

Tennessee Comprehensive Assessment Program TCAP

English Language Arts Grade 4 | Practice Test



Please PRINT all information in the box.

Student Name: _____

Teacher Name: _____

School: _____

District: _____

All practice test items represent the appropriate grade level/content standards—however, the practice test may contain item types that no longer appear on the operational assessment.

Read the sample passage and answer the sample questions that follow.

The 1904 Olympic Marathon

- 1 The 1904 Olympic Games were the first Olympics held in the United States—in St. Louis, Missouri. One event in the Olympics was the marathon. A marathon is a very long running race. In 1904, the marathon length was 24.9 miles. That year, the Olympic marathon had many problems.
- 2 The marathon was run on a hot August afternoon. The race course was covered in dust, which made it hard for the runners to breathe. The runners could get water in only two places. More than half of the runners quit the race. Three hours and twenty-eight minutes after the race began, Thomas Hicks crossed the finish line as the winner of the 1904 Olympic marathon!

Sample 1: Two-part multiple choice (with evidence responses)

- 1 The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the passage **mostly** about?

- A. when marathons usually take place
- B. why marathons are considered special events
- C. the training needed to win a marathon
- D. the bad conditions during one marathon

Part B

Which detail from the passage **best** supports the answer to Part A?

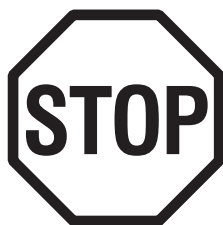
- M. “. . . a very long running race.” (paragraph 1)
- P. “. . . had many problems.” (paragraph 1)
- R. “. . . on a hot August afternoon.” (paragraph 2)
- S. “. . . Thomas Hicks crossed the finish line. . . .” (paragraph 2)

Sample 2: Multiple select (multiple correct responses)

- 2** Which **two** pieces of evidence does the author use to support the idea that the 1904 marathon was very challenging?
- A.** “. . . the first Olympics held in the United States. . . .” (paragraph 1)
 - B.** “One event in the Olympics. . . .” (paragraph 1)
 - C.** “The race course was covered in dust. . . .” (paragraph 2)
 - D.** “. . . runners could get water in only two places.” (paragraph 2)
 - E.** “. . . after the race began. . . .” (paragraph 2)

Sample 3: Multiple choice (one correct response)

- 3** Which detail from the passage **best** helps the reader understand the meaning of the word marathon?
- M.** “. . . the first Olympics. . . .” (paragraph 1)
 - P.** “. . . a very long running race.” (paragraph 1)
 - R.** “. . . race course was covered in dust. . . .” (paragraph 2)
 - S.** “. . . the finish line. . . .” (paragraph 2)



Do not go on to the next page until told to do so.

Read the passage and answer the questions that follow.

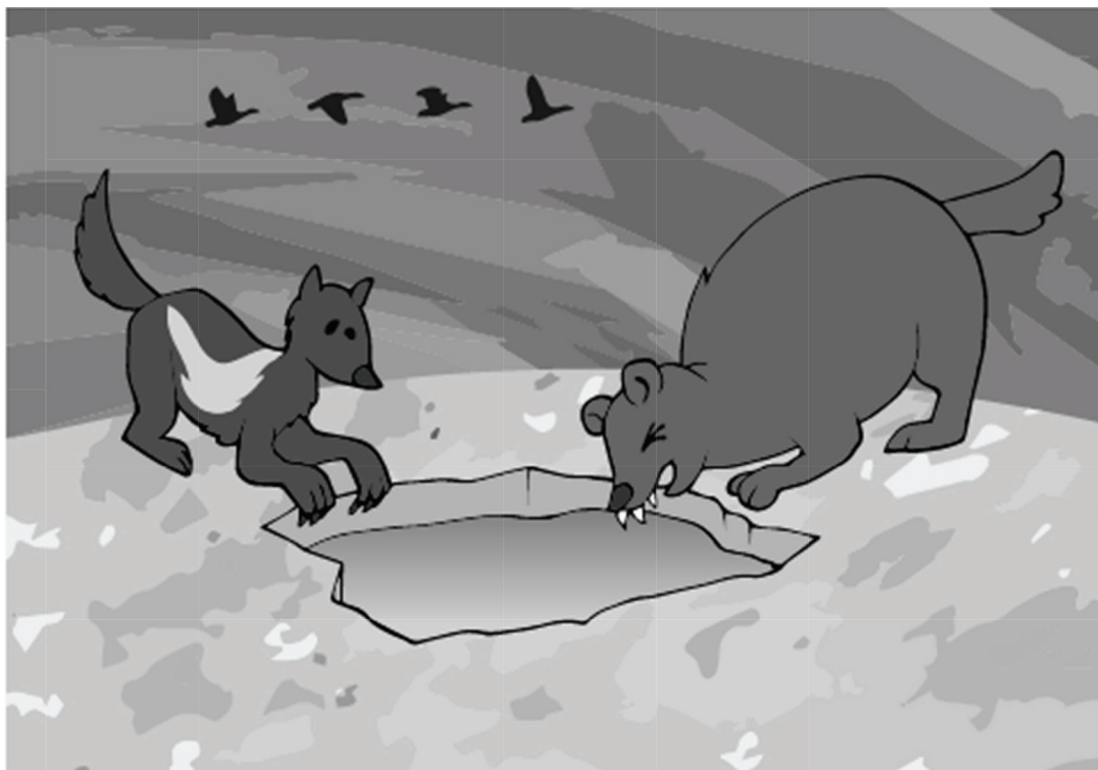
How Big Bear Stuck to the Sky A Native American Legend

retold by Kathleen Muldoon

- 1 Once upon a time when Earth was young, Winter ruled. Snow and ice covered mountains and rivers, fields and forests. So hard was the floor between Earth and Sky that Sun could not peek through to warm the ground.
- 2 Animals that survived this harsh cold hunted to provide what little food they could for their young. A big bear, called Fisher because the magic in his tail helped him catch fish, decided it was time to bring Summer to Earth.
- 3 So Fisher invited all of Earth's creatures to a meeting.
- 4 "We will find a way to warm Earth," he said. "Sun will bring grass and flowers and birds. We must reach the Great Spirit and ask for help. Who will go with me to the place where Earth is closest to Sky?"
- 5 Otter, Lynx, and Wolverine agreed to accompany Fisher on his journey. They traveled across frozen lakes and rivers. Icy twigs snapped as they tramped through the snowy woods. They climbed hills and slid through valleys.
- 6 Fisher swished his magical, stubby tail in the frigid waters and caught fish for them to eat along the way. After many days, he led them to the top of the tallest mountain on Earth, so high it almost tickled Sky.
- 7 There Fisher stood on his back paws and stretched, swiping his front claws on Sky's floor. But he only made a tiny scratch. He could not break through to Sky.
- 8 "Let me try," cried Otter.
- 9 He jumped so high his head thumped the sky floor. Otter fell back to Earth and WHOOSH! Down the mountain he slid, riding on his belly all the way to the bottom.
- 10 Next Lynx took a step back and pounced at Sky. THUNK! She hit her head so hard that she fell unconscious to the snow. Wolverine pushed her aside.
- 11 "I am the strongest," he growled.
- 12 Wolverine leaped against Sky's floor, once, twice, three times. Finally, he caused the tiniest cracks to appear. He jumped again and again, widening the crack into a hole. Soon Wolverine climbed through the sky hole, followed by Fisher.

13 All at once, birds of every color and size surrounded them. Some swooshed through Wolverine's hole and flew over Earth, spreading Sky's warmth with each flap of their wings.

14 Soon Sun sent its rays through the hole, and Fisher and Wolverine watched as snow on the mountaintop began to melt.



15 "We must make the hole bigger," Fisher said. He twitched his magic tail. Then, using his sharp teeth, he gnawed off more pieces of the sky floor.

16 Suddenly a band of Sky People ran toward them.

17 "Stop, thieves," they cried, brandishing¹ bows and arrows. "Stop stealing our warmth!"

18 Wolverine escaped through the hole and tumbled down the mountainside back to Earth. But Fisher kept working. By the time the Sky People reached him, he'd widened the hole enough so Sun could warm Earth for half of every year.

19 Fisher ran from the Sky People's arrows and climbed to the top of a tall tree. But one arrow struck Fisher's tail and he began falling. Before he could hit Sky's floor, the Great Spirit, admiring Fisher's persistence, took pity on the bear. He

¹ **brandishing:** waving or swinging something, such as a weapon, in a threatening or excited manner

adorned Fisher with stars, and set him in a place of honor in the sky. If you look to Sky on a starry night, you will see him there still.

- - - - -

- 20 The Great Bear constellation, also called Ursa Major, is one of the largest and easiest star groupings to find in the sky. This is because one of the group of stars within it looks like a soup ladle and is called the Big Dipper. It forms the back end tail of the whole constellation, which resembles a bear.



- 21 On a clear night, if you study the northern sky, you will see Ursa Major if you look first for the Big Dipper. Ursa Major is highest in the spring sky and lowest in autumn because, according to Native American legend, Bear is looking for a place to hibernate before winter.

"How Big Bear Stuck to the Sky: A Native American Legend." Retold by Kathleen Muldoon. Reprinted from *Spider*, November/December 2011, Vol. 18, no. 9, © 2011 by Carus Publishing Company/Cricket Media. Used by permission of the publisher via Copyright Clearance Center.

- 1** The following item has two parts. Answer Part A and then answer Part B.

Part A

Which sentence **best** states a lesson of the passage?

- A.** It is best to travel with friends.
- B.** People need to protect what is theirs.
- C.** Those who work hard will be well rewarded.
- D.** Strength is a quality that is valued by others.

Part B

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

- M.** "Otter, Lynx and Wolverine agreed to accompany Fisher on his journey."
(paragraph 5)
- P.** "'I am the strongest,' he growled." (paragraph 11)
- R.** "'Stop, thieves,' they cried, brandishing bows and arrows." (paragraph 17)
- S.** "He adorned Fisher with stars, and set him in a place of honor in the sky."
(paragraph 19)

- 2** What do paragraphs 3 and 4 **mainly** suggest about Fisher?

- A.** He is very curious.
- B.** He is a strong leader.
- C.** He wants a new home.
- D.** He likes other animals.

- 3** The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the meaning of the word persistence in paragraph 19?

- M.** mysterious powers
- P.** continued effort
- R.** good ideas
- S.** great speed

Part B

Which detail from the passage **best** supports the answer to Part A?

- A.** "He twitched his magic tail." (paragraph 15)
- B.** "Suddenly a band of Sky People ran toward them." (paragraph 16)
- C.** "But Fisher kept working." (paragraph 18)
- D.** "By the time the Sky People reached him. . . ." (paragraph 18)

- 4** Which sentence from the passage **best** supports the theme that heroes are never forgotten?

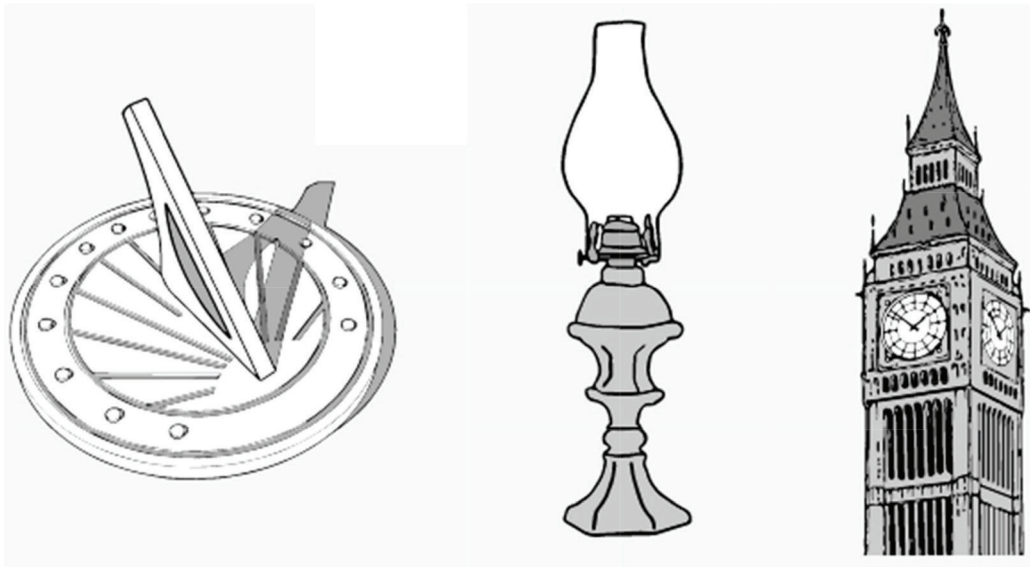
- M.** "Once upon a time when Earth was young, Winter ruled." (paragraph 1)
- P.** "Some swooshed through Wolverine's hole and flew over Earth, spreading Sky's warmth with each flap of their wings." (paragraph 13)
- R.** "By the time the Sky People reached him, he'd widened the hole enough so Sun could warm Earth for half of every year." (paragraph 18)
- S.** "If you look to Sky on a starry night, you will see him there still." (paragraph 19)

- 5** What part of the passage does the first picture **best** help the reader understand?
- A.** “. . . Fisher and Wolverine watched as snow on the mountaintop began to melt.” (paragraph 14)
 - B.** “Then, using his sharp teeth, he gnawed off more pieces of the sky floor.” (paragraph 15)
 - C.** “Suddenly a band of Sky People ran toward them.” (paragraph 16)
 - D.** “. . . Sun could warm Earth for half of every year.” (paragraph 18)
- 6** What is the meaning of the phrase “so high it almost tickled Sky” in paragraph 6?
- M.** The top of the mountain was too far away to see.
 - P.** The top of the mountain nearly touched Sky.
 - R.** The top of the mountain tried to make Sky laugh.
 - S.** The top of the mountain was too difficult to climb.
- 7** Which word from the passage means almost the same as frigid in paragraph 6?
- A.** closest (paragraph 4)
 - B.** icy (paragraph 5)
 - C.** back (paragraph 7)
 - D.** tiny (paragraph 7)

Read the passage and answer the questions that follow.

Excerpt from “Clock Watching”

by Sara F. Shacter



Counting the days until summer vacation. . . .

Knowing when to plant and harvest crops. . . .

Offering thanks to the sun god. . . .

1 Everyone has different reasons for keeping track of time. The reasons for caring about time depend on who are you, where you live. . . and when you live.

2 Thousands of years ago, people didn’t care what time it was. They spent most of their days hunting and gathering food. A schedule would have been silly: “nine o’clock, hunt; ten o’clock, gather.”

3 But to survive, our ancestors did not need to keep track of day, night, and the seasons. They looked to the sun, moon, and stars for signs of these cycles in nature.

Half Past the Candle

4 Eventually, people learned that the sun could also be used to measure hours in a day. About 4,000 years ago, somebody shoved a stick in the ground and made a neat discovery: the stick’s shadow moved as the sun’s position in the sky changed from sunup to sundown. People in ancient Egypt, Greece, and China made shadow clocks, or sundials, in all shapes and sizes.

5 But sundials weren't perfect. At night, or on cloudy days, they didn't work. So how did people tell time when there was no sunlight? Clocks made of candles, oil lamps, and incense sticks worked just fine without the sun, measuring the time in which a certain amount of wax, oil, or incense burned. Water clocks were popular, too, dripping the minutes away, leaving less water in a vessel¹ as time passed.

6 However, there was a problem with clocks that burned and dripped: they only showed how much time had *passed*. Suppose a friend said, "I'll meet you when half a candle melts." To be on time, you'd both have to have the same size candle, and light them together.

7 As towns and cities grew, travel and trade between countries increased. There were lots of new jobs to do, and people needed to be in the same place at the same time to get them done. The old clocks were no longer good enough, since they didn't let everyone share the correct time of day.

8 The real solution to the time-keeping problem was a machine that could run all day and all night. Who invented the first such clock? The answer is a mystery. Many tried. Around the year 1300, mechanical clocks started showing up in western Europe, but no one knows who built the very first one.

A Clock for Everyone

9 These early mechanical clocks were funny looking: they didn't have faces; they were just a bunch of gears—wheels with metal teeth that were moved by heavy weights, ticking off seconds. Expensive and hard to care for, these clocks were also huge; they would fill up your room! People could not easily put them in their homes.

10 So, they mounted the clocks on church towers instead. Up high, for everyone to see and hear, the clock rang out the hours when workers in the fields and shops should stop and pray.

11 People loved this new invention. Clockmakers kept improving and shrinking clocks. But it took more than 500 years until there were enough clocks to go around.

12 In the 1800s, people figured out how to build large factories to make all sorts of things. Factories cranked out thousands of clocks very quickly and less expensively. Finally, there were clocks for everyone.

13 It was a good thing, too, because factories ran on strict schedules, and workers were paid by the hour. To be on time, people put clocks in their homes and watches in their pockets.

¹ **vessel:** a hollow bowl or pitcher used for holding liquids or other contents

Modern Time

- 14 For a long time, women wore watches on their wrists, but men didn't. Wristwatches were considered just a fashion item until 1914, when World War I broke out. Thousands of men in Europe marched into battle. Watches made it possible to time troop movements precisely. But it took time for soldiers to stop, put down their equipment, and pull their watches out of their pockets. To save time and leave their hands free for fighting, soldiers started tying their watches to their wrists, just like women. Wristwatches have been popular ever since.
- 15 Nowadays there are clocks everywhere you look: in the car, the radio, the computer, the microwave. Modern clocks run on batteries, electricity, quartz crystals, and even vibrating atoms.

Excerpt from "Clock Watching" by Sara F. Shacter. Reprinted from *Ask*, September 2009, Vol. 8, No. 7, © 2009 by Carus Publishing Company/Cricket Media. Used by permission of the publisher via Copyright Clearance Center.

- 8** The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the **main** idea of the passage?

- M.** Clocks show the creativity of their designers.
- P.** Clocks help people get to places on time.
- R.** Clocks have gotten smaller and smaller over the years.
- S.** Clocks have improved, so we can keep better track of time.

Part B

Which detail from the passage **best** supports the answer to Part A?

- A.** "To be on time, you'd both have to have the same size candle. . . ." (paragraph 6)
- B.** "The old clocks were no longer good enough. . . ." (paragraph 7)
- C.** "These early mechanical clocks were funny looking. . . ." (paragraph 9)
- D.** "Up high, for everyone to see and hear, the clock rang out the hours. . . ." (paragraph 10)

- 9 Why did men's wristwatches become popular during World War I?
- M. Soldiers wanted watches that were less expensive.
 - P. Soldiers thought both men and women should wear watches on their wrists.
 - R. Soldiers could remain ready for battle if watches were on their wrists.
 - S. Soldiers realized that it was fashionable to wear small watches.
- 10 Which sentence **best** explains the main problem with sundials?
- A. Sundials required only a small amount of sunlight each day.
 - B. Sundials worked differently in different countries.
 - C. Sundials were outdoor clocks that could be easily damaged.
 - D. Sundials could be used only during the daytime.

- 11** The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the meaning of the word schedule in paragraph 2?

- M.** a plan for what to do at what time
- P.** a map that shows where to find things to eat
- R.** a way to record what was done earlier
- S.** a method for noting the different seasons

Part B

Which detail from the passage **best** supports the answer to Part A?

- A.** "Everyone has different reasons for keeping track of time." (paragraph 1)
- B.** "They spent most of their days hunting and gathering food." (paragraph 2)
- C.** " . . . 'nine o'clock, hunt; ten o'clock, gather.'" (paragraph 2)
- D.** "They looked to the sun, moon, and stars for signs of these cycles. . . ." (paragraph 3)

- 12** How does the author support the idea that large factories helped to make clocks available to a large number of people?

- M.** by stating the number of clocks that factories made
- P.** by explaining that factories made clocks quickly and at a lower cost
- R.** by explaining that workers in factories were paid by the hour
- S.** by describing how factories gave people ideas for different uses of clocks

- 13** What do the pictures **best** help the reader understand about clocks?
- A.** how different types of clocks worked
 - B.** which materials were used to make clocks
 - C.** how clocks have changed over time
 - D.** where clocks were usually found in big cities
- 14** Based on the suffix **-ors**, what is the meaning of the word inventors in paragraph 15?
- M.** people who invent
 - P.** things that are invented
 - R.** actions related to inventing
 - S.** places for inventions
- 15** What is the correct way to divide the word microwave into syllables?
- A.** micro/wave
 - B.** mic/ro/wave
 - C.** mi/cro/wa/ve
 - D.** mi/cro/wave

Read the passages and answer the questions that follow.

Passage 1

Endurance

- 1 Ernest Shackleton knew his task was almost impossible. He wanted to be the first person to lead an expedition across the Antarctic, the icy continent around the South Pole. To succeed, he and a crew of sailors and scientists would have to sail across an icy sea and walk across the coldest and windiest land on Earth.
- 2 But Shackleton had made up his mind. In August 1914, he and 27 men boarded a ship in London, England. Knowing the dangers they would face, Shackleton had named the ship *Endurance*, a word that means “surviving a hard or unpleasant time.”
- 3 The ship entered the icy Antarctic waters on December 7 and moved slowly through giant, floating ice chunks. On January 18, 1915, the ice chunks around the ship suddenly froze together, trapping the *Endurance*.
- 4 The crew had no way to call for help, so Shackleton decided to wait for the ice to melt. The crew floated around for ten months. Then, on September 2, they heard the loud “crack!” of wood snapping. The ice was crushing the *Endurance*! The crew was forced to abandon the ship and camp on the ice chunk. A few weeks later, Shackleton and his crew watched helplessly as the ship sank.
- 5 The crew floated for weeks until they reached water that was clear enough of ice for the lifeboats. They headed out, landing seven days later on Elephant Island. Unfortunately, this island had no towns or people, and ships rarely sailed past it.
- 6 Shackleton had one last chance. He and a few men boarded a lifeboat and headed to South Georgia Island. They braved stormy seas, giant waves, and even a hurricane. When they made it to the island, they had to hike across 26 miles of icy mountains to find help.
- 7 Shackleton borrowed a ship to go rescue the rest of the crew. Ice forced that ship to stop, so he borrowed a second ship, which also had to turn back. A third ship finally made it to Elephant Island, rescuing the crew almost two years after they had left London. Incredibly, all 28 men survived.
- 8 In one way, Shackleton’s expedition failed. He never even set foot on Antarctica. But in another way, the journey was a success. “It is in our nature to explore, to reach out into the unknown,” Shackleton said. “The only true failure would be not to explore at all.”

Passage 2

Apollo 13

- 9 An astronaut's voice suddenly crackled over the radio. "Houston, we've had a problem."
- 10 It was a message everyone in NASA's Mission Control in Houston, Texas, had trained for, but hoped never to receive.
- 11 Before that, the Apollo 13 mission to the moon had been fairly smooth. The rocket had blasted off from Earth on April 11, 1970, on its way to the moon. But on April 13, when Apollo 13 was about 200,000 miles away from Earth, an explosion in part of the spacecraft caused precious oxygen to shoot into space. Oxygen was needed for the three astronauts to breathe and to make power for the spacecraft. Without oxygen, the mission would be doomed.
- 12 All thoughts of a moon landing were gone. Now, it was a matter of survival. Immediately everyone at Mission Control leaped into action to figure out a way to return the crew safely back to Earth. Apollo 13 was divided into three sections: (1) the command module, called *Odyssey*; (2) the moon landing craft, called *Aquarius*; (3) the service module, where the explosion happened. The astronauts were supposed to make the journey to and from the moon in *Odyssey*, and only use *Aquarius* for the moon landing. But the explosion left *Odyssey* with only enough power for the final reentry to Earth. The crew had to move into *Aquarius* as a "lifeboat" to get them there.
- 13 To use as little power as possible, most spacecraft functions were turned off. *Aquarius* soon became as cold as a refrigerator. The astronauts had little water or sleep, and one began to have a fever. Time was running out.
- 14 On April 17, as the crew approached Earth, they moved back into *Odyssey* for reentry. It was the only section of the spacecraft with heat shields, which were necessary for returning to Earth. Without them, the spacecraft would burn up in Earth's atmosphere. No one knew whether the explosion had damaged those heat shields. But they had to take the risk.
- 15 As *Odyssey* entered Earth's atmosphere, the heat was so great that it cut off radio communication. For several minutes, everyone at Mission Control held their breath and waited for any sign of Apollo 13.
- 16 At last, the crew of Apollo 13 radioed that they were alive. They had made it back! NASA called the mission a "successful failure." Even though the astronauts did not make it to the moon, they did make it home.

- 16** What is the meaning of abandon in paragraph 4 of passage 1?
- M.** leave
 - P.** repair
 - R.** watch
 - S.** replace
- 17** In passage 1, which idea is **best** supported by the details in paragraphs 6 and 7?
- A.** The men did not accomplish their goal.
 - B.** The water was extremely cold.
 - C.** Shackleton did not give up easily.
 - D.** Antarctica was a large continent.

- 18** In paragraph 11 of passage 2, what does the word doomed tell the reader about the mission?
- M.** The mission would take long.
 - P.** The mission would end badly.
 - R.** The mission would waste supplies.
 - S.** The mission would start over.
- 19** Based on passage 2, why did the astronauts need to move from *Aquarius* to *Odyssey* before reentry to Earth?
- A.** *Aquarius* had to be used for the moon landing.
 - B.** *Aquarius* was much colder than *Odyssey*.
 - C.** *Odyssey* had more oxygen than *Aquarius*.
 - D.** *Odyssey* was the only section with heat shields.

Writing Prompt

You have just read two passages about explorations. Write an opinion essay that explains why the *Endurance* expedition and the Apollo 13 mission were mostly successes or mostly failures. Use textual evidence from **both** passages in your essay.

Manage your time carefully so that you can:

- plan your essay and do some prewriting in the space provided.
- write your essay on the lined pages of your answer document.

Be sure to:

- include a claim.
- use evidence from **both** passages.

Your written response should be in the form of a multi-paragraph essay.

Write your essay on the lined pages of the answer document. **Anything you write that is not on the lined pages will NOT be scored.**

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[illegible]

[illegible]

Handwriting practice lines consisting of 20 horizontal lines.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This is the end of Subpart 1 of the Grade 4 English Language Arts Practice Test. Do not go on to the next page until told to do so.

Directions: Read each sentence. Mark YES if the sentence is true. Mark NO if the sentence is not true. Start when you hear GO. Then do as many as you can until you hear STOP. Answers marked in this test booklet will not be scored.

20

	YES	NO
Sometimes teachers read books aloud to their students.	<input type="radio"/>	<input type="radio"/>
Eyeglasses are used to help people hear sounds.	<input type="radio"/>	<input type="radio"/>
Some people like to put syrup on pancakes.	<input type="radio"/>	<input type="radio"/>
A hamburger is a large and colorful painting.	<input type="radio"/>	<input type="radio"/>
A creek is a runway where planes can land.	<input type="radio"/>	<input type="radio"/>
Puzzles are made of different pieces that fit together.	<input type="radio"/>	<input type="radio"/>
Honeybees can collect nectar from the blossoms of doorways.	<input type="radio"/>	<input type="radio"/>
A fast roller-coaster stops frequently and moves very slowly.	<input type="radio"/>	<input type="radio"/>
When a purse is empty, it has things inside it.	<input type="radio"/>	<input type="radio"/>
Teachers encourage their students to do good work at school.	<input type="radio"/>	<input type="radio"/>
The height of an object can be measured in inches.	<input type="radio"/>	<input type="radio"/>
Errands are short tasks like going to the grocery store.	<input type="radio"/>	<input type="radio"/>
When children have a cold and the chills, they feel miserable.	<input type="radio"/>	<input type="radio"/>
When a product is discontinued, it is manufactured in greater quantities.	<input type="radio"/>	<input type="radio"/>
A tablecloth is used to dry off after taking a shower.	<input type="radio"/>	<input type="radio"/>
Family members may resemble one another and may have similar habits.	<input type="radio"/>	<input type="radio"/>
If a skateboard is accidentally broken in half, it still looks new.	<input type="radio"/>	<input type="radio"/>
Oceans, forests, and mountains are examples of places that can be explored.	<input type="radio"/>	<input type="radio"/>
To recover from an illness, a person may have to take medicine.	<input type="radio"/>	<input type="radio"/>
A breeze is a strong windstorm that destroys tall buildings and trees.	<input type="radio"/>	<input type="radio"/>

Sample 4: Editing task

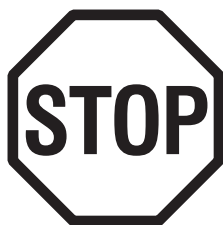
There are one or more underlined parts in the passage. They may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select “No change.”

Monarch butterflies are some of the most easily recognizable butterflies in North America. The wings of monarch butterflies have a black, orange, and white pattern. Although small and light, these butterflies are surprisingly strong. Monarch butterflies, what travel south for the winter, can fly as far as 3,000 miles!

- 1** Which change, if any, is needed to the underlined text?

what

- M.** which
- P.** whom
- R.** whose
- S.** No change



Do not go on to the next page until told to do so.

There are five underlined parts in the passage. They may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select "No change."

We stood at the entrance to the trail, wondering whether our decision to begin this journey was wise. Big, dark clouds were covering the sky. We could hear rumbles of thunder in the distance. Dad pointed to a shelter about a hundred yards away from which we stood.

"What do you think, Ann-Marie?" Dad asked me. A clap of thunder crashed loudly above our heads. "Should we make a run for the shelter? If your scared, we can get back in the car and drive home."

My heart was raced as I tried to make a choice. The flashes of light and the loud thunder made me long for the safety of home. At the same time, I wanted to go to the shelter and weight for the storm to pass. After all, we had been planning this hiking trip for nearly two weeks. I didn't want a thunderstorm to derail our plans. I made my decision. We would stay in the shelter until the storm passed and then begin our journey on the hiking trail.

21 Which change, if any, is needed to the underlined text?

which

- A.** when
- B.** what
- C.** where
- D.** No change

- 22** Which change, if any, is needed to the underlined text?

"What do you think, Ann-Marie?" Dad asked me.

- M.** "What do you think, Ann-Marie? Dad asked me."
- P.** "What do you think, Ann-Marie"? Dad asked me.
- R.** "What do you think," Ann-Marie? Dad asked me.
- S.** No change

- 23** Which change, if any, is needed to the underlined text?

your

- A.** you're
- B.** youre
- C.** you'are
- D.** No change

- 24** Which change, if any, is needed to the underlined text?

was raced

- M.** was races
- P.** was race
- R.** was racing
- S.** No change

- 25** Which change, if any, is needed to the underlined text?

weight

- A.** weit
- B.** wait
- C.** waight
- D.** No change



Do not go on to the next page until told to do so.

Directions

In this section of the test, listen to your teacher read a sentence or a passage. Then listen to your teacher read one or more questions about the sentence or passage. Answer each question after it is read to you. **Mark your answers in your test booklet.**

26

- M.** playful
- P.** creative
- R.** talented
- S.** thoughtful

27

- A.** It is more fun to study spelling words from a book.
- B.** She wants to know whether Nick likes the book.
- C.** It is a book that usually makes her feel cheerful.
- D.** She wants to take the book back from Nick.

28

- M.** nervous
- P.** relieved
- R.** successful
- S.** jealous

29

- A.** A girl finds comfort in sharing something she enjoys.
- B.** A girl likes spending time at home.
- C.** A girl teaches her brother how to read.
- D.** A girl is happy about beginning a new school year.

30

- M.** the different ways to travel across America
- P.** how railroads in America improved over time
- R.** why the Transcontinental Railroad was built
- S.** how President Lincoln traveled across the country

31

- A.** Thousands of miles of tracks were laid down, allowing long-distance travel.
- B.** Wooden tracks were used for the first time, allowing travel of a few miles.
- C.** Tracks were laid down from one coast of the country to the other coast.
- D.** The president ordered tracks to be used for cross-country trips.

32

- M.** The Transcontinental Railroad could hold heavy cars.
- P.** The Transcontinental Railroad was completed in 1869.
- R.** The Transcontinental Railroad allowed people to travel quickly across the country.
- S.** The Transcontinental Railroad was built following a president's orders in 1862.



This is the end of the test.

Subpart 1 Practice Test Questions

1. Part A: ☐ A ☐ B ☒ C ☐ DPart B: ☐ M ☐ P ☐ R ☒ S2. ☐ A ☒ B ☐ C ☐ D3. Part A: ☐ M ☒ P ☐ R ☐ SPart B: ☐ A ☐ B ☒ C ☐ D4. ☐ M ☐ P ☐ R ☒ S5. ☐ A ☒ B ☐ C ☐ D6. ☐ M ☒ P ☐ R ☐ S7. ☐ A ☒ B ☐ C ☐ D8. Part A: ☐ M ☐ P ☐ R ☒ SPart B: ☐ A ☒ B ☐ C ☐ D9. ☐ M ☐ P ☒ R ☐ S10. ☐ A ☐ B ☐ C ☒ D11. Part A: ☒ A ☐ B ☐ C ☐ DPart B: ☐ M ☐ P ☒ R ☐ S12. ☐ M ☒ P ☐ R ☐ S13. ☐ A ☐ B ☒ C ☐ D14. ☒ A ☐ B ☐ C ☐ D15. ☐ A ☐ B ☐ C ☒ D16. ☒ A ☐ B ☐ C ☐ D17. ☐ A ☐ B ☒ C ☐ D18. ☐ M ☒ P ☐ R ☐ S19. ☐ A ☐ B ☐ C ☒ D

20.

	YES	NO
Sometimes teachers read books aloud to their students.	<input checked="" type="radio"/>	<input type="radio"/>
Eyeglasses are used to help people hear sounds.	<input type="radio"/>	<input checked="" type="radio"/>
Some people like to put syrup on pancakes.	<input checked="" type="radio"/>	<input type="radio"/>
A hamburger is a large and colorful painting.	<input type="radio"/>	<input checked="" type="radio"/>
A creek is a runway where planes can land.	<input type="radio"/>	<input checked="" type="radio"/>
Puzzles are made of different pieces that fit together.	<input checked="" type="radio"/>	<input type="radio"/>
Honeybees can collect nectar from the blossoms of doorways.	<input type="radio"/>	<input checked="" type="radio"/>
A fast roller-coaster stops frequently and moves very slowly.	<input type="radio"/>	<input checked="" type="radio"/>
When a purse is empty, it has things inside it.	<input type="radio"/>	<input checked="" type="radio"/>
Teachers encourage their students to do good work at school.	<input checked="" type="radio"/>	<input type="radio"/>
The height of an object can be measured in inches.	<input checked="" type="radio"/>	<input type="radio"/>
Errands are short tasks like going to the grocery store.	<input checked="" type="radio"/>	<input type="radio"/>
When children have a cold and the chills, they feel miserable.	<input checked="" type="radio"/>	<input type="radio"/>
When a product is discontinued, it is manufactured in greater quantities.	<input type="radio"/>	<input checked="" type="radio"/>
A tablecloth is used to dry off after taking a shower.	<input type="radio"/>	<input checked="" type="radio"/>
Family members may resemble one another and may have similar habits.	<input checked="" type="radio"/>	<input type="radio"/>
If a skateboard is accidentally broken in half, it still looks new.	<input type="radio"/>	<input checked="" type="radio"/>
Oceans, forests, and mountains are examples of places that can be explored.	<input checked="" type="radio"/>	<input type="radio"/>
To recover from an illness, a person may have to take medicine.	<input checked="" type="radio"/>	<input type="radio"/>
A breeze is a strong windstorm that destroys tall buildings and trees.	<input type="radio"/>	<input checked="" type="radio"/>

21. Ⓐ Ⓑ ● Ⓓ
22. Ⓜ Ⓟ Ⓡ ●
23. ● Ⓑ Ⓒ Ⓓ
24. Ⓜ Ⓟ ● Ⓢ
25. Ⓐ ● Ⓒ Ⓓ
26. Ⓜ Ⓟ Ⓡ ●
27. Ⓐ Ⓑ ● Ⓓ
28. Ⓜ ● Ⓡ Ⓢ
29. ● Ⓑ Ⓒ Ⓓ
30. Ⓜ ● Ⓡ Ⓢ
31. ● Ⓑ Ⓒ Ⓓ
32. Ⓜ Ⓟ ● Ⓢ

TCAP Practice Test Standards Alignment and Key – ELA Grade 4 (2019–2020)

Subpart 1	Key	Standard
1	C S	4.RL.KID.2
2	B	4.RL.KID.3
3	P C	4.RL.CS.4
4	S	4.RL.KID.2
5	B	4.RL.IKI.7
6	P	4.FL.VA.7b.i
7	B	4.FL.VA.7.b.iii
8	S B	4.RI.KID.2
9	R	4.RI.KID.3
10	D	4.RI.KID.3
11	M C	4.RI.CS.4
12	P	4.RI.IKI.8
13	C	4.RI.IKI.7
14	M	4.FL.VA.7a.ii
15	D	4.FL.PWR.3.a
16	M	4.RI.CS.4
17	C	4.RI.KID.2
18	P	4.RI.CS.4
19	D	4.RI.KID.3
	Prompt	4.W.TPP.1
20	A1,B2,A3,B4,B5,A6,B7,B8,B9,A10,A11,A12,A13,B14,B15,A16,B17,A18,A19,B20	4.FL.F.5
21	C	4.FL.SC.6.a
22	S	4.FL.SC.6g
23	A	4.FL.WC.4a
24	R	4.FL.SC.6.b
25	B	4.FL.WC.4a
26	S	Sample
27	C	4.SL.CC.2
28	P	4.SL.CC.2
29	A	4.SL.CC.2
30	P	4.SL.CC.2
31	A	4.SL.CC.2
32	R	4.SL.CC.3

ENGLISH LANGUAGE ARTS GRADE 4 PRACTICE TEST ADMINISTRATOR SCRIPT

The script that is to be read aloud to the students is printed in **BOLD PRINT** and is preceded by the word **SAY**. All other information is for the Test Administrator and should not be read to the students.

After students have completed their essays,

SAY Please turn to page 29 in your test booklet.

Make sure all students are on the correct page before continuing.

SAY Follow along as I read the directions to you.

Directions: Read each sentence. Mark YES if the sentence is true. Mark NO if the sentence is not true. Fill in the circle to your answer in the chart below. Start when you hear GO. Then do as many as you can until you hear STOP.

There are 20 sentences in this question. You will have 60 seconds to answer as many as you can. If you finish before the 60 seconds are over, put your pencil down and do not turn to the next page until I tell you to do so.

Prepare to time the activity. As you start the timer,

SAY Go.

After 60 seconds,

SAY Stop.

Now turn to page 30 and complete the sample question and editing task. Stop when you reach page 33.

Wait for students to complete the sample and editing task.

SAY Now turn to page 34.

Make sure all students are on the correct page before continuing.

SAY Follow along as I read the directions to you. Directions: In this part of the test, listen to your teacher read a sentence or a passage. Then listen to your teacher read one or more questions about the sentence or passage. Answer each question after it is read to you. Mark your answers in your answer document.

SAY Do you have any questions?

Answer any relevant questions the students may have.

SAY Now listen to a passage. The title is “A Special Surprise.”

Noah and Katie saw their parents working hard in the backyard, so the children decided to surprise their parents with a nice lunch. Noah started to make lemonade and Katie started to make sandwiches. But Noah got tired of squeezing lemons, so Katie helped him. Then Katie didn’t have enough time to make four sandwiches, so Noah helped her. By the time their parents finished working in the yard, a tasty lunch was ready. Noah and Katie proudly told their parents that they had worked together to prepare the family’s meal.

Pause.

SAY Question 26: Which word best describes Noah and Katie?

Pause while students mark their answer.

SAY Now listen to a passage. The title is “Hannah’s Favorite Story.”

Hannah was excited to be starting fourth grade. She felt very grown-up, so she gave all her old books to her little brother Nick, who was starting first grade.

A few weeks later, Hannah had a terrible week. She did poorly on her spelling test, and she argued with her best friend. Reading her favorite book usually helped her feel better when she was upset, but it was one of the books that she had given to Nick.

When she asked Nick if she could borrow the book, he wanted to know why she wanted it.

“It’s a special book that always makes me feel happy,” she said.

“I can’t wait until I can learn to read it,” Nick said.

Hannah smiled. Instead of sitting on her bed and reading the book to herself, she sat on the couch and read it aloud to Nick. He loved the story, too!

Hannah felt much better. She realized that no matter how grown-up she became, there would be some things she would always love.

Pause.

SAY Question 27: Why does Hannah decide to read her favorite story to Nick?

Pause while students mark their answer.

SAY Now turn to page 35 in your test booklet.

Make sure all students are on the correct page before continuing

SAY Question 28: Which word best describes how Hannah feels at the end of the passage?

Pause while students mark their answer.

SAY Question 29: What is the main idea of the passage?

Pause while students mark their answer.

SAY Now listen to a passage. The title is “American Railroads.”

People today can travel long distances quickly. Before automobiles and airplanes were invented, though, it could take weeks or months to travel to a different state. The invention of the railroad changed that.

The first American railways were built in the 1820s and were only a few miles long. They had wooden tracks that could not hold heavy cars.

People improved the tracks and built longer railroads. Between 1830 and 1860, over 30,000 miles of railroad tracks were laid down. For the first time, people and goods traveled quickly and safely over long distances. New towns were built in places that had been hard to reach before.

The greatest achievement of this time was the Transcontinental Railroad. In 1862, President Abraham Lincoln ordered it to be built. It was completed in 1869, with one track that crossed the country from San Francisco, California, to Omaha, Nebraska. From Omaha, trains could connect to other tracks to reach the East Coast. Instead of months, it took just days to travel across the country.

Pause.

SAY Question 30: What is the passage mainly about?

Pause while students mark their answer.

SAY Now turn to page 36 in your test booklet.

Make sure all students are on the correct page before continuing

SAY Question 31: Which sentence best describes how railroads developed between 1830 and 1860?

Pause while students mark their answer.

SAY Question 32: The author states that the Transcontinental Railroad was the greatest achievement of its time. Which evidence from the passage best supports this point?

Pause while students mark their answer.