



RIDE Rhode Island
Department
of Education

*Release of Spring 2025
RICAS Test Items*

from the

*Grade 4 English Language Arts
Paper-Based Test*

June 2025
Rhode Island Department of Education



This document was prepared by the
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Overview of Grade 4 English Language Arts Test

The spring 2025 grade 4 English Language Arts (ELA) test was administered in two formats: a computer-based version and a paper-based version. Most students took the computer-based test. The paper-based test was offered as an accommodation for eligible students who were unable to use a computer. More information can be found on the MCAS Test Administration Resources page at www.doe.mass.edu/mcas/admin.html.

Most of the operational items on the grade 4 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In places where a technology-enhanced item was used on the computer-based test, an adapted version of the item was created for use on the paper test. These adapted paper items were multiple-choice or multiple-select items that tested the same ELA content and assessed the same standard as the technology-enhanced item.

This document displays released items from the paper-based test, along with associated reading passages. Released items from the computer-based test are available on the RICAS Resource Center website at ricas.onlinehelp.cognia.org/released-items/.

Test Sessions and Content Overview

The grade 4 ELA test was made up of two separate test sessions. Each session included reading passages, followed by selected-response questions and constructed-response or essay questions. On the paper-based test, the selected-response questions were multiple-choice items and multiple-select items, in which students select the correct answer(s) from among several answer options.

Standards and Reporting Categories

The grade 4 ELA test was based on Pre-K–5 learning standards in three content strands of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2017), listed below.

- Reading
- Writing
- Language

The *Massachusetts Curriculum Framework* is strongly aligned with Rhode Island’s English Language Arts/literacy standards: the Common Core State Standards (CCSS). The RICAS ELA assessment tables articulate this alignment and are available on the RIDE website at ride.ri.gov/ricas. The *Massachusetts Curriculum Framework for English Language Arts and Literacy* is available on the Department website at doe.mass.edu/frameworks/current.html.

ELA test results are reported under three MCAS reporting categories, which are identical to the three framework content strands listed above.

The tables at the conclusion of this document provide the following information about each released and unreleased operational item: reporting category, standard(s) covered, item type, and item description. The correct answers for released selected-response questions are also displayed in the released item table.

Reference Materials

During both ELA test sessions, the use of authorized bilingual word-to-word dictionaries and glossaries was allowed for students who are currently or were ever reported as English learners. No other reference materials were allowed during any ELA test session.

Grade 4 English Language Arts

This session 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 Test & Answer Booklet.

For most questions, you will mark your answers by filling in the circles in your Test & Answer 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 your response in the space provided. Only responses written within the provided space will be scored.

Read the story about Min and her grandfather, who works as a security guard at an amusement park. Then answer the questions that follow.

The Red Junglefowl in the Fairy Teacup

by Yanting Gueh



- 1 Min was used to unexpected visitors at the amusement park where Grandpa worked. Once, there was a yellow stray dog napping in a train car. Another time, a nonvenomous snake slithered among horses on the carousel,¹ as if introducing itself and making friends. . . .
- 2 What Min wasn't used to, however, was a pecking, endangered visitor that wasn't at all sorry and preferred a sleepover instead.
- 3 It began the same way it always had—with Min bringing Grandpa dinner. In the past, Mother came with her, but now that she was eleven, independence sizzled in her spine.
- 4 "It's just three blocks away, and Grandpa will watch me cross the road. I'll be fine!"
- 5 Mother had silently consented.²

¹carousel—a merry-go-round

²consented—agreed

- 6 Min now swished her tiffin carrier³ gently as she passed a Chinese coffee shop, a hair salon, a tuition center, and an ice-cream café. When she came to the last shop of the row, Prata Palace, she took a big whiff.
- 7 *Roti prata* is an aromatic Indian flatbread that's tossed into the air then fried on a flat grill. Min's cheeks soured at the pungency⁴ of the curry dip. She knew what Mother would say, though: "Too greasy! . . ."
- 8 Which was why they rarely bought it for Grandpa, even though it was his favorite food.
- 9 Min hurried. From across the road she waved to Grandpa, who was standing at the gates. Hilda's Adventure Park was an old and small amusement park in Central Singapore that people rarely visited nowadays. Bigger, more exciting ones . . . had stolen the crowd. There, new rides brought shrieks and peals of laughter. Here, slow rides came with rusty screws and peeled paint. The carousel groaned as if the horses suffered from joint pain, and the cracked fairy teacups clattered and clanked.
- 10 The park owner, Hilda, was ninety years old. She refused to sell the park. . . . "It must remain as long as I'm alive, even if it means having no visitors!"
- 11 Grandpa often responded, "Respecting a person's wish, no matter how silly, is important." . . .
- 12 Min arranged Grandpa's dinner out on a small table. . . .
- 13 Grandpa smiled.
- 14 Min grabbed his big flashlight and chirped, "Eat up, Grandpa. I'll make the rounds for you." As a St. John Ambulance Brigade cadet,⁵ she was trained to help out wherever she could. . . .
- 15 The park was kept mostly in darkness. Behind it was a small forest. Despite this, Min was unafraid of the shadows and silent rides. Stooping to check beneath the ship and inside the train cars, she made her way toward the fairy teacups next.
- 16 That was when a noise pierced the stillness.
- 17 Not a snore.
- 18 Not a scuttle.

³tiffin carrier—a stacked metal lunchbox used widely in Asia

⁴pungency—spiciness

⁵cadet—student volunteer

- 19 More like someone gargling.
- 20 Min shone the flashlight into a cup. Sitting there, a feathery creature glared back with small, round eyes. It had a striking red comb,⁶ a golden yellow neck, and a long, arching tail with feathers that shimmered streaks of blue and green. "A chicken?" Min blurted.
- 21 Yet, this one was bigger and more majestic.
- 22 "How did you get here? Shouldn't you be asleep in the forest?" she whispered.
- 23 *Bob, bob, cluck.* It continued glaring at her.
- 24 "Go back to your brood!"⁷ she shooed.
- 25 It flapped its wings as if shooing back. Then it pecked Min's hand.
- 26 "Ow!"
- 27 "Min?" Grandpa called from behind. When he saw their mysterious visitor, he chuckled. "A red junglefowl! I haven't seen one of these since my childhood in the village."
- 28 "Red junglefowl?"
- 29 "The ancestor of all chickens. They often roamed around the forests when I was your age. . . . My pa—your great-grandpa—used to bring me to watch them. . . ." Grandpa's gray eyes glistened. . . .
- 30 Grandpa rubbed the reddening spot on her hand. "They're not dangerous. But they can turn fierce if they feel attacked."
- 31 Be friendlier, Min told herself. She tapped her flashlight on the ground and pointed to a path that led to the forest. "Here, chicky, chicky," she coaxed in her best babyish voice.
- 32 The red junglefowl gave a strangled cry in disgust.
- 33 "Why won't she return to the forest?"
- 34 "*He*. Only male junglefowls have combs and such brilliant colors. The hens are smaller and brown." Grandpa clucked his tongue. Slightly appeased, the red junglefowl stopped flapping. Still, he kept his wary eyes on the humans and hobbled to the other side of the teacup.

⁶comb—the top part of a rooster's head

⁷brood—family

- 35 That was how Min spotted the dried blood smeared on one of his feet. "He's injured!"
- 36 Grandpa squinted. "Quite a cut there. . . ."
- 37 "We need to treat that wound soon or predators will smell the blood on him." Min wondered if the foul-tempered fowl would let them. She was a top-performing cadet in first-aid skills, but she'd never treated a wild creature before.
- 38 "We could try feeding him and get closer first." Grandpa took a cob of corn from his unfinished soup and tried to lure the junglefowl out. The junglefowl looked at it but remained motionless.
- 39 "Maybe he doesn't like corn? What else can we feed him?" Min asked. Without warning, guilt pecked at her like the junglefowl had. Grandpa didn't enjoy corn either, but she had never asked him what else he would like.
- 40 "They aren't picky. Whatever is on the ground, they'll eat: worms, nuts, seeds."
- 41 Min prayed she wouldn't have to catch worms. "Maybe he needs some space?" She plucked a few kernels and placed them on the ground outside the teacup. Then she and Grandpa retreated a few steps.
- 42 Feeling safe enough, the junglefowl finally hobbled out. He pecked at the corn kernels. *Gobble. Gobble.* As soon as he finished, he hobbled back into his teacup.
- 43 Min placed another handful of kernels on the same spot. She returned to where Grandpa was. The junglefowl hobbled out again.
- 44 Round after round they went, till they got to the last few kernels.
- 45 This time, Min stayed right beside the food. The junglefowl glared at the girl, who didn't budge. He flapped his wings.
- 46 "Come on," she said under her breath.
- 47 Grumbling, he hobbled out of the teacup once more.
- 48 *Bob, bob, bob. Peck, gobble, gobble. Peck, gobble, gobble.*
- 49 Pride filled Grandpa's voice. "You've gained his trust."
- 50 Min beamed.
- 51 "And now to treat the wound. I can bandage him quickly if you grab him, Grandpa!" Right away, she regretted suggesting it. The junglefowl would peck them till *they* bled!

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- 52 Grandpa stroked her forehead. "We'll give it a go. Respecting one's wish, no matter how silly, is important."
- 53 "What if he pecks us?"
- 54 "We'll take precautions." Grandpa fetched his thick rubber work gloves, a blanket he used for colder nights, and a first-aid box. "When I was a small boy, I used to catch hens and roosters in the village. The technique for catching a junglefowl should be the same."
- 55 "What do we do first?"
- 56 "Gain his trust."
- 57 They smiled at each other. Min had already accomplished that.
- 58 Grandpa continued, "We wait till he's asleep."
- 59 Junglefowls roost at night. It didn't take long for this one to doze off after a meal. However, he slept with one eye open. Grandpa said roosters sometimes did that to watch out for danger.
- 60 They crept around to the side where the eye was closed. Grandpa put on his gloves and held up his blanket. They inched toward the junglefowl. All this time, Min held her breath. Sweat and jitters trickled down her back.
- 61 With a swift scoop, Grandpa covered the creature and clamped him by the wings so he couldn't flap them.
- 62 *SQUAWK!*
- 63 The cry reverberated through the park. . . .
- 64 Grandpa focused on the junglefowl instead. He caressed the area around the eyes and comb, soothing the creature till he relaxed. Covering the creature's eyes with his hand, Grandpa tricked him into falling asleep once more.
- 65 Now both eyes were closed.
- 66 Min released a quiet sigh and went to work. She splashed distilled water on a cleansing wipe and cleaned the dried blood on his feet. Then she dabbed antiseptic cream on the cut to prevent infection. Round and round the bandages went, finishing with a perfect knot.
- 67 "I haven't tied it too tightly so Chicky can peck the cloth away later on his own," she told Grandpa.
- 68 "Chicky?"

- 69 They bit their lips to suppress giggles. Gently, they set him back on his favorite spot in the teacup and removed the blanket. He slept on. . . .
- 70 Wanting to make sure Chicky was OK, Min called home and told Mother she'd be spending the night at the park. "I'll keep Grandpa company. It's Friday night, anyway. No, no extra lessons tomorrow. Don't worry, we'll be fine." After Grandpa locked the gates, they curled up in another teacup. She rested her head on Grandpa's lap, the way she used to, and drifted off under Grandpa's watch.
- 71 Later in her dream, somebody pecked at her hand. The pecks became sharper and sharper.
- 72 She woke up, and found Chicky staring at her.
- 73 *Bob, bob, bob.* He hobbled out of Min's teacup, past the pirate swing ship, and out toward the field.
- 74 Min rubbed her eyes and followed. Light blue and yellow streaks in the sky announced the approach of dawn.
- 75 Before he reached the tall bushes, Chicky flapped his wings as if bidding goodbye. With a high-pitched, strangled *cock-a-doodle-doo*, he ran a few steps, spread his wings, and lifted off.
- 76 "Junglefowls can fly," Min gasped.
- 77 "They certainly can." Grandpa stood behind her. "Not high, and only for a short distance. But they can."
- 78 Min gazed at the ruffled bushes and imagined Chicky flying back to his family. Would he remember spending the night at an amusement park? Would he remember the girl who fed him corn? She wished she'd shouted a parting message. Something wise, like "Peck less. Fly more!"
- 79 Maybe we should all peck less and enjoy flying more, she thought and glanced up at Grandpa. Wiggling her fingers into his warm hand, she said, "Want to get breakfast? Your favorite food?"
- 80 Grandpa raised his eyebrows.
- 81 "Respecting one's wish, no matter how greasy, is important. Well, just for one meal," she explained.
- 82 Grandpa's face lit up and they burst into laughter.

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- 1** From whose point of view is the story told?
- Ⓐ a bird's
 - Ⓑ Mother's
 - Ⓒ Grandpa's
 - Ⓓ a narrator's
- 2** What do paragraphs 3–5 **mainly** show about Mother?
- Ⓐ She believes Min will disturb Grandpa.
 - Ⓑ She is shocked that Min wants to help Grandpa.
 - Ⓒ She hopes Min will learn to make Grandpa's dinner.
 - Ⓓ She is concerned about Min going alone to Grandpa's work.
- 3** Why are paragraphs 15–20 important to the story?
- Ⓐ They describe why Min makes dinner.
 - Ⓑ They explain why the park gets few visitors.
 - Ⓒ They suggest how a character plays games.
 - Ⓓ They show how Min discovers the junglefowl.

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- 4 Read paragraph 22 in the box.

"How did you get here? Shouldn't you be asleep in the forest?" she whispered.

Based on the story, what is the **most likely** reason that Min whispers to the junglefowl?

- Ⓐ She is surprised at the sight of the junglefowl.
- Ⓑ She is delighted by the colors of the junglefowl.
- Ⓒ She is afraid that the junglefowl will leave the park.
- Ⓓ She is upset that the junglefowl is hiding in the teacup.

- 5 Read paragraphs 49 and 50 in the box.

Pride filled Grandpa's voice. "You've gained his trust."
Min beamed.

What do the paragraphs **mainly** show about Min?

- Ⓐ She is pleased with herself.
- Ⓑ She wonders if she should talk softly.
- Ⓒ She is curious about other ways to help.
- Ⓓ She realizes that it is important to listen closely.

- 6 What does paragraph 51 **mainly** show about Min?
- Ⓐ She wants to learn new skills.
 - Ⓑ She likes to do things without help.
 - Ⓒ She wants to continue her work in nature.
 - Ⓓ She thinks about the possible effects of her actions.
- 7 Based on the story, what is the **most likely** reason the junglefowl sleeps with one eye open?
- Ⓐ to show its injury
 - Ⓑ to show its strength
 - Ⓒ to be polite to others
 - Ⓓ to be aware of threats

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- 8** Read paragraphs 60 and 61 in the box.

They crept around to the side where the eye was closed. Grandpa put on his gloves and held up his blanket. They inched toward the junglefowl. All this time, Min held her breath. Sweat and jitters trickled down her back.

With a swift scoop, Grandpa covered the creature and clamped him by the wings so he couldn't flap them.

Which **two** phrases from the paragraphs **best** help to show how a character feels?

- Ⓐ "put on his gloves"
- Ⓑ "held up his blanket"
- Ⓒ "held her breath"
- Ⓓ "jitters trickled down her back"
- Ⓔ "couldn't flap them"

- 9** Based on paragraphs 67–69, why do Min and Grandpa want to giggle?

- Ⓐ They think Min's name for the junglefowl is funny.
- Ⓑ They are entertained by the junglefowl sleeping quietly.
- Ⓒ They think Min's bandage makes the junglefowl look silly.
- Ⓓ They are amused that the junglefowl is relaxing peacefully.

- 10** Which sentence **best** states a theme of the story?
- Ⓐ Building trust can take time.
 - Ⓑ Exploring places can be tiring.
 - Ⓒ Accepting change can be difficult.
 - Ⓓ Having fun can bring friends together.
- 11** Based on the story, which **two** sentences **best** show lessons Min learns about life?
- Ⓐ "She tapped her flashlight on the ground and pointed to a path that led to the forest." (paragraph 31)
 - Ⓑ "'Only male junglefowls have combs and such brilliant colors.'" (paragraph 34)
 - Ⓒ "'Whatever is on the ground, they'll eat: worms, nuts, seeds.'" (paragraph 40)
 - Ⓓ "'Respecting one's wish, no matter how silly, is important.'" (paragraph 52)
 - Ⓔ "'Maybe we should all peck less and enjoy flying more, she thought and glanced up at Grandpa.'" (paragraph 79)

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.**

- 12** Based on “The Red Junglefowl in the Fairy Teacup,” write an essay that describes the relationship between Min and Grandpa. Be sure to use details from the story to develop your essay.

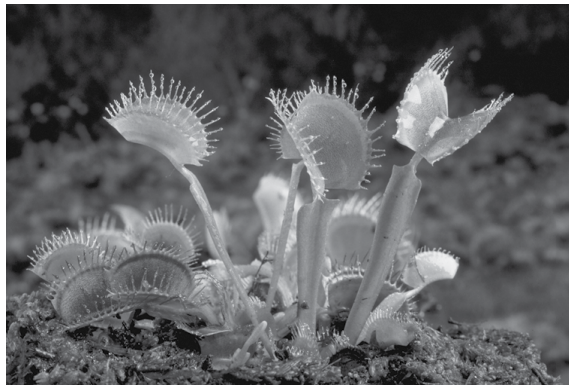
Write your answer on the next page.

12

Read the passage about an unusual plant called the Venus flytrap. Then answer the questions that follow.

A Snap Trap: The Venus Flytrap

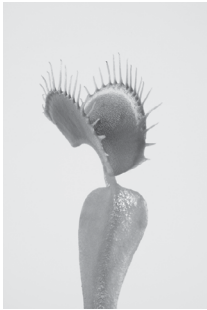


by L. Patricia Kite



A single Venus flytrap has many traps.

- 1 The Venus flytrap (also called Venus's-flytrap or bear trap) can count to two. It doesn't have fingers to help it count. It has very sensitive "trigger" hairs hidden among those wicked-looking spines.
- 2 A fly or other insect wanders by, looking for a meal. Along the outer edges of Venus flytrap leaves are tiny glands giving off a sweet-smelling juice, or nectar. The Venus flytrap has pretty green outer leaves and shiny red inner leaves. It doesn't look like a dangerous plant to the hungry fly.
- 3 The closer the fly gets, the better the nectar smells. Landing on a leaf, the fly walks toward its meal. But it doesn't get very far. As soon as the fly touches two trigger hairs (or one hair twice) within twenty seconds, the two spiny leaf halves close in just a tenth of a second. That's faster than you can say "snap."
- 4 Why does it take two touches to trigger the trap? This gives the Venus flytrap a way to tell the difference between a raindrop or a wind-driven pebble and an insect meal. The plant would waste too much energy if it kept closing and opening without getting nourishing food. A raindrop only falls once, and a pebble only lands once. But an insect keeps moving, letting the sensitive trigger hairs know that a meal has arrived.

- 5 When closed, Venus flytrap leaf edges make a tight trap. Now digestive juices flow out of leaf glands. The fly struggles for a while, then smothers. The digestive juices begin dissolving the fly’s body into much smaller parts. In about ten days, the fly looks like a drop of soup. Now it is absorbed, or blotted up, by the hungry plant.

The Venus flytrap sits open and waits . . .	
A fly lands on the Venus flytrap . . .	
The trap snaps shut.	

- 6 When only the skeleton, or tiny outside shell, of an insect remains, the trap opens. The skeleton blows away in the breeze, and the pretty Venus flytrap waits for another fly or other insect to smell its sweet nectar.
- 7 Occasionally the Venus flytrap makes a mistake and traps a piece of grass, sand, or other nonfood item. Just one day later, the leaf halves open up again, dropping the untouched nonfood item onto the ground.

- 8 Does an insect ever escape from the trap? Sometimes a snail or a big insect such as a grasshopper is strong enough to tear a leaf apart or force its way out. But that doesn't happen very often.
- 9 The scientific name of the Venus flytrap is *Dionaea muscipula*, in case you ever want to find more information in botanical, or plant science, books.

"A Snap Trap: The Venus Flytrap" by L. Patricia Kite, from *Insect-Eating Plants*. Text copyright © 1995 by L. Patricia Kite. Photograph 1 copyright © by Dan Suzio/Science Source. Photographs 2, 3, and 4 copyright © by Don Farrall via Getty Images.

- 13** Based on the passage, what does the word **snap** in the title describe?
- Ⓐ how sharp the trap is
 - Ⓑ how much the trap eats
 - Ⓒ how quickly the trap closes
 - Ⓓ how easily the trap can tear
- 14** Which additional text feature would **best** help the reader understand the information in paragraphs 2 and 3?
- Ⓐ a chart listing what the Venus flytrap likes to eat
 - Ⓑ a timeline about the discovery of the Venus flytrap
 - Ⓒ a diagram of the different parts of the Venus flytrap
 - Ⓓ a map showing where the Venus flytrap can be found
- 15** Based on the passage, what does the Venus flytrap count?
- Ⓐ the number of legs on its prey
 - Ⓑ the number of leaves that are closed
 - Ⓒ the number of days between its meals
 - Ⓓ the number of times its trigger hairs are touched

- 16** Read the sentence from paragraph 6 in the box.

The skeleton blows away in the breeze, and the pretty Venus flytrap waits for another fly or other insect to smell its sweet nectar.

Based on the passage, what do the words “pretty” and “sweet” suggest about the Venus flytrap?

- Ⓐ It is a big plant.
 - Ⓑ It is a rare plant.
 - Ⓒ It appears to be a healthy plant.
 - Ⓓ It appears to be a harmless plant.
- 17** Based on the passage, how does the author support the idea that the Venus flytrap seems to be intelligent?
- Ⓐ It has a special name.
 - Ⓑ It has a different kind of prey.
 - Ⓒ It knows when it has made an error.
 - Ⓓ It knows when an insect is too large to eat.
- 18** What is the **main** purpose of paragraph 9?
- Ⓐ to help the reader to learn more about the Venus flytrap
 - Ⓑ to encourage the reader to learn how to spell scientific names
 - Ⓒ to help the reader to understand how to care for a Venus flytrap
 - Ⓓ to encourage the reader to read other books written by the author

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- 19** Determine which sentences complete the table that shows the process of a Venus flytrap eating.

First	_____
Then	The Venus flytrap halves close.
Which Leads to	_____
Then	The insect is able to be absorbed.
And Finally	_____

Which sentence completes the row **First**?

- Ⓐ The Venus flytrap eats a nonfood item.
- Ⓑ The insect skeleton is released by the Venus flytrap leaf halves.
- Ⓒ An insect touches a Venus flytrap two times.
- Ⓓ The Venus flytrap releases digestive juices.
- Ⓔ The Venus flytrap gives off sweet-smelling nectar.

Which sentence completes the row **Which Leads to**?

- Ⓐ The Venus flytrap eats a nonfood item.
- Ⓑ The insect skeleton is released by the Venus flytrap leaf halves.
- Ⓒ An insect touches a Venus flytrap two times.
- Ⓓ The Venus flytrap releases digestive juices.
- Ⓔ The Venus flytrap gives off sweet-smelling nectar.

Which sentence completes the row **And Finally**?

- Ⓐ The Venus flytrap eats a nonfood item.
- Ⓑ The insect skeleton is released by the Venus flytrap leaf halves.
- Ⓒ An insect touches a Venus flytrap two times.
- Ⓓ The Venus flytrap releases digestive juices.
- Ⓔ The Venus flytrap gives off sweet-smelling nectar.

Grade 4 English Language Arts
Spring 2025 Released Operational Items

PBT Item No.	Page No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	9	<i>Reading</i>	RL.4.6	SR	Identify the point of view of the story.	D
2	9	<i>Reading</i>	RL.4.3	SR	Determine what is suggested about a character based on details from the story.	D
3	9	<i>Reading</i>	RL.4.3	SR	Make an inference based on details from the story.	D
4	10	<i>Reading</i>	RL.4.3	SR	Determine the motivation of a character from the story.	A
5	10	<i>Reading</i>	RL.4.3	SR	Determine what is suggested about a character based on details in the story.	A
6	11	<i>Reading</i>	RL.4.1	SR	Determine what a paragraph reveals about a character.	D
7	11	<i>Reading</i>	RL.4.1	SR	Make an inference to determine why a character performs an action in the story.	D
8	12	<i>Reading</i>	RL.4.3	SR	Determine how a character feels using details from the story.	C,D
9	12	<i>Reading</i>	RL.4.1	SR	Make an inference based on details from the story.	A
10	13	<i>Reading</i>	RL.4.2	SR	Identify a theme of the story.	A
11	13	<i>Reading</i>	RL.4.2	SR	Identify details that support a lesson learned in the story.	D,E
12	14–15	<i>Language, Writing</i>	L.4.1, L.4.2, L.4.3, W.4.2, W.4.4	ES	Write an essay that describes the relationship between two characters; use details from the story as evidence.	
13	19	<i>Language</i>	L.4.3	SR	Determine the meaning of a word in context.	C
14	19	<i>Reading</i>	RI.4.7	SR	Identify a text feature that would support information in a given section of the passage.	C
15	19	<i>Reading</i>	RI.4.2	SR	Identify a key detail that supports a main idea of the passage.	D
16	20	<i>Language</i>	L.4.3	SR	Identify the effect of specific words in the passage.	D
17	20	<i>Reading</i>	RI.4.8	SR	Identify a point an author makes about the subject of the passage.	C
18	20	<i>Reading</i>	RI.4.5	SR	Determine the purpose of a given section of the passage.	A
19	21–22	<i>Reading</i>	RI.4.5	SR	Determine the sequence of events described in the passage.	C;D;B

* ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).

** Answers are provided here for selected-response items only. Sample responses and scoring guidelines for any constructed-response and essay items will be posted to the Department’s website later this year.

Grade 4 English Language Arts
Spring 2025 Unreleased Operational Items

PBT Item No.	Reporting Category	Standard	Item Type*	Item Description
20	<i>Reading</i>	RI.4.1	SR	Identify a key detail related to the topic of the passage.
21	<i>Language</i>	L.4.1	SR	Determine the part of speech of a word used in a sentence from the passage.
22	<i>Reading</i>	RI.4.1	SR	Determine the author's purpose for including a specific section of the passage.
23	<i>Language</i>	L.4.4	SR	Determine what a specific word in the passage suggests about individuals based on context.
24	<i>Reading</i>	RI.4.7	SR	Determine how a photograph contributes to the understanding of the passage.
25	<i>Reading</i>	RI.4.1	SR	Use information from the passage to make an inference about a particular topic.
26	<i>Language</i>	L.4.4	SR	Identify a sentence that uses a word in the same way it is used in a sentence from the passage.
27	<i>Language</i>	L.4.2	SR	Determine the purpose of punctuation used in a sentence from the passage.
28	<i>Reading</i>	RI.4.2	SR	Determine whether sentences are main ideas or supporting details in the passage.
29	<i>Reading</i>	RI.4.2	SR	Identify phrases that complete sentences describing key events from the passage.
30	<i>Reading</i>	RI.4.7	SR	Determine the purpose of headings used in the passage.
31	<i>Reading</i>	RI.4.2	CR	Write a paragraph that explains an important concept from the passage, using important information from the passage as evidence.

* ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).