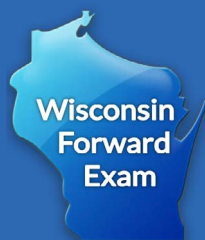



# English Language Arts

## Forward Exam Practice Test Grade 4



WISCONSIN DEPARTMENT OF  
**Public Instruction**



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## ENGLISH LANGUAGE ARTS ITEMS—SESSION 1

## Snowshoe Views

“Would you like to go snowshoeing?” Aunt Lupe asked Rosalinda.

The two snowshoes in Aunt Lupe’s hands looked like very short, wide skis. When Aunt Lupe strapped one to the bottom of each of her boots, she could hike across the snow without sinking into it.

“No, thanks,” Rosalinda replied. She was staying with her aunt for the weekend, in a town far outside the city.

Aunt Lupe set the snowshoes in the corner and went to the kitchen.

With a sigh, Rosalinda plopped down on the couch, eyeing the snowshoes. She liked to play sports like basketball and soccer—sports that allowed her to move quickly. It seemed much more exhilarating to run across a basketball court or a soccer field than to walk slowly across the snow.

Moments later, Aunt Lupe joined Rosalinda, handing her a glass of water. Rosalinda looked down into her glass. She didn’t see Aunt Lupe often. Sometimes it was hard for Rosalinda to think of things to talk about with her aunt.

“Do you ever watch soccer on television?” Rosalinda asked her.

“Not usually,” Aunt Lupe said, shaking her head.

“Soccer season is over now for me at school,” Rosalinda mentioned next. “We’re already into basketball season.”

Aunt Lupe smiled but didn’t say anything. Sometimes, she could be as quiet as the night moon.

Rosalinda stood and stretched. It might be nice to get outside for a while.

“May we still go snowshoeing?” Rosalinda asked. “I think I’d like to try it after all.”

“That would be wonderful,” Aunt Lupe answered, her eyes shining.

When Rosalinda and Aunt Lupe walked outside, the sharpness of the cold air stole Rosalinda’s breath. Blinking her eyes in the bright sun, Rosalinda placed her feet onto the snowshoes. With expert hands, Aunt Lupe fastened their straps tightly.

Next, Aunt Lupe demonstrated how to take a slightly wider step so that the snowshoes’ edges would not become caught on each other. Then, she started out toward the woods.

The snowshoes felt clumsy on Rosalinda’s feet, and she soon tripped, tumbling down to the ground. Aunt Lupe reached her swiftly and offered her a helping hand. She brushed the snow from Rosalinda’s knees and said, “Don’t worry—you’re doing great.”

“I’m not so sure!” Rosalinda laughed. She felt like a duck with these enormous feet.

**Go on to the next page.**

She and Aunt Lupe climbed a long, gentle hill. By the time they reached the top, Rosalinda's legs were beginning to ache.

"Look," Aunt Lupe whispered to Rosalinda. She pointed to a willow bush.

Rosalinda studied the plain bush. After a few seconds, she spied a white rabbit sitting inside it, as still as a statue.

"Rabbits turn white in the winter," Aunt Lupe explained. "Their coloring allows them to blend into their snowy home."

Next, Rosalinda followed Aunt Lupe through a long meadow. A white-tailed deer melted through some nearby trees.

"Did you know that a deer waves its tail like a white flag to warn other deer of danger?" Aunt Lupe asked.

"Wow!" Rosalinda said, thinking that maybe Aunt Lupe wasn't so quiet after all.

They continued on their way. Often, Aunt Lupe paused to show Rosalinda hidden treasures, like a frozen waterfall. Its icicles looked like the sharp, pointed teeth of a wolverine.

Finally, they reached an opening in the trees near the edge of a hill. Rosalinda gasped when she saw the view. Like a toy village, the town below them was nestled in the arms of the wintery trees. Wisps of smoke curled from the chimneys, and tiny cars dotted the winding roads.

"One reason that I love to go snowshoeing," Aunt Lupe explained, "is because it gives me a different view of the world."

"It's wonderful," Rosalinda agreed.

The sports Rosalinda practiced at school had never allowed her to explore winter's hidden secrets this way. Plus, going snowshoeing had given her another view of her aunt. Aunt Lupe might not be interested in soccer or basketball, but she had her own talents.

"Do we have time to go snowshoeing again tomorrow?" Rosalinda asked as they turned toward home.

Aunt Lupe smiled. "We'll make time," she promised, her soft voice full of joy.

1. Read the incomplete summary of the passage.

Rosalinda is visiting her aunt for the weekend. At first, Rosalinda is not sure what they will do to pass the time. She decides to go snowshoeing as her aunt has suggested. Once Aunt Lupe is outside, she begins to talk more and share what she knows about the outdoors.

Which detail would be **most** important to include in the summary?

- A. Aunt Lupe has to help Rosalinda when she begins walking on the snowshoes.
  - B. Aunt Lupe tells Rosalinda information about a deer.
  - C. Rosalinda feels like she has become closer to Aunt Lupe.
  - D. Rosalinda gets to see the winter scenery because of Aunt Lupe.
2. Read the sentences from the passage.

“I’m not so sure!” Rosalinda laughed. She felt like a duck with these enormous feet.

What does the simile “she felt like a duck” mean in the passage?

- A. Rosalinda feels like she should be in water rather than on land.
- B. Rosalinda thinks the snowshoes make her walk funny.
- C. Rosalinda feels like her snowshoes are longer than they need to be.
- D. Rosalinda thinks that people would laugh at her if they saw her feet.

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3. This item has two parts. First, answer part A. Then, answer part B.

**Part A**

Which sentence **best** describes the change in Aunt Lupe once she is outside?

- A. She is more willing to help Rosalinda.
- B. She wants to have Rosalinda come to visit more often.
- C. She understands more about why Rosalinda likes to play sports.
- D. She feels more comfortable sharing part of her life with Rosalinda.

**Part B**

Which sentence from the passage **best** supports the answer to part A?

- A. Next, Aunt Lupe demonstrated how to take a slightly wider step so that the snowshoes' edges would not become caught on each other.
- B. She brushed the snow from Rosalinda's knees and said, "Don't worry—you're doing great."
- C. "One reason that I love to go snowshoeing," Aunt Lupe explained, "is because it gives me a different view of the world."
- D. "We'll make time," she promised, her soft voice full of joy.

4. Read the sentence from the passage.

It seemed much more exhilarating to run across a basketball court or a soccer field than to walk slowly across the snow.

What does the word exhilarating mean? Choose **two** answers.

- A. thrilling
- B. promising
- C. forgiving
- D. soothing
- E. exciting

**Go on to the next page.**



## Wisconsin's State and National Parks

In 1872, the United States government wanted to protect a large area of open land. It decided that no homes or stores could be built there. However, anyone who wanted to visit and enjoy the land would be welcomed. The area became our country's first national park. It was named Yellowstone National Park and is located in what later became the states of Wyoming, Montana, and Idaho.

Soon after Yellowstone was established, Wisconsin created its first state park in 1900. The purpose of the state park mirrored that of national parks. State officials also wanted to preserve land from development and allow people to enjoy all it had to offer. The first such park in Wisconsin was Interstate State Park, located along the St. Croix National Scenic Riverway.

### St. Croix National Scenic Riverway

The heart of the Interstate State Park is the St. Croix River, which flows over 200 miles along the border between Wisconsin and Minnesota. Most of the area remains natural and wild. This river passes high cliffs and green forests. Along its banks is the famous Old Man of the Dalles. This huge rock looks a lot like a human face.

Visitors can explore Interstate State Park by land or water. Many people enjoy traveling the river by canoe. Others prefer to take a guided tour. There are many places to hike, bike, fish, and camp near the river. The visitor center in St. Croix Falls is a great place to learn about the park and the land's storied history. It features American Indian tribes such as the Ojibwe and the Dakota.

### Wyalusing State Park

Interstate State Park is not the only state park to feature American Indian tribes. Wyalusing was established in June 1917. It became Wisconsin's fourth state park. Wyalusing is located near Prairie du Chien, where the Mississippi and Wisconsin Rivers meet. Wyalusing gives visitors a chance to look into the past. Since the 1880s, American Indian burial mounds have been found across the 2,628 acres of land. Sixty-nine of them remain today. There are also mounds in the shapes of animals such as deer, bears, turtles, and birds. The purpose for these mounds is still unclear.

In addition to historical treasures, Wyalusing has many other things that make state parks so popular. Visitors can go hiking, bird-watching, camping, fishing, and boating. Wyalusing State Park is also home to the Lawrence L. Huser Astronomy Center. Here, visitors can look through high-powered telescopes to see the stars and planets up close.

### Frog Bay Tribal National Park

Frog Bay Tribal National Park is the first tribal national park in the United States. It is located on the Red Cliff Band of Lake Superior Chippewa reservation. It includes 180 acres of land. A long stretch of the land runs along the shores of Lake Superior. Frog Bay offers multiple hiking trails and sandy beaches for visitors to enjoy.

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One of the main focuses of Frog Bay Tribal National Park is the protection of Lake Superior. Red Cliff encourages visitors to honor the “cultural importance of water and the spirituality that is associated with Lake Superior.” Signs throughout the park explain both the social and natural importance of the area.

### Aztalan State Park

Aztalan State Park is one of the most well-known of Wisconsin’s parks. This is partly due to the ancient village found within it. American Indian tribes lived in the area for thousands of years. Scientists have found clay pots, arrow points, shell beads, and other objects used by the tribes who lived there. Parts of buildings built about a thousand years ago also have been uncovered. Scientists from all over the world go to Aztalan to learn about the people who lived in Wisconsin all those years ago.

Many visitors go to Aztalan in the winter. They enjoy cross-country skiing through the park. People also snowshoe and hike along the trails. Hunting and trapping are also allowed in the park but only in certain areas. One thing that isn’t allowed in the park, though, is sledding. The land is much too flat for that!

Throughout Wisconsin, people can find parks that offer visitors much to see and do. Some even give people a chance to learn about the people who lived in Wisconsin long ago.

5. Based on the information in the passage, how did the famous Old Man of the Dalles get its name?
- A. because of the way it looks
  - B. because of the person who first found it
  - C. because of someone in the government
  - D. because of the activities that are offered near it
6. Which **two** sentences from the passage **best** explain why Wisconsin’s state parks are historically important? Choose **two** answers.
- A. Soon after Yellowstone was established, Wisconsin created its first state park in 1900.
  - B. There are many places to hike, bike, fish, and camp near the river.
  - C. Since the 1880s, American Indian burial mounds have been found across the 2,628 acres of land.
  - D. Here, visitors can look through high-powered telescopes to see the stars and planets up close.
  - E. Scientists from all over the world go to Aztalan to learn about the people who lived in Wisconsin all those years ago.

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7. Read the sentences from the passage.

The purpose of the state park mirrored that of national parks. State officials also wanted to preserve land from development and allow people to enjoy all it had to offer.

What does the word mirrored suggest about Wisconsin's state parks?

- A. They are identical to national parks.
  - B. They are used the same way as national parks.
  - C. They are as popular as national parks.
  - D. They are located next to national parks.
8. This item has two parts. First, answer part A. Then, answer part B.

**Part A**

Which claim does the author make in the passage?

- A. Wisconsin's state parks are the best places in the country to visit for recreation.
- B. The activities available at Wisconsin's state parks differ greatly from those at other parks.
- C. Only a few of Wisconsin's state parks provide opportunities for enjoying winter sports.
- D. Visiting Wisconsin's state parks can offer valuable information about the state's history.

**Part B**

Which sentence from the passage **best** supports the answer to part A?

- A. There are many places to hike, bike, fish, and camp near the river.
- B. The purpose for these mounds is still unclear.
- C. Signs throughout the park explain both the social and natural importance of the area.
- D. They enjoy cross-country skiing through the park.

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## Introducing the Rubik's Cube

The Rubik's Cube is the most popular puzzle toy in history. In fact, over 450 million of them have been sold worldwide. Every year, there are many local and national Rubik's Cube contests. Often, people compete in "speedcubing" to see who can solve the puzzle in the shortest amount of time. They also have contests to see who can solve a cube in the fewest twists. There are even contests to see how fast a blindfolded person can solve a Rubik's Cube!

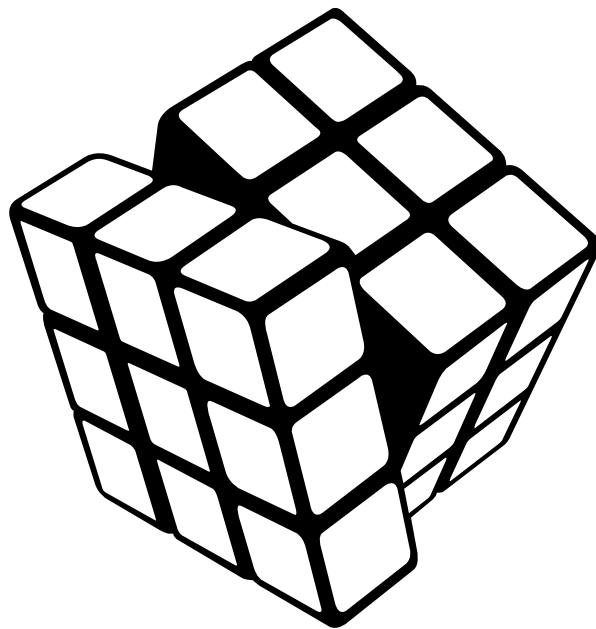
### Wooden Blocks and Elastic Bands

The first person to solve a Rubik's Cube was its creator, Erno Rubik. He invented the puzzle in 1974 in Hungary. Erno worked as a professor. He wanted to build something that would help his students understand how pieces of their projects connect to one another, so he experimented with some little wooden blocks. He drilled holes in them and fastened them together with elastic bands. Each little block became part of a large cube. Its layers could rotate.

Next, Erno added colorful stickers to the outside faces of the blocks in the cube. Each side of the cube had nine little squares, and he made each side a different color. In this way, he could track how he moved them. However, as he mixed their colors, Erno wondered if it was possible to return each side to its original color. It took him a month to successfully return all of the colored blocks to their original places.

### A Worldwide Wonder

Erno shared his cube with his students and friends. The colorful puzzle fascinated them, their interest increasing with every twist of the cube Erno had made. Erno decided to manufacture his new toy. In time, the Rubik's Cube made its way to the United States. The toy was a huge success and was popular with people of all ages. Today, it remains a favorite activity and hobby.



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## Taking on the Cube

Naomi frowned as she strolled into the kitchen with her Rubik's Cube, its colored blocks mixed up all over the cube. She wanted to learn how to move its blocks so that each side was just one color. Her school's Rubik's Cube competition was in one week, and she had entered the contest.

"Can you help me solve this cube?" Naomi said to her teenage brother, Dale. He was busy building a robot for the science fair at the kitchen table.

"I don't know how," Dale replied as he examined the instructions for building his robot.

Thoughtfully, Naomi watched as Dale followed his directions. Suddenly, her face lit up. "I need instructions too. I can learn how to solve my Rubik's Cube step by step. Will you help me find some?"

"That I can do," Dale said. "I could use a break anyhow."

The two searched the Internet for a video that would teach Naomi how to solve the Rubik's Cube. The video she settled on showed her step-by-step instructions.

For the next week, Naomi sat at the kitchen table every night beside Dale as he built his robot. Endlessly, her fingers turned the cube's layers. First, she followed the instructions and created a white cross on one side of the cube. Then, she added the four white corners, completing the white side of the cube. Next, she worked on forming the cube's other sides. She had to use certain patterns of moves to avoid scrambling her completed white side. Whenever she plunked the cube down in defeat, Dale encouraged her to keep going. When his robot had failures, she boosted his spirits too.

Finally, one evening, Naomi rotated the last piece into place and solved the puzzle. Instantly, a feeling of satisfaction flooded through her. Dale stood and clapped.

On the day of the contest, Naomi's stomach twisted. Would she remember all the patterns and moves? Fortunately, when the contest began, her cube claimed her complete attention. With growing confidence, she swiftly twisted the pieces. She did not win, but her ten-minute time pleased her.

"What's next?" Dale asked Naomi after the contest.

"I'm going to learn faster methods and reduce my time," Naomi stated. "I have an idea for your next robot too," she added.

"What's that?" Dale chuckled.

"You can construct one that solves a Rubik's Cube!" Naomi answered.

**Go on to the next page.**

9. What can the reader conclude based on **both** “Introducing the Rubik’s Cube” and “Taking on the Cube”?
- A. The design of the Rubik’s Cube keeps improving as time goes by.
  - B. The Rubik’s Cube is a challenging puzzle that takes time to master.
  - C. The invention of the Rubik’s Cube has helped students do better in science class.
  - D. Kids enjoy playing with the Rubik’s Cube more than adults do.
10. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

In “Introducing the Rubik’s Cube,” how is the section “Wooden Blocks and Elastic Bands” organized?

- A. using compare and contrast
- B. using cause and effect
- C. using problem and solution
- D. using lists and descriptions

**Part B**

Which sentence from the passage **best** supports the answer in part A?

- A. He wanted to build something that would help his students understand how pieces of their projects connect to one another, so he experimented with some little wooden blocks.
- B. He drilled holes in them and fastened them together with elastic bands.
- C. Next, Erno added colorful stickers to the outside faces of the blocks in the cube.
- D. However, as he mixed their colors, Erno wondered if it was possible to return each side to its original color.

**Go on to the next page.**

11. Read the sentences from “Taking on the Cube.” Then, circle the underlined word that **best** helps the reader understand the meaning of the phrase “boosted his spirits.”

She had to use certain patterns of moves to avoid scrambling her completed white side. Whenever she plunked the cube down in defeat, Dale encouraged her to keep going. When his robot had failures, she boosted his spirits too.

12. Which **two** ideas about Rubik’s Cubes are presented in **both** “Introducing the Rubik’s Cube” and “Taking on the Cube”? Choose **two** answers.
- A. People take part in contests to solve the Rubik’s Cube.
  - B. The Rubik’s Cube is the most popular puzzle toy ever made.
  - C. Instructions can help people solve the Rubik’s Cube.
  - D. The first Rubik’s Cube was made out of wood.
  - E. It takes some time to figure out the Rubik’s Cube.



**STOP.**





## ENGLISH LANGUAGE ARTS ITEMS—SESSION 2

### The Future of the Car Is Now

You're waiting at the bus stop, watching the cars go by. Suddenly, a car zooms past without a driver! You wonder if you're dreaming or if you really saw a car driving itself. You might be surprised to know that self-driving cars are no longer just a feature of science fiction movies.

There are now ten cars that are "almost" self-driving. In a few years, self-driving cars and trucks will be an everyday sight on America's highways. The same might be true for flying cars. Seven companies are now designing and testing flying cars. Imagine seeing a flying car soar overhead—or better yet, imagine being a person inside of one! Are these good ideas, or will self-driving and flying cars cause serious problems?

#### Self-Driving Cars

Self-driving cars have many advantages. Self-driving cars can be used as public transportation. People can sleep or work in their cars on the way to and from work without worrying about driving. Self-driving trucks can transport supplies long distances without stopping to rest like a human driver must do. Many experts also believe that there will be fewer car accidents without human drivers because computers can respond and make adjustments faster than a human can.

However, there are also possible problems. Self-driving cars may mean more cars on the road. There may be more traffic jams or delays. Taxi drivers, bus drivers, and truckers may be out of work. Experts are also concerned about the safety of people who are walking near or across streets. Self-driving cars may not be able to tell when a person is there.

#### Flying Cars

The idea of a flying car is even more exciting. A driver stuck in a traffic jam could simply lift up and fly over the problem. In addition to being fun, flying cars will reduce the traffic on America's highways. Flying cars will probably be fast too. Current test cars can travel at 150 miles per hour! That will cut travel time.

But are they safe? There are no roads in the sky. There are no traffic signs to prevent accidents. Flying cars might crash into drones, birds, or other flying cars. Landing may be a problem too. A flying car can't suddenly drop into a parking lot filled with other cars. That might cause serious problems for other drivers.

It's fun to imagine a world of self-driving cars and flying cars. They will be for sale sooner than we expect. But are they a good thing or not?

**Go on to the next page.**



2. Read the journal entry that a student wrote. Then, answer the question that follows.

<sup>1</sup>My dad told me that we are going to visit my grandparents, who live in Michigan, next weekend. <sup>2</sup>I love visiting my grandparents. <sup>3</sup>My grandpa loves to bake, which is lucky for us. <sup>4</sup>My grandma likes to tell us stories while we eat the treats grandpa bakes. <sup>5</sup>The last time we were at their house, my grandma showed me pictures of grandpa where he was young. <sup>6</sup>It was amazing to see that grandpa used to look exactly like my dad does now!

Which edit should be made to correct a grammar mistake in the paragraph?

- A. change who to whom in sentence 1
- B. change which to that in sentence 3
- C. change where to when in sentence 5
- D. change that to who in sentence 6
3. Which **two** sentences use the underlined adjectives in the correct order? Choose **two** answers.
- A. Stella raced down the driveway on her yellow shiny bike.
- B. The wooden old building had once been a school for pioneer children.
- C. A giant green turtle sat on a rock at the edge of the pond.
- D. Grandpa opened his book and turned on the small bright lamp.
- E. Dad pulled the cheesy big pizza out of the oven.

4. Read the sentence.

The teacher said "There are some students who want to play games and some who want to make crafts instead."

Where should a comma be added?

- A. after teacher
- B. after said
- C. after games
- D. after crafts

Go on to the next page.

5. Read the paragraph from a research report a student is writing about why some people are left-handed.

Although most people use their right hand to write, some people write with their left hand. Scientists are not sure why so many people favor the right hand. They do know that it is decided in the brain. Newborn babies use both hands but do seem to have a favorite side. The favorite side is the direction babies usually face if lying on their backs. Whether the left or the right, this favorite side usually indicates which hand the baby will use when writing later in life.

Which detail would **best** develop the underlined idea in the paragraph?

- A. Only about one out of every ten people is left-handed.
  - B. There is a special day every year to celebrate left-handed people.
  - C. Some people claim that left-handed people are more creative than right-handed people.
  - D. People who are left-handed are sometimes given the nickname of “southpaw.”
6. Complete the paragraph by choosing the **best** words to complete the sentences and writing them in the correct spaces.

To plant a seed, first put soil into a flowerpot. \_\_\_\_\_, make a hole in the soil with your finger. After that, put the seed inside the hole and cover it with soil. \_\_\_\_\_, sprinkle water on the soil.

**Before that**

**Therefore**

**Next**

**Finally**

**Until then**

**STOP.**



**STOP.**



**ENGLISH LANGUAGE ARTS ITEMS—SESSION 3**

1. Today there are electronic devices that help people do all sorts of things. They come in many shapes and sizes, like robot vacuums, laptop computers, cellular phones, and even smart watches.

Write **one** paragraph describing an electronic device and explain why it is helpful. Be sure to introduce your topic, use descriptive words and details in your explanation, and include a summary sentence.

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2. Read the paragraph. Then, circle the **two** underlined words that are used correctly in the sentences.

William Hoy was an athlete which was deaf. He taught hand signals to the others on his team, whom were happy to learn them. The signals helped the players understand what Hoy planned to do during games. Today, hand signals can be used in baseball games when players want to signal teammates without letting the other team know.

3. A student took the following notes while gathering information for a report on hummingbirds. Read the notes, and then answer the question.

- Hummingbirds are the smallest type of birds.
- Hummingbirds will chase other birds out of their territory.
- Hummingbirds have long wings.
- Hummingbirds have a long, narrow bill.
- Hummingbirds eat nectar from flowers.
- Hummingbirds can fly backward and change direction quickly.

If the student wants to separate these notes into **two** groups, which categories would **best** describe the information? Choose **two** answers.

- A. Hummingbird Behavior
  - B. Hummingbird Speed
  - C. Hummingbird Size
  - D. Hummingbird Appearance
  - E. Hummingbird Safety
4. Read the sentences. Then, circle the correct word in each set of words.

Jasmine and Simon thought ( there / they're / their ) idea for a play was almost perfect. However, it had ( to / too / two ) many characters.

Go on to the next page.

## 5. Read the paragraph.

Camping was not as fun as I thought it would be. It takes a lot of work to set up the camping site. Also, cooking food takes a long time because you need to start a campfire first. In addition, even though my sleeping bag was warm, sleeping on the hard ground was not comfortable.

Which sentence **best** concludes the paragraph?

- A. I disliked the long walk to the camping site.
- B. One thing I enjoyed about camping was seeing so many stars.
- C. My sister and brother like to go camping more than I do.
- D. Camping is one of my least favorite activities.

## 6. Read the paragraph.

More than half the birds in the world are songbirds. These birds sing to “talk” to each other. Some, such as thrushes, have beautiful voices. Others have harsh voices. \_\_\_\_\_, crows do not sound sweet when they sing.

Which phrase **best** completes the last sentence in the paragraph?

- A. In the same way
- B. In addition
- C. For example
- D. In other words



ENGLISH LANGUAGE ARTS—APPENDIX

SUMMARY DATA

Grade 4

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
<b>Session 1</b>				
1	ELA.R.4.2	C	2	Students need to complete the summary of the passage. Option C is the correct answer. The other options should not be included in the summary of the passage.
2	ELA.L.4.3.a	B	2	Students need to demonstrate understanding of the simile in the sentence from the passage. Option B is the correct answer. The other options do not provide the meaning of the simile.
3	ELA.R.4.3	D / C	3	In part A, students need to determine the sentence that best describes the change in Aunt Lupe once she is outside. Option D is the correct answer. The other options do not correctly describe Aunt Lupe.  In part B, students need to provide the evidence to support the answer to part A. Option C is the correct answer. The other options do not support the correct answer to part A.
4	ELA.R.4.4	A, E	2	Students need to determine the meaning of the word “exhilarating” based on context. Options A and E are the correct answers. The other options do not provide the correct definition.
5	ELA.R.4.1	A	1	Students must provide a detail from information in the passage on how the Old Man of the Dalles got its name. Option A is the correct answer. The other options do not explain how the Old Man of the Dalles got its name.
6	ELA.R.4.3	C, E	2	Students need to determine which sentences offer the best explanation about why Wisconsin’s state parks are historically important. Options C and E are the correct answers. The other options do not offer an explanation about Wisconsin’s state parks’ historical importance.

Grade 4

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
7	ELA.R.4.4	B	2	Students need to determine the meaning of a word and analyze what the word suggests about Wisconsin’s state parks. Option B is the correct answer. The other answers either do not define the word correctly or do not accurately describe Wisconsin’s state parks.
8	ELA.R.4.8	D / C	3	In part A, students need to determine a claim made by the author in the passage. Option D is the correct answer. The other options are not claims the author makes in the passage.  In part B, students need to determine which evidence from the passage best supports the answer to part A. Option C is the correct answer. The other options do not support the correct answer to part A.
9	ELA.R.4.9	B	2	Students need to determine which conclusion can be drawn from both passages. Option B is the correct answer. The other options state a conclusion that can be drawn either from only one passage or from neither passage.
10	ELA.R.4.5	C / A	3	In part A, students need to determine how a section of “Introducing the Rubik’s Cube” is organized. Option C is the correct answer. The other options do not correctly describe how the section is organized.  In part B, students need to determine which evidence from the passage best supports the answer in part A. Option A is the correct answer. The other options do not support the correct answer to part A.
11	ELA.R.4.4	See annotations.	2	Students need to analyze words in sentences from “Taking on the Cube” to determine which word best clues the reader to the meaning of the phrase “boosted his spirits.” The correct answer is the word “encouraged.” The other options do not provide context for understanding the meaning of the target word.
12	ELA.R.4.9	A, E	2	Students need to determine an idea that is presented in both passages. Options A and E are the correct answers. The other options either are found in only one passage or are not found in either passage.

Grade 4

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
<b>Session 2</b>				
1	ELA.W.4.2.a	n/a	3	Students need to write a one-paragraph opinion text explaining why they think self-driving or flying cars will be a good thing or not. Writing will be scored using a Grade 4 Opinion Rubric.
2	ELA.L.4.5.a	C	2	Students need to correct the grammar mistake in the paragraph. Option C is the correct answer. The other options do not correct a mistake.
3	ELA.L.4.5.c	C, D	2	Students need to determine the sentences in which adjectives are used in the correct order. Options C and D are the correct answers. The other options have sentences with adjectives used in the wrong order.
4	ELA.L.4.6.b	B	2	Students need to identify the word in the sentence after which a comma is needed. Option B is the correct answer. The other options do not identify words that need commas.
5	ELA.W.4.2.b	A	2	Students need to develop the ideas in the paragraph with a detail. Option A is the correct answer. The other options do not help develop the idea in the paragraph.
6	ELA.W.4.3.b	See annotations.	2	Students need to determine the correct transitions to complete the sentences. “Next” and “Finally” are the correct answers, respectively. The other options do not link the ideas in the sentences correctly.

Grade 4

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
<b>Session 3</b>				
1	ELA.W.4.2.b	n/a	3	Students need to write a one-paragraph expository text describing an electronic device of their choice. Writing will be scored using a Grade 4 Expository Rubric.
2	ELA.L.4.5.a	See annotations.	2	Students need to determine which relative pronouns are used correctly in the paragraph. The correct answers are “what” and “when.” The other options are not used correctly in the paragraph.
3	ELA.W.4.8	A, D	2	Students need to categorize information on hummingbirds. Options A and D are the correct answers. The other options do not categorize all the information in the notes.
4	ELA.L.4.5.f	See annotations.	1	Students need to determine the correct word to use from a set of commonly confused words. The correct answers are “their” and “too.” The spellings of the other options represent words that do not correctly fit the context of the sentences.
5	ELA.W.4.3.a	D	2	Students need to determine the best concluding sentence for a paragraph. Option D is the correct answer. The other options do not best conclude the paragraph.
6	ELA.W.4.3.b	C	2	Students need to determine the correct transition to complete the sentence. Option C is the correct answer. The other options do not link the ideas in the sentences correctly.

# English Language Arts Practice Test Grade 4

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