

PRACTICE TEST

English Language Arts

Grade 4

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Student Name

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School Name

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District Name

# Grade 4 English Language Arts

## PRACTICE TEST

This practice test contains 19 questions.

### **Directions**

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Practice Test Booklet.

For most questions, you will mark your answers by filling in the circles in your Practice Test Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write each response in the space provided. Only responses written within the provided space will be scored.

What happens to socks that are left behind after their matching socks mysteriously go missing? Read the passage "The Village of Left-Behinds." Then answer the questions that follow.

## The Village of Left-Behinds

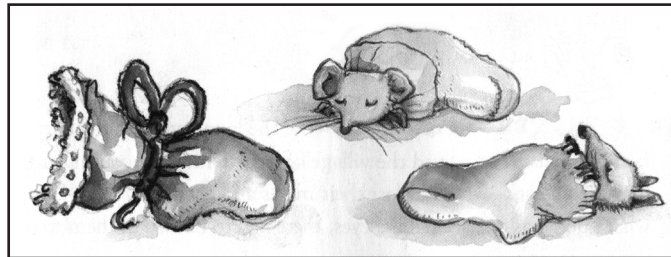
by Ethel Pochocki



- 1 In a basket in a corner of the laundry room of a large family's house, there lived the village of Left-Behinds, a community of bewildered socks who had lost their mates and their reason for being. For what good was one sock? . . .
- 2 The mistress of the house had given them their own place where they could wait for the return of their loved ones. Her sock drawer had become so crowded, she could barely close it, but she was too softhearted to throw the odd ones away. It wasn't *their* fault their mates had vanished suddenly and mysteriously. One moment they were in the washer or dryer or on their way to being folded and put away, and the next, they weren't. It was, she said, one of life's great mysteries.
- 3 Every now and then, but not very often, one of the missing did return, found in an unlikely place—in a lunchbox, under the couch, crumpled in a pants pocket, in a book as a bookmark—and there was great rejoicing as the pair returned to the sock drawer. It gave the remaining Left-Behinds hope that the miracle would happen again.
- 4 You might think such a village would be a sad place, with the socks moping around, remembering stories about the old days and reminiscing about feet they had known, but for the most part, it wasn't. At first, the villagers spent their days learning to get along with one another. In this large family, there were all kinds. Old man socks, usually black, with holes in toes

and worn-out heels; men's itchy wool plaids; Grandmother's brown cotton stockings; little girl socks trimmed in lace; boys' thick white sneaker socks. Thin, colored knee-highs with cats or penguins or balloons scrolled up the sides; baby booties.

- 5 And the mistress put them all to work. Many of the white cotton elders went into kitchen and parlor service—scrubbing faucets or polishing silver, the banisters, the piano, and the pictures on it. Some she would wind around a yardstick to wipe down cobwebs. She filled the little girl socks with dried lavender and rosebuds and tied them with a ribbon to give as sachets. Grandmother's stockings went outside to tie up tomato vines. The mistress also gave one hand-knit sock of many colors to an actress playing a one-footed role.
- 6 One sock the mistress would not give away was her own, a soft, fuzzy, red-and-white striped sock, so lovable and cheery, she was voted mayor of the village. The sock kept everyone as hopeful as possible, working hard to lighten spirits, especially those of the sock elders, who just wanted to roll up and do nothing. She, too, had lost her mate and cried in secret, but it was in her very fiber to be a comforter.



- 7 The village occasionally had visitors from away, and every happening was discussed and relived for weeks after the event. There was the convention of ladybugs, who came down from the attic for a holiday to bask in the warmth of the dryer vent. And the friendly raid of mouse mothers for baby booties to use as buntings for their newborns. And, the most recent, the mother cat who decided the village was the best place to have her kittens, and so she did—five of them! All sock work plans were laid aside in the immediate need to keep the mother and children comfortable. When the kittens were old enough to climb out of the basket and go into the world, the socks were a little sad. The kittens had become part of the village. They were born there, after all.
- 8 And so the days passed, and the socks came and went. Now that it was spring, with cleaning and gardening in full force, every sock was needed. Soon there was only one left—the pretty, cheery, fuzzy red-and-white striped mayor. She sat at the bottom of the basket with nothing to do,

no one to comfort. Still, she held on to the hope that had kept her cheerful—that her mate would return. It could happen, she told herself each day.

- 9 And—what do you know—it did! Outside, the snowdrifts that covered the backyard melted into the earth, and the dirty, icy crusts turned to mud. The mistress hung her sheets out in the first crisp spring air, and her heart leaped up as she watched them billow into the sky. As she started back to the house, she slipped in the mud and fell face first into a pile of wet brown leaves.
- 10 Her nose touched something soft and fuzzy; she hoped it wasn't an animal. When she saw what it was, she laughed in delight. She pulled up the dirty, soggy red-and-white striped sock and exclaimed, "Well, *there you are!*" It must have slipped out of the basket when she brought in the laundry last fall.
- 11 The mistress washed the sock and dried it by the wood stove, fluffing it up before reuniting the couple. She wore the socks the very next day, which made all three of them very happy.
- 12 Now the basket was empty, the village of Left-Behinds deserted. Not a thread or shred of lace remained to show it had ever existed. Then, three days later, a pink bunny slipper-sock was dropped into the basket, followed by a ladies' black leather glove. And on the next day—
- 13 But that's another story.

"The Village of Left-Behinds" by Ethel Pochocki, illustrated by Jennifer Black Reinhardt, from *Cricket Magazine* (November/December 2011). Copyright © 2011 by Carus Publishing Company d/b/a Cricket Media. Reprinted by permission of Cricket Media, Inc.

- 1 Reread paragraph 1. Based on the paragraph, what is a sock's **main** purpose?
- (A) to keep feet clean
  - (B) to keep feet warm
  - (C) to be part of a pair
  - (D) to be used for a job
- 2 Based on paragraph 2, with which statement would the author **most likely** agree?
- (A) Things can change very quickly.
  - (B) Things are always as they seem.
  - (C) Making decisions can be difficult.
  - (D) Working hard brings great results.
- 3 According to the passage, which question does the mistress believe is "one of life's great mysteries"?
- (A) Why do all socks look different?
  - (B) How do so many socks disappear?
  - (C) How do people find missing socks?
  - (D) Why do people need to wear socks?

- 4 How does the setting change in paragraphs 8 and 9?
- (A) Day becomes night.
  - (B) Winter becomes spring.
  - (C) Spring becomes summer.
  - (D) Morning becomes afternoon.
- 5 In "The Village of Left-Behinds," who is telling the story?
- (A) a sock
  - (B) a visitor
  - (C) the narrator
  - (D) the mistress
- 6 Read the sentence from paragraph 12 in the box.

Now the basket was empty, the village of Left-Behinds deserted.

Which word from the sentence helps readers understand the meaning of **deserted**?

- (A) now
- (B) basket
- (C) empty
- (D) village

**7 Part A**

Which statement **best** describes how the mistress and the red-and-white socks feel about each other at the end of the passage?

- Ⓐ They feel safer together.
- Ⓑ They feel tired of one another.
- Ⓒ They feel pleased to be with one another.
- Ⓓ They feel unsure if they will stay together.

**Part B**

Which sentence from the passage **best** supports the response to Part A?

- Ⓐ "Now that it was spring, with cleaning and gardening in full force, every sock was needed." (paragraph 8)
- Ⓑ "The mistress washed the sock and dried it by the wood stove, fluffing it up before reuniting the couple." (paragraph 11)
- Ⓒ "She wore the socks the very next day, which made all three of them very happy." (paragraph 11)
- Ⓓ "Not a thread or shred of lace remained to show it had ever existed." (paragraph 12)



- 8 The red-and-white sock in the basket is different from the sock elders. Select **two** phrases to describe the red-and-white sock and **two** phrases to describe the sock elders.

The red-and-white sock is

- Ⓐ helpful for cleaning.
- Ⓑ cheerful with the others.
- Ⓒ chosen as mayor.
- Ⓓ useful for animals.
- Ⓔ tired from lots of work.

The sock elders are

- Ⓐ helpful for cleaning.
- Ⓑ cheerful with the others.
- Ⓒ chosen as mayor.
- Ⓓ useful for animals.
- Ⓔ tired from lots of work.

**For this question, you will write a story based on the passage. Write your story in the space provided on the next page. Your writing should:**

- **Use characters, settings, events, and other details from the passage.**
- **Use correct grammar, spelling, and punctuation.**

- 9** Based on the passage, write a story that tells what will most likely happen next to the pink bunny slipper and the leather glove that were dropped into the basket. Use what you know about the characters, settings, and events from the passage to write your story.

**Write your answer on the next page.**



Read the article “Musical Plumbing” about an inventor named John Kovac, and then answer the questions that follow.

## Musical Plumbing

by Laura Biggs

- 1 When plumbing makes funny noises, it’s not always a good sign. But John Kovac, a harpist from Virginia, likes the pipes to sing. He thinks plumbing pipes make good musical instruments.
- 2 Kovac has made standard harps out of wood for more than 20 years. He says he feels a special thrill when he creates an instrument with his hands and uses it to make music come alive. But it takes years of training and special tools to make a traditional musical instrument. Kovac wanted to share the joy of making instruments with people who might not have the time or money to do it. So he decided to find an easier way.

### **The Music of PVC**

- 3 Plumbing was the answer. Kovac found PVC pipes at a local hardware store. PVC stands for *polyvinyl chloride*. It’s the white tubing that many plumbers use. You might find it in your house under a sink or in the basement.
- 4 Kovac says that PVC pipes are great for making instruments because they are inexpensive, come in many shapes and sizes, and fit together perfectly.
- 5 Kovac makes harps, guitars, violins, and cellos out of PVC pipes. He also makes uncommon instruments like the *udu* (a curved drum) from Nigeria, the *cuíca* (a friction drum) from Brazil, and the *Rührtrommel* (a stir drum) from Germany.
- 6 His instruments may look as if they come from outer space, but they really work. He and some of his music students and friends even started a band called the East Coast PVC Band.



When Kovac “stirs” the mallet around this *Rührtrommel*, it makes a clip-clopping sound.

### Jamming with Pipes

- 7 Sally Seabright is a violin teacher who plays PVC violin with the band. At first, the rounded shape of the PVC violin made it difficult to hold between her chin and shoulder, but Kovac modified the violin by adding a piece that fits perfectly under her chin.
- 8 That kind of adaptability is what Kovac admires about PVC. He says, “I know it’s not easy for the average person to make a musical instrument, but I hope to enable anyone who has ever dreamed of making a violin, harp, or guitar to fulfill his or her dreams.”
- 9 So if you think making an instrument sounds like fun, try using PVC pipes or other household materials to experiment with different sounds and creations. You could even call a few friends and form your own band! With homemade instruments, you, too, can make the pipes sing.



John Kovac plays his PVC harp.

“Musical Plumbing” by Laura Biggs, from *Highlights for Children* (February 2010). Copyright © 2010 by Highlights for Children, Inc. Text and photographs reprinted by permission of Highlights for Children, Inc.

- 10 What is the **main** purpose of paragraph 2?
- Ⓐ to explain how to join a PVC band
  - Ⓑ to describe how PVC instruments are made
  - Ⓒ to explain why Kovac came up with his idea
  - Ⓓ to describe the different instruments Kovac makes

- 11 Read the sentence from paragraph 6 in the box.

His instruments may look as if they come from outer space, but they really work.

What does the sentence **mostly** show about the instruments?

- Ⓐ They are different than expected.
  - Ⓑ They are large like the planets.
  - Ⓒ They are heard from far away.
  - Ⓓ They are made in dark colors.
- 12 Based on the article, the **most likely** reason the author chose the title “Musical Plumbing” is that the article
- Ⓐ describes a group of plumbers who formed a band.
  - Ⓑ explains why pipes are shaped like musical instruments.
  - Ⓒ describes musical sounds heard from the pipes under a house.
  - Ⓓ explains how plumbing materials can make musical instruments.

- 13** A creative person is someone who uses imagination to come up with new ideas. Based on the article, write a paragraph to explain why John Kovac could be called a creative person. Support your response with important information from the article.

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Read the article about the man who deciphered, or figured out how to read, ancient Egyptian picture writing called hieroglyphs. Then answer the questions that follow.

## Seeker of Knowledge

### The Man Who Deciphered Egyptian Hieroglyphs

by James Rumford

#### Background Information

Along the Nile River, the ibis bird uses its long, curved bill to search for food. In ancient Egypt, the ibis was sacred to the god Thoth, who also had a long, curved bill. But instead of searching for food, Thoth searched for knowledge.

According to legend, Thoth gave the ancient Egyptians pictures to use for writing. With the gift of writing, the Egyptians became seekers of knowledge, too.

For three thousand years, the Egyptians wrote about their world, covering their temples with words, filling their libraries with books. Then invaders came and destroyed Egypt, and the pictures called hieroglyphs were forgotten.

- 1 In 1790, a French boy named Jean-François Champollion was born. When he was seven, his older brother told him about General Napoleon, the great leader of France, who was in Egypt uncovering the past.
- 2 "Someday I'll go to Egypt, too!" Jean-François told his brother as he sat spellbound, imagining himself with Napoleon, making his own discoveries.
- 3 When Jean-François was eleven, he went to school in the city of Grenoble. There, his brother took him to meet a famous scientist who had been in Egypt with Napoleon.
- 4 The scientist's house was filled with Egyptian treasures. Each one captured the boy's imagination.
- 5 "Can anyone read their writing?" asked Jean-François.
- 6 "No. No one," the scientist replied.

- 7 “Then I will one day,” said Jean-François, and he left the house full of enthusiasm, sure that he would be the first to discover the key to Egyptian hieroglyphs.
- 8 When Jean-François finished school at sixteen, his brother took him to Paris to meet the scholars who were studying a black stone from Rosetta, Egypt. The stone was covered with Egyptian and Greek words and told of a king of Egypt named Ptolemy. By reading the Greek, the scholars hoped to decipher the Egyptian. But the work was difficult—certainly too difficult for a boy—and the scholars turned Jean-François away. They did not see the fire burning bright in his eyes. They did not recognize the genius who had already learned all the known ancient languages. They did not know that he was a seeker of knowledge, one who would not rest until he had found the answer.
- 9 Scholars everywhere were racing to solve the mystery of Egyptian writing. Unbelievable things were said. Ridiculous books were written. No one had the answer. Then an Englishman discovered that a few of the hieroglyphs on the Rosetta Stone were letters, and he deciphered King Ptolemy’s name. Everyone said that the Englishman would be the first to unlock the door to Egypt’s past—everyone except Jean-François.
- 10 When Jean-François was thirty, he gathered up his notebooks and left Grenoble. He made his way back to Paris—to his brother.
- 11 In Paris, Jean-François studied the Rosetta Stone and other inscriptions. He compared the Greek letters with the Egyptian hieroglyphs and herded together his own alphabet of eagles and lions and dark-eyed chicks. But this wonderful list of letters was no help in reading the language. There were too many pictures he did not understand. What to make of a fish with legs, a jackal with wings, or an ibis god with a long, curved bill? There had to be a link between the pictures and the Egyptian letters. But what was it? Jean-François slept little. He ate almost nothing.
- 12 Then, on a September morning in 1822, Jean-François found a small package on his doorstep—from a friend in Egypt! In it were the names of pharaohs\* copied from a temple wall. Each name was a jigsaw puzzle of letters and pictures. Jean-François studied the names and saw the link! The pictures were sounds, too. Not single letters, but syllables, even whole words!

\*pharaohs—kings of ancient Egypt

- 13 One of the names drew him. It began with the hieroglyph of an old, silent friend perched on a sacred staff. This was a picture of the god of writing, Thoth, followed by the letters *m* and *s*.



"Thothmes!"

- 14 "Thothmes!" Jean-François suddenly exclaimed, and the rushing sound of the pharaoh's name, as if carried on wings across the centuries, filled the room.
- 15 Jean-François raced down the street to his brother's office. He burst through the door, exclaiming, "I have the key!"
- 16 Then he collapsed. He had not eaten. He had not slept. For five days, he lay near death.
- 17 On the fifth day, he awoke. "Pen and paper," he whispered, and he wrote of his discovery to the world.
- 18 People all over France celebrated his triumph as Jean-François became the first to translate the ancient writing and open the door to Egypt's past.
- 19 A few years later, the people of France sent Jean-François to Egypt on an expedition to uncover more secrets. He knew Egypt so well in his mind that he felt he was going home. As Jean-François had imagined a thousand times in his dreams, he sailed up the Nile.
- 20 Once ashore, he entered the ruins of a temple. A magnificent flock of ibis suddenly rose up from the reeds and took flight.
- 21 Below, the ibis saw the seeker of knowledge touch the stone walls.
- 22 His fingers dipped into the carved pictures.
- 23 He pressed his ear to the stone and listened to the ancient voices.

**Additional Information**

Not only did Jean-François figure out that the hieroglyphic pictures were sounds, but he also discovered how some pictures at the end of words became silent and how they seemed to make the words come alive. Here is a simple Egyptian word.



This word means “ibis.” The first two hieroglyphs are the letters *h* and *b*. The picture of the ibis is there to give meaning and a bit of magic to the word.

*Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs* by James Rumford. Text and art copyright © 2000 by James Rumford. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company.

- 14 Read the sentences from the article in the box.

- “Then I will one day,” said Jean-François, and he left the house full of enthusiasm, sure that he would be the first to discover the key to Egyptian hieroglyphs. (paragraph 7)
- He burst through the door, exclaiming, “I have the key!” (paragraph 15)

Based on the article, what is the meaning of **key** as it is used in the sentences?

- Ⓐ button
- Ⓑ sound
- Ⓒ opener
- Ⓓ answer

**15 Part A**

Based on the article, which sentence **best** describes Jean-François?

- Ⓐ He was fearless.
- Ⓑ He was creative.
- Ⓒ He was well liked.
- Ⓓ He was hard working.

**Part B**

Which words from the article **best** support the answer to Part A?

- Ⓐ “. . . captured the boy’s imagination.” (paragraph 4)
- Ⓑ “. . . he left the house full of enthusiasm. . . .” (paragraph 7)
- Ⓒ “. . . one who would not rest until he had found the answer.” (paragraph 8)
- Ⓓ “Scholars everywhere were racing to solve the mystery. . . .” (paragraph 9)

**16** Which sentence **best** states the main idea of the article?

- Ⓐ A man finds many important treasures from the past.
- Ⓑ A man reaches a lifelong goal of understanding hieroglyphs.
- Ⓒ A man learns that people all over the world write hieroglyphs.
- Ⓓ A man becomes frustrated trying to answer a difficult question.

- 17 What is the **main** way the article is organized?
- Ⓐ in order of importance of ideas
  - Ⓑ by stating questions and answers
  - Ⓒ in the order that events happened
  - Ⓓ by comparing and contrasting ideas
- 18 Two examples of figurative language from the article are listed below. Select the phrase that tells the correct meaning for **each** example of figurative language.

“unlock the door to Egypt’s past” (paragraph 9)

- Ⓐ imagined hearing the words of people who wrote the hieroglyphs
- Ⓑ solve the problem of understanding the hieroglyphs
- Ⓒ wondered who had written the first hieroglyphs
- Ⓓ enter a temple that is covered with hieroglyphs

“listened to the ancient voices” (paragraph 23)

- Ⓐ imagined hearing the words of people who wrote the hieroglyphs
- Ⓑ solve the problem of understanding the hieroglyphs
- Ⓒ wondered who had written the first hieroglyphs
- Ⓓ enter a temple that is covered with hieroglyphs

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next page. Your writing should:

- Present and develop a central idea.
  - Provide evidence and/or details from the passage(s).
  - Use correct grammar, spelling, and punctuation.
- 19** Write an essay that explains in what ways Jean-François was a “seeker of knowledge.” Be sure to use information from the article to develop your essay.

Write your answer on the next page.





