

District Name/LEA _____

Grade 4

English Language Arts/Literacy

End-of-Year Assessment

Practice Test

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**Place the
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D **Gender**
☐ Female ☐ Male

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Directions:

Today, you will be taking the Grade 4 English Language Arts/Literacy End-of-Year Practice Test.

You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.

Mark your answers by filling in the circles in your Test Booklet. Do not make any stray marks in the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as shown in your Test Booklet.

(A) ● (C) (D) (E) (F) (G)

To answer a question that asks you to pick more than one answer, fill in the circles as shown in your Test Booklet.

(A) ● (C) ● ● (F) (G)

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

by H. Berkeley Score

- 4

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SERIAL #

the Crocodile laid the helmet at the Lion's feet. His Majesty took up the helmet, and addressing the Elephant, said:

- 13 "You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it. And you," said the Lion, turning to the Crocodile, "although unable to reach the helmet, were able to dive for it and save it. You are both wise and clever in your respective ways. Neither is better than the other."

The Elephant and the Crocodile by H. Berkeley Score—Public Domain

1. Part A

Which sentence from the story helps the reader understand the meaning of **disputing** as it is used in paragraph 1?

- Ⓐ ““Heyday, sirs!’ said His Majesty, going up to them, ‘let me know the cause of your quarrel.’” (paragraph 5)
- Ⓑ “Upon hearing this, off they started.” (paragraph 10)
- Ⓒ “The latter, seeing at a glance how matters stood, extended his long trunk, and reached the helmet quite easily.” (paragraph 11)
- Ⓓ ““And you,’ said the Lion, turning to the Crocodile, ‘although unable to reach the helmet, were able to dive for it and save it.’” (paragraph 13)

Part B

Which word has the opposite meaning of **disputing**?

- (A) confessing
 (B) discussing
 (C) questioning
 (D) agreeing

2. Part A

How does the Lion react to the question the Elephant and the Crocodile ask in paragraph 6?

- Ⓐ He disappoints them by refusing to answer.
- Ⓑ He causes conflict by proposing a silly contest.
- Ⓒ He shows interest in helping them solve their problem.
- Ⓓ He addresses them as if they are less important than he is.

Part B

Which detail from the story provides evidence for the answer to Part A?

- Ⓐ ““Do you see that soldier’s steel helmet on yonder wall?”” (paragraph 7)
- Ⓑ ““. . . go and fetch it, and bring it to me, and I shall be able then to decide between you.”” (paragraph 9)
- Ⓒ “His Majesty took up the helmet” (paragraph 12)
- Ⓓ ““You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it.”” (paragraph 13)

Which sentence describes the Crocodile and Elephant in the story?

- Ⓐ They are competing with each other.
- Ⓑ They are daring each other.
- Ⓒ They feel jealousy toward each other.
- Ⓓ They feel gratitude toward each other.

Part B

Which detail from the story supports the answer to Part A?

- Ⓐ "Here he waited till the Elephant came up." (paragraph 11)
- Ⓑ "They then made their way together back again across the river."
(paragraph 12)
- Ⓒ "The Elephant, anxious to keep up with the Crocodile in the water,
forgot that he was carrying the helmet on his back"
(paragraph 12)
- Ⓓ "They then returned, and the Crocodile laid the helmet at the Lion's
feet." (paragraph 12)

4. Part A

Which character trait best describes the Lion?

- Ⓐ wise
- Ⓑ brave
- Ⓒ kind
- Ⓓ humorous

Part B

Which quotation from the story supports the answer to Part A?

- Ⓐ "Just as they were coming to blows, a Lion happened to pass."
(paragraph 4)
- Ⓑ "'Do you see that soldier's steel helmet on yonder wall?'"
(paragraph 7)
- Ⓒ "'Well, then,' continued the Lion, 'go and fetch it, and bring it to me, and I shall be able to decide between you.'" (paragraph 9)
- Ⓓ "'Neither is better than the other.'" (paragraph 13)

- Ⓐ We all have different strengths.
- Ⓑ We should try to be patient with others.
- Ⓒ We all have the power to help others.
- Ⓓ We should always put forth our best efforts.

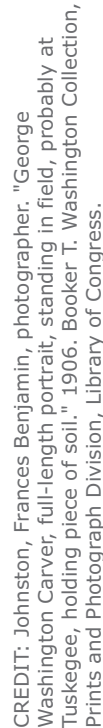
Which detail from the story **best** shows this theme?

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Read the article “The Peanut Man.” Then answer questions 6 through 12.

The Peanut Man

- 1 George Washington Carver was always interested in plants. When he was a child, he was known as the “plant doctor.” He had a secret garden where he grew all kinds of plants. People would ask him for advice when they had sick plants. Sometimes he’d take their plants to his garden and nurse them back to health.
- 2 Later, when he was teaching at Tuskegee Institute, he put his plant skills to good use. Many people in the South had been growing only cotton on their land. Cotton plants use most of the nutrients in the soil. (Nutrients provide nourishment to plants.) So the soil becomes “worn out” after a few years. Eventually, cotton will no longer grow on this land.
- 3 This was especially bad for poor African American farmers, who relied on selling cotton to support themselves. Carver was dedicated to helping those farmers, so he came up with a plan.
- 4 Carver knew that certain plants put nutrients back into the soil. One of those plants is the peanut! Peanuts are also a source of protein.
- 5 Carver thought that if those farmers planted peanuts, the plants would help restore their soil, provide food for their animals, and provide protein for their families—quite a plant! In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that.



CREDIT: Johnston, Frances Benjamin, photographer. "George

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 4. **Results**
 5. **Discussion**
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6. Part A

What does **dedicated** mean as it is used in paragraph 3?

- Ⓐ being very committed to a purpose or mission
- Ⓑ thinking something is unlikely or impossible
- Ⓒ showing disappointment in the current situation
- Ⓓ expressing appreciation for hard work done by others

Part B

Which **two** details from the article provide evidence that Carver was **dedicated** to his work?

- Ⓐ "People would ask him for advice when they had sick plants." (paragraph 1)
- Ⓑ "This was especially bad for poor African American farmers, who relied on selling cotton to support themselves." (paragraph 3)
- Ⓒ "In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that." (paragraph 5)
- Ⓓ "Now the farmers had lots of peanuts—too many for their families and animals—and no place to sell the extras." (paragraph 6)
- Ⓔ "He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap." (paragraph 7)
- Ⓕ "By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA)." (paragraph 8)

- Ⓐ George Washington Carver was a bright young man and an excellent teacher.
- Ⓑ George Washington Carver taught farmers how to improve crop production.
- Ⓒ George Washington Carver learned about caring for plants as a young boy.
- Ⓓ George Washington Carver was recognized by Congress for his accomplishment.

- Ⓐ "When he was a child, he was known as the 'plant doctor.'" (paragraph 1)
- Ⓑ "Later, when he was teaching at Tuskegee Institute, he put his plant skills to good use." (paragraph 2)
- Ⓒ "Carver knew that certain plants put nutrients back into the soil." (paragraph 4)
- Ⓓ "In 1921 the UPAAs asked Carver to speak to the U.S. Congress about the many uses for peanuts." (paragraph 8)

8. Part A

How does the author of the article use key details to support the main idea?

- Ⓐ by telling how farmers became self-sufficient
- Ⓑ by showing Carver's attention to plants since childhood
- Ⓒ by describing the farming conditions in the South
- Ⓓ by explaining how Carver studied nutrients in the soil

Part B

Which detail from the article supports the answer to Part A?

- Ⓐ ". . . was always interested in plants." (paragraph 1)
- Ⓑ "Cotton plants use most of the nutrients" (paragraph 2)
- Ⓒ ". . . cotton will no longer grow on this land" (paragraph 2)
- Ⓓ ". . . plant cotton one year, then the next year plant peanuts" (paragraph 6)

9. Part A

Which option **best** summarizes the article?

- Ⓐ Because George Washington Carver wanted to help farmers, he taught them how to replace cotton plants with peanut plants.
- Ⓑ Because George Washington Carver was interested in plants, he became a teacher who taught his students how to grow different types of crops.
- Ⓒ Because George Washington Carver invented many uses for peanuts, they became a major crop in the United States.
- Ⓓ Because George Washington Carver used his interest in plants to help farmers become self-sufficient, peanuts became an important crop.

Part B

Which **two** sentences from the article are important to include in a summary of "The Peanut Man"?

- Ⓐ "He had a secret garden where he grew all kinds of plants."
(paragraph 1)
- Ⓑ "People would ask him for advice when they had sick plants."
(paragraph 1)
- Ⓒ "Sometimes he'd take their plants to his garden and nurse them back to health."
(paragraph 1)
- Ⓓ "Carver was dedicated to helping those farmers, so he came up with a plan."
(paragraph 3)
- Ⓔ "Peanuts are also a source of protein."
(paragraph 4)
- Ⓕ "Peanuts became more and more popular."
(paragraph 8)

10. Part A

The author of “The Peanut Man” describes the events in George Washington Carver’s life in the order that they happened. Which additional organizational structure does the author use in the article?

- Ⓐ The author compares and contrasts the many uses of peanuts.
- Ⓑ The author uses descriptive detail when explaining how Carver took care of sick plants.
- Ⓒ The author describes a step-by-step process to determine the nutrients in the soil.
- Ⓓ The author explains the problem of worn-out soil and presents a solution through the use of soil-restoring plants.

Part B

Which **two** sentences from the article support the answer to Part A?

- Ⓐ “Sometimes he’d take their plants to his garden and nurse them back to health.” (paragraph 1)
- Ⓑ “Eventually, cotton will no longer grow on this land.” (paragraph 2)
- Ⓒ “Peanuts are also a source of protein.” (paragraph 4)
- Ⓓ “Carver told farmers to rotate their crops” (paragraph 6)
- Ⓔ “Now the farmers had lots of peanuts—too many for their families and animals—and no place to sell the extras.” (paragraph 6)
- Ⓕ “. . . not many of Carver’s peanut products were ever mass-produced” (paragraph 7)

12. Part A

How did Carver become well known across the country?

- Ⓐ He worked at the Tuskegee Institute.
- Ⓑ He helped people make their sick plants well.
- Ⓒ He spoke to Congress about the many uses of peanuts.
- Ⓓ He organized the United Peanut Association of America.

Part B

Which detail from the article supports the answer in Part A?

- Ⓐ “. . . and nurse them back to health.” (paragraph 1)
- Ⓑ “Later, when he was teaching . . .” (paragraph 2)
- Ⓒ “By 1920 there were enough peanut farmers to form” (paragraph 8)
- Ⓓ “. . . the whole country had heard” (paragraph 8)





- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**



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Test Booklet

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