Everything You Need to Help Achieve an Excellent Score

District of Columbia

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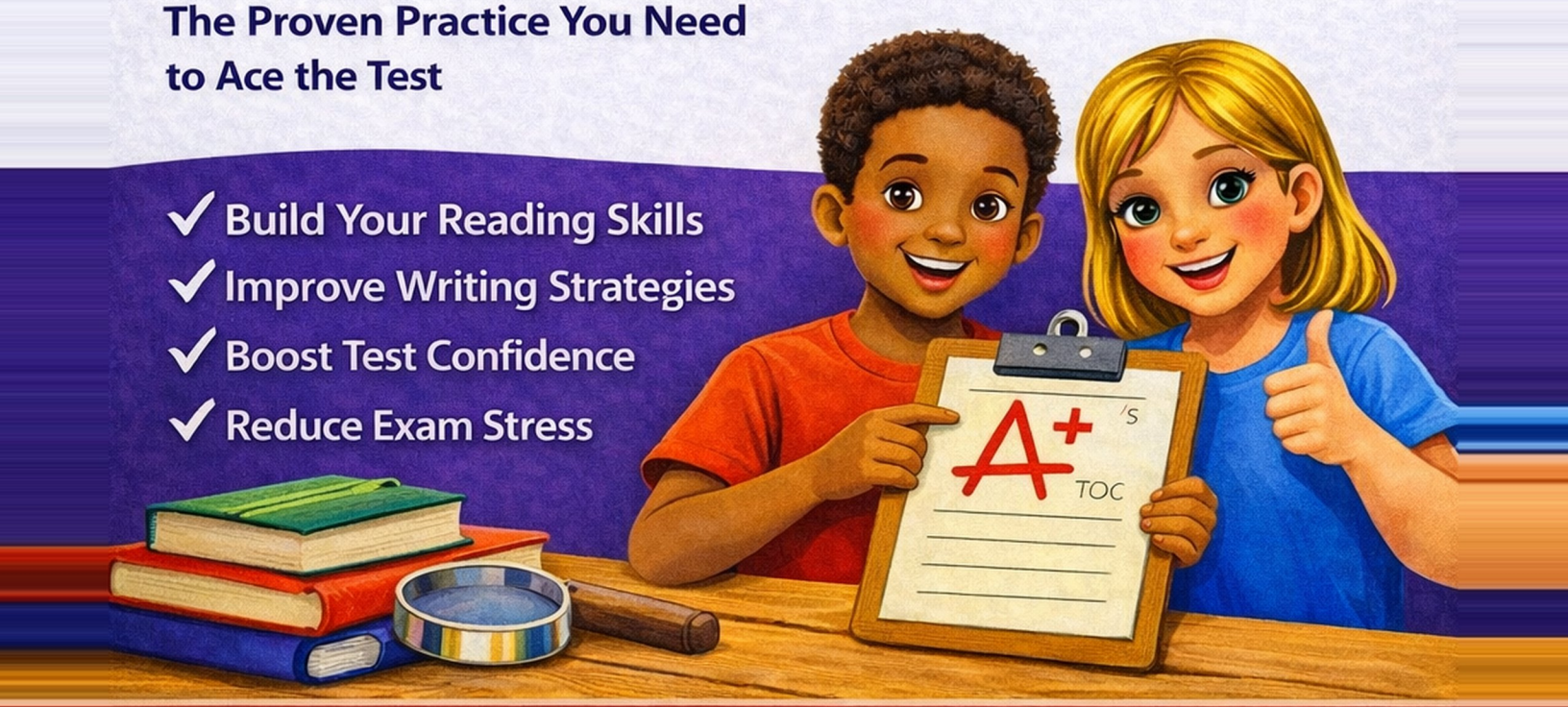
DC CAPE

Grade 4

English Language Arts (ELA)

Practice Tests

The Proven Practice You Need to Ace the Test



- ✓ Build Your Reading Skills
- ✓ Improve Writing Strategies
- ✓ Boost Test Confidence
- ✓ Reduce Exam Stress

✓ Includes Detailed Answer Explanations

Reza Nazari

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8 District of Columbia Grade 4 English Language Arts (ELA) Practice Tests

Full-Length Practice for DC CAPE Preparation and Academic Confidence

Reza Nazari

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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!



Neat quotes? Spot the mood.

Scan Me

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

The Mountain Camera Project



1 In a forest high in the Blue Peak Mountains, a camera is strapped to a tree and pointed toward a narrow animal trail. No person stands beside it. No one presses a button. Yet every few days, the camera captures new images of animals passing through the woods.

2 This camera is part of the Mountain Camera Project, a science program that helps researchers learn which animals live in remote places. The cameras are designed to switch on when they detect movement or body heat. That means they can photograph animals that might quickly disappear if humans were nearby.

3 Scientists place the cameras in areas where they think animals may travel to hunt, drink, rest, or migrate. Some cameras are attached near streams. Others are set beside fallen logs or game trails. Over time, they collect images of deer, foxes, bears, raccoons, wild turkeys, and sometimes animals that are much harder to spot.

4 One of the most exciting parts of the project is that it sometimes reveals surprises. In one mountain valley, scientists expected to see only common animals such as deer and rabbits. Instead, a camera photographed a bobcat just before sunrise. The image gave researchers new information about where the animal was traveling.

5 The photographs do more than prove an animal was present. They also show what time it appeared, what direction it was moving, and whether it was alone or with others. When many pictures are gathered over weeks and months, patterns begin to appear.

6 These patterns can help scientists answer important questions. Are certain animals more active at night? Do some species avoid places where people hike often? Does animal activity change during different seasons? A single photograph cannot answer all of those questions, but hundreds of images together can provide useful clues.

7 Camera projects like this also help protect wildlife. When scientists learn where animals travel, rest, or search for food, they can make better decisions about how to care for habitats. In this way, a quiet camera on a tree can play a role in protecting an entire landscape.

8 Many people imagine science as something that only happens in a laboratory. But in the mountains, science may be taking place beside a stream, under falling leaves, or in the silent flash of a hidden camera.

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1) What is the main idea of the article?

(A) Cameras are more useful than hikers in every situation.
(B) Bobcats are the hardest animals to photograph.
(C) Motion-activated cameras help scientists learn about wildlife and protect habitats.
(D) Most scientists prefer working in forests instead of laboratories.



Spring graphs? Scan for fun.
Scan Me

Use the poem "Sidewalk Colors" to answer this question.

17) What is the central message of the poem?

(A) Rain always ruins outdoor fun.
(B) Temporary art can still be meaningful and beautiful.
(C) Sidewalks should be painted every summer.
(D) Children should only draw suns and stars.

Use the poem "Sidewalk Colors" to answer this question.

18) Which statement best explains how the poet helps the reader imagine the sidewalk art?

(A) The poet explains how chalk is manufactured in a factory.
(B) The poet uses vivid color imagery, including blue curls, pink stars, a yellow road, and a chalk sun.
(C) The poet describes the sidewalk only with number words and measurements.
(D) The poet shows that the art disappears before anyone notices it.

Use both "The Chalk Mural" and "Sidewalk Colors" to answer this question.

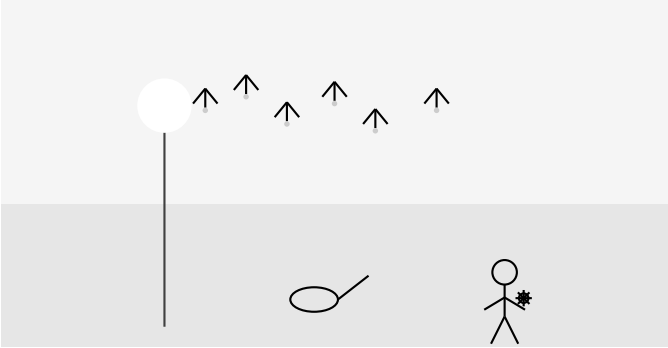
19) What idea is shared by both the story and the poem?

(A) Outdoor art should be protected from every storm.
(B) Children prefer chalk to paint in every situation.
(C) Art can transform ordinary spaces, even if it does not last forever.
(D) Murals are harder to make than poems.

Geometry? Scan for QR. Scan Me

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

Why Some Seeds Travel



1 Plants cannot walk to new places, but many of them have developed clever ways to send their seeds away from the parent plant. This matters because a seed that lands in a new spot may have a better chance to find sunlight, water, and space to grow.

2 Some seeds travel by wind. Dandelion seeds are a familiar example. Each tiny seed has a light, feathery top that helps it float through the air. Maple seeds spin as they fall, which slows them down and helps carry them away from the tree.

3 Other seeds travel by hitching a ride on animals. Burrs have tiny hooks that cling to fur or feathers. When the animal moves to a new area, the burr may eventually fall off. In this way, the seed is carried somewhere new without moving on its own.

4 Some plants depend on water. Seeds may fall into streams and be carried downstream until they reach a place where they can settle. Coconut palms are one famous example. Their large seeds can float across water to distant shores.

5 A fourth method is force. Some seed pods dry out until they suddenly split open and fling seeds away from the plant. This can scatter the seeds across the ground nearby.

6 No matter how seeds travel, the goal is the same: to spread the next generation of plants to new places. The farther a seed travels, the less it must compete with the parent plant for the same resources.

7 The next time you see a dandelion drifting in the wind or a burr stuck to a sock, you may be seeing plant travel in action. What looks small and ordinary is really part of a larger survival plan.

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20) What is the central idea of the article?

(A) Most seeds travel by wind.
(B) Burrs are the most interesting type of seed.
(C) Coconut seeds are the largest seeds in nature.
(D) Plants use several methods to spread seeds so new plants can grow in different places.

Use the passage "Why Some Seeds Travel" to answer this question.

21) How is the article mainly organized?

(A) By describing several methods of seed travel
(B) By arguing that some seeds are better than others
(C) By telling the life story of one plant
(D) By comparing seeds to flowers



Big rows?
Scan for fun.
Scan Me