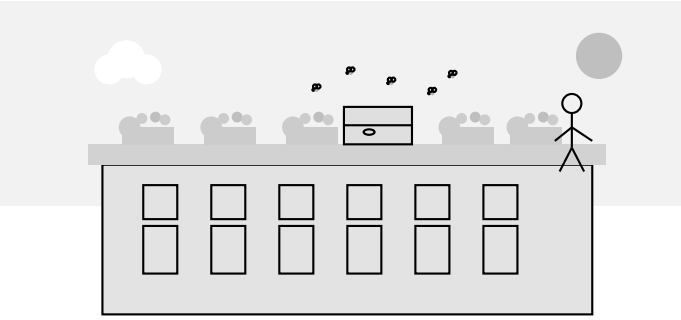


Brain quizzes? Mind the gap.

Scan Me

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

The Rooftop Beehive



1 When people imagine a beehive, they often picture a field or orchard. They do not usually think of a flat city rooftop above a busy street. Yet on top of the Franklin Community Center, thousands of honeybees live in a carefully managed hive surrounded by flower boxes and vegetable planters.

2 The rooftop hive was started as part of a neighborhood science and gardening project. Community leaders wanted to create more green space in the middle of the city. They also wanted students to learn how pollinators help plants grow. With help from a trained beekeeper, the center added the hive and invited local classes to visit.

3 During visits, students wear protective veils and stand a safe distance away while the beekeeper opens one section of the hive. Inside, they can see rows of wax cells where bees store honey and raise young. They also learn about the jobs bees do. Worker bees collect nectar and pollen, while the queen's main role is laying eggs.

4 At first, some students are nervous. The buzzing sounds louder on the rooftop than it does in a garden. But many of them soon become curious. They begin asking how bees find flowers, how honey is made, and why bees move in such organized ways. A few even start sketching the hive in science notebooks.

5 The project has taught students that bees are important far beyond the hive itself. As bees travel from flower to flower, they carry pollen. This helps many plants produce fruits, vegetables, and seeds. Without pollinators, gardens and farms would look very different.

6 The rooftop plants benefit from the bees, and the bees benefit from the plants. Lavender, basil, sunflowers, and tomato blossoms all provide useful food sources. In return, the bees help the plants reproduce. The rooftop has become a small example of how living things depend on one another.

7 The hive has also changed the way some students think about cities. Instead of seeing the neighborhood as only concrete and traffic, they now notice flower beds, trees, birds, and insects they had ignored before. The beekeeper says that once people begin paying attention, a city can feel much more alive.

8 On warm days, the rooftop hums with motion—bees lifting off, students leaning closer to observe, and leaves moving in the wind. High above the street, science is taking place in one of the least expected classrooms of all.

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1) What is the main idea of the article?

(A) A rooftop beehive helps students learn how bees support plants and how nature can exist in a city.
(B) Rooftops are the only good places to keep bees.
(C) Honeybees are easier to study than other insects.
(D) Community centers should all grow tomatoes and basil.



Epic gags?
Scan for seas.
Scan Me

Corner Seat

By the window where the morning stays,
I watch the street begin its ways.
A bicycle, a barking pup,
A shopkeeper who rolls the awning up.

The cup grows warm between my hands,
The day assembles, stands, expands.
The seat is only wood and paint,
Yet memory settles there, though faint.

And if one day that chair is gone,
The room may still keep moving on.
But something quiet, known, and small
Will not be there to hold it all.

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16) What does the poet suggest in lines 7–12?

(A) Chairs are useful only because they are comfortable.
(B) Rooms should never be rearranged.
(C) Streets are too busy to watch carefully.
(D) Ordinary objects can gather meaning because of the moments connected to them.



Use the poem "Corner Seat" to answer this question.

17) What is the central message of the poem?

(A) Morning is the best time to drink something warm.
(B) Familiar places and objects can quietly hold important memories.
(C) Streets are more interesting than rooms.
(D) All corner seats should be kept forever.

Use the poem "Corner Seat" to answer this question.

18) Which statement best explains how the poet helps the reader imagine the morning scene?

(A) The poet shows the street as loud and dangerous all day long.
(B) The poet gives facts about how stores open each day.
(C) The poet explains why the speaker woke up earlier than usual.
(D) The poet uses concrete details such as a bicycle, a barking dog, an opening awning, and a warm cup.

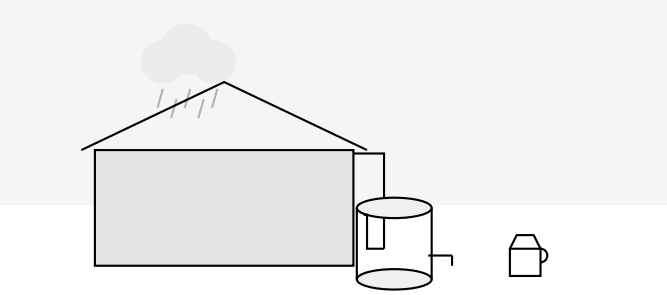
Use both "The Window Table" and "Corner Seat" to answer this question.

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

(A) Simple places can become meaningful because of the memories made there.
(B) Morning routines should never change.
(C) Bakeries are better than coffee shops.
(D) Window seats are more expensive than other furniture.

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

How Rain Barrels Work



1 On rainy days, water runs off roofs and into gutters. Most of the time, this water flows through downspouts and disappears into the ground or nearby drains. But some homes, schools, and gardens use a different system. They collect this rainwater in large containers called rain barrels.

2 A rain barrel is usually placed beneath a downspout. As rainwater travels down from the roof, it is directed into the barrel instead of flowing away. A screen at the top often helps keep out leaves and insects while still allowing water to enter.

3 Later, the stored water can be used for outdoor jobs such as watering gardens, flower beds, or young trees. Many rain barrels have a small spigot near the bottom where a bucket, watering can, or hose can be attached.

4 Using rain barrels can be helpful for several reasons. First, they provide water for plants without needing as much water from a faucet. Second, they can reduce the amount of rainwater rushing across hard surfaces during storms. That can matter in places where heavy runoff sometimes leads to puddles, erosion, or overloaded drains.

5 Rain barrel water is usually not meant for drinking. Instead, it is mainly used outdoors. People who use rain barrels often empty, clean, and cover them carefully so the water stays useful and the barrel stays in good condition.

Conflict maps? Scan to revise. Scan Me