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Grade 3 English Language Arts/Literacy Practice Test

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Section 1

Directions:

Today, you will take Section 1 of the Grade 3 English Language Arts/Literacy Practice Test.

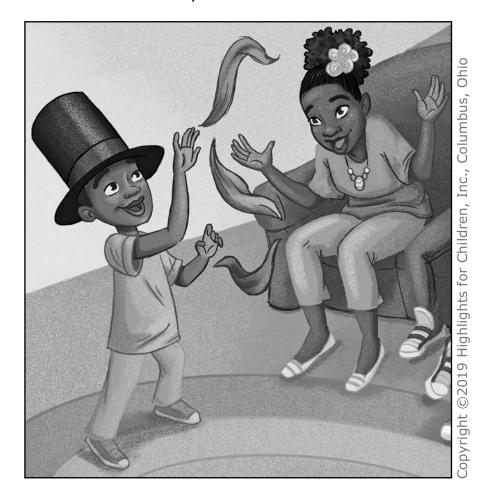
Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test book. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Read the passage "Nico the Nifty." Then answer the questions.

Nico the Nifty

by Sara Matson



- 1 Last summer, Sam had returned from camp with seven mosquito bites and three silk scarves.
- 2 "Watch this," he told his younger brother, Nico, one day.
- 3 Sam tossed the scarves into the air, one by one. As each fell, Sam grabbed it and tossed it up again in a slow-moving circle.
- 4 "Wow!" Nico said. "You learned to juggle."
- 5 "I still mess up a lot," Sam admitted as one of the scarves drifted to the floor.
- 6 Nico picked it up. "Remember that juggler who performed at the library?"

4

- 7 "He could juggle anything," Sam said, "even eggplants and cauliflower."
- 8 "I want to juggle too," Nico said. "Will you teach me?"
- 9 So after lunch, Sam taught Nico how to throw two scarves in an X shape—first the one in his right hand, then the one in his left.
- 10 "Adding the third one is tricky," Sam said.
- 11 "Like this?" Nico said. "Oops!"
- 12 Sam smiled. "It takes time to catch on."
- 13 But it didn't take Nico long at all. After supper, he marched into the family room wearing a magician's hat.
- 14 "Presenting Nico the Nifty!" he announced, then pulled Sam's scarves out of his sleeve. He began to juggle—slowly at first, then faster.
- 15 "Amazing!" Dad said.
- 16 "You're a natural," said Mom.
- 17 Sam was silent. How could Nico be the better juggler? Sam was older, and he'd been practicing longer. It wasn't fair.
- 18 It took three days for Nico to learn to juggle beanbags and three more for tennis balls.
- 19 At first, Sam worked as hard as Nico. But Sam's scarves and beanbags and balls kept drifting and falling and bouncing to the floor, while Nico's stayed in the air. Finally, Sam quit practicing. Juggling wasn't fun anymore.
- 20 A few weeks later, as Sam played basketball in the driveway, Nico hurried out of the house with his magician's hat.
- 21 "Guess what!" he said. "The community center is having a talent show in the park. I'm going to juggle water balloons. Isn't that a great idea?"
- 22 It was. But Sam didn't want Nico to know he thought so. "Better wear your swim trunks," he warned. "You'll get wet when you drop the balloons."
- 23 Nico put his hands on his hips. "I'm a good juggler."
- 24 "So what? Juggling is silly." Sam spun the basketball on his index finger, something Nico had never been able to do.

- 25 Nico scowled. "Yeah? Well, basketball is silly too!"
- 26 After Nico ran inside, Sam dribbled a few times and took aim. The ball swished through the hoop without touching the backboard. "Try to do that, little brother," he muttered.
- 27 On the morning of the talent show, Nico cut his waffle into pieces and built a tower with them. "What if I drop a balloon and everyone laughs?" he said.
- 28 "You'll do great," Mom said. "Won't he, Sam?"
- 29 "You are taking a towel, right?" Sam joked.
- 30 "Sam!" said Mom.
- 31 "Just kidding."
- 32 After breakfast, Sam shot hoops outside while Nico practiced one last time. Sam had just made a three-pointer when he heard a splat.
- 33 "Argh!"
- 34 Colorful balloon bits were scattered around Nico's feet. "Do you think it's too late to cancel?" Nico moaned.
- 35 Sam couldn't help feeling bad for his brother. "Probably."
- 36 "Even if I'm sick?" Nico said. "My stomach sort of hurts."
- 37 Sam remembered his basketball tournament last winter. Before the championship game, he'd felt so nervous that he almost wished he could catch a cold so he'd have a reason not to play. At the same time, he'd wanted to play to prove he could. Maybe Nico felt the same way.
- 38 "You know what?" Sam said. "It's good you broke some balloons. If you do it now, you probably won't do it onstage. That's what my coach always says. Make your mistakes in practice, not during the game."
- 39 Nico looked doubtful.
- 40 Sam tried again. "You've practiced a ton."
- 41 "I'll probably mess up," said Nico glumly.
- 42 Finally, Sam told Nico the truth. "Look, you're the best juggler I know. Before you know it, you'll be as good as the one we saw at the library."

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- 43 "Really?" Nico said.
- 44 "Yeah," Sam said. "I'm sorry I was mean to you before. Come on. I'll help you fill more balloons before we leave."
- 45 Two hours later, Nico accepted his first-place trophy. He waved to Sam from the stage.
- 46 "Way to go!" Sam called. For once he was happy for Nico, not jealous. It felt good.
- 47 As they headed to the car, Sam had a thought. "We should ask Mom to stop at the store on the way home."
- 48 "Why?"
- 49 "Because I think it's time for Nico the Nifty to try juggling vegetables!"

"Nico the Nifty" by Sara Matson. Copyright 2019 Highlights for Children, Inc. Reproduced with permission of Highlights for Children, Inc. via Copyright Clearance Center.

- 1 What does the word **drifted** mean as it is used in paragraph 5?
 - A swayed
 - B tumbled
 - © turned
 - floated
- 2 What do paragraphs 14 and 18 tell the reader about Nico?
 - He wants to be a great juggler.
 - B He is very imaginative.
 - He is a quick learner.
 - He wants to make Sam feel bad.

In paragraph 16, what is the meaning of the phrase "you're a natural"?

- to use things from outside
- ® to practice something
- © to make a good choice
- to have the talent to succeed

Part B

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

- " . . . Sam taught Nico how to throw two scarves in an X shape. . . . "
 (paragraph 9)
- "But it didn't take Nico long at all." (paragraph 13)
- © "He began to juggle—slowly at first, then faster." (paragraph 14)
- " . . . Nico hurried out of the house with his magician's hat."
 (paragraph 20)

Read the following sentences from paragraph 24.

"So what? Juggling is silly." Sam spun the basketball on his index finger, something Nico had never been able to do.

The author includes these sentences to show that Sam

- hopes Nico will admire him even though he cannot juggle.
- is not sure where to place his basketball while talking to Nico.
- © does not want Nico to fall behind with his basketball skills.
- wants to prove to Nico that he also has a special talent.

Part B

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

- ". . . Sam's scarves and beanbags and balls kept drifting and falling and bouncing to the floor. . . ." (paragraph 19)
- "'I'm a good juggler.'" (paragraph 23)
- "After Nico ran inside, Sam dribbled a few times and took aim." (paragraph 26)
- "'Try to do that, little brother,' he muttered." (paragraph 26)

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Why does Sam say that Nico needs to juggle vegetables?

- Sam is worried Nico will drop the balloons.
- ® Sam realizes Nico is a very talented juggler.
- © Sam thinks Nico should begin juggling at the library.
- Sam knows Nico needs to improve.

Part B

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

- "'He could juggle anything,' Sam said, 'even eggplants and cauliflower.'"
 (paragraph 7)
- "'Do you think it's too late to cancel?' Nico moaned." (paragraph 34)
- © "'If you do it now, you probably won't do it onstage.'" (paragraph 38)
- "'Before you know it, you'll be as good as the one we saw at the library.'" (paragraph 42)
- (paragraph 45)
- **6** Which **two** statements explain what paragraphs 35 through 38 show about Sam?
 - They show how well Sam played during an important basketball game.
 - ® They show that Sam feels guilty about the way he has treated Nico.
 - © They show the reasons Sam was unable to play in a basketball game.
 - They show how Sam uses his memory of a similar feeling to help Nico.
 - They show that Sam wishes he could perform in the talent show with Nico.

- 7 Which word means the same as **glumly** as it is used in paragraph 41?
 - calmly
 - B sadly
 - © angrily
 - quietly

What is the central message of the passage?

- Members of a family should encourage each other to share their opinions.
- ® Everyone should find a hobby they enjoy doing.
- © Family members should support the interests and talents of each other.
- O Children should work together to learn new skills.

Part B

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

- A paragraph 12
- ® paragraph 20
- © paragraph 32
- paragraph 46

GO ON TO NEXT PAGE

Read the passage "Tiny Trees." Then answer the questions.

Tiny Trees Would you like a pet tree?

by Kevin Kohler

- 1 Bonsai is a Japanese word that means "potted tree." But a bonsai is far more than a plant in a pot. Inspired by nature, bonsai artists create beautiful living sculptures from trees or shrubs.
- 2 Bonsai are not special small species of trees. They are regular full-sized trees, but grown in pots and trimmed to keep them small. While all bonsai are smaller than full-grown trees, they range greatly in size. Some you can hold in your hand, while others are so big they need a forklift to move.

Full-sized Japanese cedar



/arts/Shutterstock.com

14

Japanese cedar grown as bonsai



Photo courtesy of the National Bonsai Foundation

3 The Chinese first trained trees in pots more than 1,300 years ago. They called their miniature trees penjing. They would often create elaborate landscapes or animal shapes with trees.

This trident maple has been grown into the shape of a dragon.

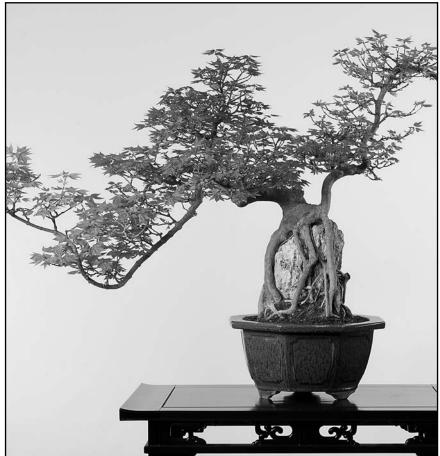
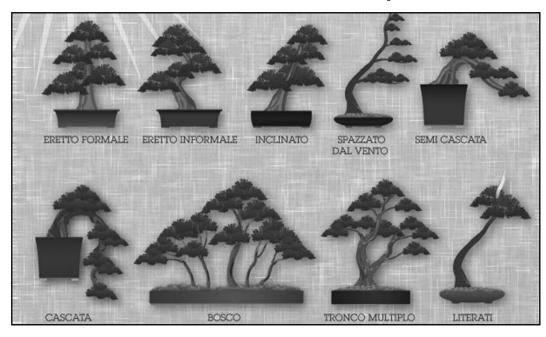


Photo Courtesy of US National Arboretum

Some common bonsai shapes



Bonsai Empire

- 4 A good bonsai tells a story. Different styles are meant to look like trees growing in harsh winds (windswept), on cliffs (cascade), or in other natural settings. Bonsai from flowering bushes can look like trees in spring.
- 5 Wires are wrapped around living branches to train them to grow into interesting shapes. The wires stay on for a few months, until the shape holds.



Riccardo Sala / Alamy Stock Photo

- 6 Bonsai artists use scissors, clamps, and other small tools to shape the branches. Dramatic dead branches can make a tree look older.
- Once a tree is shaped, it's moved into a pot. The bonsai artist carefully chooses a pot that will look just right with the finished tree. Large roots, which don't feed the tree, are removed. The pot is filled with special soil to keep the roots healthy.
- 8 In nature, some tree roots will tightly grip rocks. This is a popular style for bonsai. While a tree is still young, its roots are draped over a rock and wrapped with medical tape until the roots grip the rock on their own.
- 9 Most bonsai like to live outdoors. They are real, living trees and need plenty of sun and rain. Many also need a cold season to stay healthy. But bonsai grown from tropical trees need to come inside for the winter.
- 10 It can take many years to train a bonsai into just the right shape. Since they are living, growing plants, bonsai are never finished. They need daily care to stay healthy and keep looking their best. But if they're well-tended, they can live for hundreds of years. Anyone can grow bonsai. If you'd like to give it a try, check for a bonsai club near you or ask at your local arboretum.

Tiny Trees by Kevin Kohler, from Ask November 2018 by Carus Publishing Company d/b/a Cricket Media.

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- **9** What does the word **trimmed** mean as it is used in paragraph 2?
 - A cut shorter
 - decorated
 - © carefully arranged
 - removed
- **10** Read the last sentence from paragraph 2.

Some you can hold in your hand, while others are so big they need a forklift to move.

What is the purpose of the sentence?

- It helps the reader understand that bonsai can be many different sizes.
- It helps the reader understand that bonsai can be displayed in different locations.
- © It helps the reader understand the differences between the types of trees used to create bonsai.
- It helps the reader understand why it is important to grow bonsai in pots.
- **11** Paragraph 4 provides the **most** information about
 - A the definition of bonsai.
 - ® the reason artists train bonsai.
 - © the different shapes of bonsai.
 - the types of tools used to shape bonsai.

- **12** Which definition **best** matches how the word **train** is used in paragraph 5?
 - A to drag behind
 - B to practice or prepare
 - © to teach another person
 - to form or guide
- Which statement **best** describes how the sentences in paragraph 8 are related?
 - They show the difference between two ideas.
 - They show the order of importance.
 - © They support a popular opinion.
 - They explain a cause and an effect.
- **14** In paragraph 10, what is the **most likely** reason the author states that "Anyone can grow bonsai"?
 - to encourage others to begin growing bonsai
 - ® to show that clubs for people who grow bonsai are very popular
 - © to prove that bonsai artists need help growing and shaping trees
 - $\ \, \textcircled{\scriptsize 0} \,\,$ to explain that bonsai live and grow for many years

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- **15** Based on the passage, what is one way artists make sure bonsai trees will hold their shape?
 - Artists choose trees that grow more easily in larger pots.
 - ® Artists leave wires wrapped around branches for a few months.
 - Artists remove the dead branches from the trees.
 - Artists leave the trees outdoors during the winter.

Which sentence from "Tiny Trees" **best** states the main idea of the passage?

- "Bonsai is a Japanese word that means 'potted tree.'" (paragraph 1)
- "Inspired by nature, bonsai artists create beautiful living sculptures from trees or shrubs." (paragraph 1)
- © "Bonsai are not special small species of trees." (paragraph 2)
- "The Chinese first trained trees in pots more than 1,300 years ago."
 (paragraph 3)

Part B

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

- "But a bonsai is far more than a plant in a pot." (paragraph 1)
- "They are regular full-sized trees. . . ." (paragraph 2)
- © "They called their miniature trees *penjing*." (paragraph 3)
- "They would often create elaborate landscapes or animal shapes with trees." (paragraph 3)

Answer the questions by choosing the word that has the same sound as the underlined letter or letters.

- Which word has the same sound as the underlined letter in the word middle?
 - A listen
 - ® finest
 - © pilot
 - excite
- Which word has the same sound as the underlined part of the word destroy?
 - A going
 - ® country
 - © noise
 - donkey
- **19** Which word has the same sound as the underlined letter in the word **circle**?
 - A safety
 - B cotton
 - © bucket
 - backward

22

20	Wh	ich word has the same sound as the underlined part of the word before ?
	A	shepherd
	B	eighty
	©	mother
	(enough
21	Wh	nich word has the same sound as the underlined part of the word awful ?
	A	tower
	B	caught
	©	nation
	(knew
22	Wh	nich word has the same sound as the underlined part of the word easi<u>ly</u>?
	A	climbing
	B	lucky
	©	leader
	(yellow
23		ich word has the same sound as the underlined part of the word ighbor ?
	A	became
	B	decide
	©	highest

forget

- **24** Which word has the same sound as the underlined part of the word **giant**?
 - gather
 - B goldfish
 - © giving
 - gentle
- Which word has the same sound as the underlined part of the word careful?
 - A roar
 - ® darkness
 - © airplane
 - bark
- Which word has the same sound as the underlined part of the word wonder?
 - A tumble
 - B closet
 - © enjoy
 - o ruler

STOP



You have come to the end of Section 1 of the test. Review your answers from Section 1 only.

GO ON TO NEXT PAGE

Section 2

Directions:

Today, you will take Section 2 of the Grade 3 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test book. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your test book. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Today you will read "Hobby Friday" as well as "Paint the Morning." Then you will answer questions about the passages and write a response in which you analyze both passages.

Read the passage "Hobby Friday." Then answer the questions.

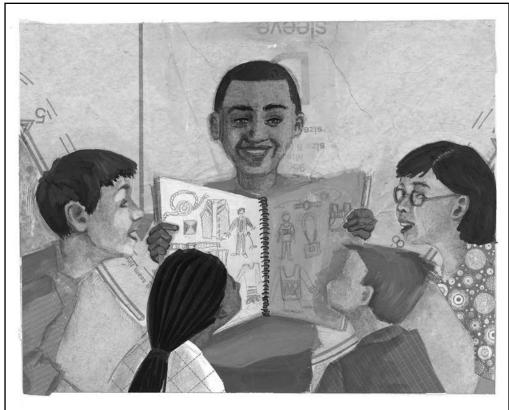
Hobby Friday

by Beverly J. Letchworth

- 1 Chris looked at the clock again. Only five more minutes before school let out.
- 2 "On Friday," said his Creative Learning teacher, Mrs. Griswell, "be prepared to share your favorite hobby with the class. And please bring samples to show everyone!"
- 3 Chris groaned. No way am I going to talk about my favorite hobby, he thought.
- 4 After school, Chris's friend Nick plopped down beside him on the bus. "So what're you gonna do for that hobby thing?"
- 5 "Uh, I guess I can show my baseball cards," Chris mumbled. No one except his family knew about his real hobby.
- 6 "Cool," said Nick. "I'll bring in some of my hockey posters."
- 7 At home, Chris pulled out his boxes of baseball cards. He liked baseball—even played some. But his real hobby let him express things from his imagination, and that's what he liked most.
- 8 Sorting through his cards, Chris began choosing some of the best ones. He also thought about bringing in the ball that Albert Pujols had signed for him. And yet he didn't feel right about what he had decided.
- 9 Tuesday passed. Chris gathered his baseball supplies and put them in a grocery bag marked "My Favorite Hobby." He was ready for Friday, but something still felt wrong. He walked out of his room, ignoring the sketchpad on his desk.
- 10 Wednesday. After school Chris sat at the kitchen table with a cheese and ketchup sandwich and a glass of milk, but he wasn't hungry.

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- 11 Chris sighed. He didn't want to be fake, but he wasn't sure he had the guts to tell everyone his real hobby.
- 12 He chewed his sandwich slowly, thinking of Grandma. She was the reason he'd gotten interested in his hobby in the first place. "You have talent," Grandma had told him proudly, admiring his work. And that felt really good.
- 13 Suddenly, Chris knew what he had to do. He dropped his sandwich on the plate and sprinted to the phone.
- 14 "Hi, Grandma, it's Chris. I need your help."
- 15 Friday morning. "Are you ready, Chris?" Mrs. Griswell asked. Everyone in the class turned to look at him.
- 16 Chris walked to the front of the classroom, clutching his grocery bag. His heart was pounding, and his legs felt shaky. I can't do this! he thought frantically.
- 17 "Go ahead and tell us about your hobby," Mrs. Griswell said, smiling.
- 18 Chris nodded. Get it over with, he told himself. Don't let them see you sweat. He remembered that from somewhere.
- 19 So he began. "I design things. I mean . . . I design clothes and accessories. I'm a fashion designer." He brought out his sketchbook and flipped through pages showing his designs for jackets and caps, pants and shirts.
 - 20 "My grandma designs clothes, too," he explained. "She taught me all about patterns and sewing." There were a few snickers, even though Mrs. Griswell was shaking her head.
 - 21 But when Chris pulled a headband from his bag and put it on, the class became quiet.
 - 22 "This is one of my accessories for boys. I braided black and blue cording and attached a small flat stone." He heard Nick say, "Cool!"
 - 23 "For girls, the cording is pink and purple with a small seashell."
 - 24 "I love it!" exclaimed Amber. A few of the other girls nodded enthusiastically.
 - 25 Chris felt a burst of hope. "I made headbands for everyone," he said.
 - 26 The whole class buzzed with excitement. Chris grinned. Now things finally felt right!



"Hobby Friday" by Beverly J. Letchworth, illustrated by Mikela Prevost, Spider, April 2019

"Hobby Friday" from *Spider Magazine* volume 12, issue 4 by Beverly Letchworth. Copyright April 2019 by Cricket Media. Reproduced with permission of Cricket Media, Inc. via Copyright Clearance Center.

- **1** In paragraph 9 of "Hobby Friday," why does Chris feel that something is wrong?
 - He feels unsure about speaking in front of the class.
 - He thinks his grandmother will be disappointed in him.
 - © He feels ashamed for not wanting to share his real hobby.
 - He is worried the class will not like his baseball cards.

In "Hobby Friday," what does Chris like **best** about his favorite hobby?

- A He can get ideas from his grandmother.
- He can share his baseball cards with others.
- © He can learn more about fashion design.
- He can show his creativity.

Part B

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

- A paragraph 7
- ® paragraph 12
- © paragraph 20
- paragraph 21

- **3** In "Hobby Friday," what do paragraphs 9 through 16 show about Chris?
 - They show that he decides collecting baseball cards is his favorite hobby.
 - ® They show that he is changing his mind about sharing his favorite hobby with the class.
 - © They show that he needs to work on his hobby with his grandmother.
 - They show that he feels confident about sharing his favorite hobby with his class.

In paragraph 18 of "Hobby Friday" when Chris tells himself "Don't let them see you sweat," he means that he feels

- A hot and uncomfortable.
- ® proud of himself.
- @ embarrassed.
- very nervous.

Part B

Which sentence from the passage supports the correct answer to Part A?

- "Suddenly, Chris knew what he had to do." (paragraph 13)
- "Everyone in the class turned to look at him." (paragraph 15)
- © "His heart was pounding, and his legs felt shaky." (paragraph 16)
- "There were a few snickers, even though Mrs. Griswell was shaking her head." (paragraph 20)

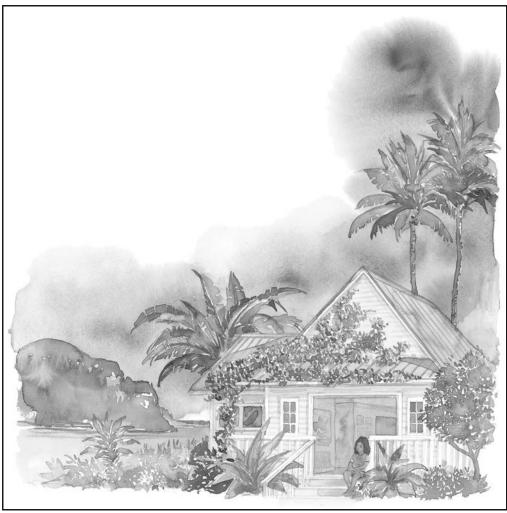
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GO ON TO NEXT PAGE

Read the passage "Paint the Morning." Then answer the questions.

Paint the Morning

by Sandi Takayama



"Paint the Morning" by Sandi Takayama, illustrated by Bradley Clark, Spider, January 2011

1 Malia slipped quietly out of bed and out of the house. She sat still and silent on the back lanai¹ as she watched the morning spread across the sky. She closed her eyes and felt the sunshine warming her body. She heard the wind whispering through her hair.

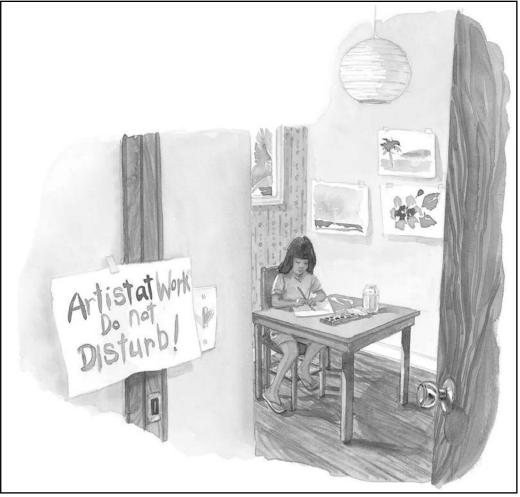
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¹lanai: a Hawaiian word for a large, open porch that usually has a roof and is partially enclosed

- 2 Malia stood up slowly, holding the moment in her heart. Then she tiptoed excitedly back to her room. She wanted to paint the morning. To paint the colors of the sky, the warmth of the sun, and the sound of the wind.
- 3 She had barely begun when her brother burst into the room. "Breakfast, Malia. Hey . . . what're you doing?" He peered at her paper. "I didn't know you liked art. I just borrowed a cool book from the library. You can use it if you want." He rushed to his room and back, then handed her the book. "It shows you how to draw all kinds of cool monsters and vampires and stuff. Just give it back by Wednesday, 'cause I have to return it."
- 4 "Thanks!" said Malia. But she didn't want to draw monsters and vampires and stuff. When her brother left the room, she put the book down and picked up her paintbrush.
- 5 A few minutes later her father walked into the room. "Makaio just told me you're interested in art. There's a great show on this afternoon. They're painting barns and weather vanes."
- 6 "Thanks!" said Malia. But she didn't want to paint barns and weather vanes. When her father left the room, she picked up her paintbrush.
- 7 She closed her eyes to try to remember the morning and almost had it in her mind when her mother came into the room. "Malia, your breakfast is getting cold. You know, it's so wonderful to hear you're interested in art. There's a program at the rec center this summer. I'll sign you up. Here, it's in this brochure²."
- 8 Malia leafed through the brochure and saw "Art: Pottery—Pinch and Coil Pots."
- 9 "Thanks!" said Malia. But she didn't want to make pinch and coil pots. When her mother left the room, she put the brochure down and picked up her paintbrush. She was just about to start again when she heard more footsteps coming down the hall. Suddenly Malia knew there was something else she needed to paint. She worked quickly on the little sign and hung it outside her bedroom door.

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²brochure: a sheet of flat or folded paper used to advertise or share information



"Paint the Morning" by Sandi Takayama, illustrated by Bradley Clark, Spider, January 2011

- 10 The footsteps faded away.
- 11 Malia smiled and picked up her paintbrush. Then she painted the colors of the sky, the warmth of the sun, and the sound of the wind. Malia painted the morning.

"Paint the Morning" from *Spider Magazine* volume 15, issue 4 by Sandi Takayama. Copyright January 2011 by Cricket Media. Reproduced with permission of Cricket Media, Inc. via Copyright Clearance Center.

5 Part A

Based on "Paint the Morning," which sentence **best** describes Malia?

- Malia gets upset because she forgets what she wants to paint.
- Malia wants to be left alone so she can paint.
- © Malia is thankful for the ideas her family shares.
- Malia is satisfied with her final painting.

Part B

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

- "She closed her eyes to try to remember the morning . . ."
 (paragraph 7)
- "Malia leafed through the brochure and saw 'Art: Pottery—Pinch and Coil Pots.'" (paragraph 8)
- © "She worked quickly on the little sign and hung it outside her bedroom door." (paragraph 9)
- "Malia smiled and picked up her paintbrush." (paragraph 11)
- 6 In paragraph 3 of "Paint the Morning," what does the word **peered** mean?

 - B looked closely
 - © laughed loudly
 - smiled happily

- **7** How is paragraph 10 in "Paint the Morning" important to the passage?
 - It shows that Malia finishes her painting.
 - ® It shows that Malia is bothered by the noise.
 - © It shows that Malia's idea is successful.
 - It shows that Malia's family walks quietly.

Refer to the passages "Hobby Friday" and "Paint the Morning." Then answer the questions.

- **8** What are **two** ways that Chris from "Hobby Friday" and Malia from "Paint the Morning" are alike?
 - Both characters think of a way to solve a problem.
 - Both characters show their finished project to others.
 - © Both characters like doing more than one activity.
 - Both characters ask for help from family members.
 - © Both characters are satisfied with a choice they make.

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GO ON ▶

9	The characters Chris from "Hobby Friday" and Malia from "Paint the Morning" both feel that other people do not understand them. Think about what would happen if Chris and Malia met each other. Also think about what things the characters would talk about and what things they would do together.
	Write a story about what happens when Chris from "Hobby Friday" and Malia from "Paint the Morning" meet.
	Use details and examples from both passages in your story.

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You have come to the end of Section 2 of the test. Review your answers from Section 2 only.

Section 3

Directions:

Today, you will take Section 3 of the Grade 3 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test book. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your test book. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Read the passages. You will then answer questions about the passages and write a response stating your opinion about video games.

Why Do Adults Think Video Games Are Bad?

by Joanne Orlando

- 1 Parents and children can have different ideas when it comes to video games.
- 2 Children like video games because they are fun and because they can be challenging. You have to solve problems, work out the best moves for your character, and decide how to use your equipment and supplies in the best possible way. Making all these decisions can be exciting.
- 3 Parents want to make sure that their children are safe and healthy. Because of this, they notice different things about video games.
- 4 Many worry that playing video games might have a bad effect on the way their child behaves. For example, if a video game has lots of fighting in it, they worry that playing it will encourage their child to be violent.
- 5 They are concerned that their child might always choose to play a video game instead of playing outside and getting exercise. Even though you sit still when you read a book, they know that kids can develop good reading skills and learn a lot. Many adults aren't so sure that kids can learn anything educational from video games.
- 6 Sometimes adults think that spending too much time with animated characters is unhealthy for kids. They know it's important for kids to spend time with "real" people and learn good social skills needed for the real world.

What Do Experts Say?

- 7 Experts think playing video games can have good and bad effects on kids. New research shows that there are lots of benefits.
- 8 One good thing is the video games that children play today often encourage them to work in teams, cooperate, and to help each other. This is because games today are often designed for multiple players, not like old-fashioned video games that were mostly designed for one player.

- 9 However, children who are obsessed with¹ video games and play them for a long time can get really competitive and can often try to win at all costs. Experts aren't sure yet, but they have real concerns that this might lead to kids acting like this in real life too.
- 10 One thing you also might like to know is that kids who regularly play video games often get higher grades in math, science, and reading tests. This is because games require players to solve puzzles. You won't get higher marks² playing any video games, just those that require the player to solve these kinds of puzzles.

Doing More of the Good and Less of the Bad

- 11 It's important for kids to think about what types of games they pick.
- 12 Make sure all of your games aren't fighting games. Instead, choose more games where you need to solve puzzles. These are fun and can also help with your schoolwork. Your parents will be much happier about that!
- 13 Also, think about whether the fighting games you play are affecting how you play with your friends in real life. Only you will really know if they are having a bad effect. If they are, you might want to change the games you play.
- 14 Why not ask your parents to play a problem-solving video game with you? This will help your parents see that video games are not all bad.
- 15 It's also important that kids and adults don't spend too much time using a screen. That means kids not spending all their time on technology, and parents not always checking their phone and screens.
- 16 What we want to aim for is adults and kids who can spend some of their time on their screens, but also enjoying other kinds of interests and spending time with family and friends.

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¹are obsessed with: think all the time about

²marks: grades

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GO ON >

1 Read the **two** sentences from paragraph 2 of the passage "Why Do Adults Think Video Games Are Bad?"

Children like video games because they are fun and because they can be challenging. You have to solve problems, work out the best moves for your character, and decide how to use your equipment and supplies in the best possible way.

Which statement **best** explains how the sentences are connected?

- They explain events in the order that they happen.
- ® They make a statement that is supported with details.
- © They explain the difference between two ideas.
- They ask a question and then give an answer.
- In paragraph 8 of the passage "Why Do Adults Think Video Games Are Bad?," what does the word **cooperate** mean?
 - to create something new
 - ® to do something together
 - to ask for something
 - to fix something

- Which **two** sentences from paragraphs 8 through 10 **best** show that playing video games can be helpful to children?
 - "One good thing is the video games that children play today often encourage them to work in teams, cooperate, and to help each other." (paragraph 8)
 - "This is because games today are often designed for multiple players, not like old-fashioned video games that were mostly designed for one player." (paragraph 8)
 - © "However, children who are obsessed with video games and play them for a long time can get really competitive and can often try to win at all costs." (paragraph 9)
 - "Experts aren't sure yet, but they have real concerns that this might lead to kids acting like this in real life too." (paragraph 9)
 - © "One thing you also might like to know is that kids who regularly play video games often get higher grades in math, science, and reading tests." (paragraph 10)

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GO ON >

Are Video Games Bad for Me?

Reviewed by: Mary L. Gavin, MD

- 1 Lots of kids love video games. In fact, they like them so much that they might hear something like this from Mom or Dad: "Enough! Unplug that thing and find something else to do!"
- 2 It can be good advice, even if you were just about to crash through to the next level. Why? Too much of anything is just too much. It's true that some studies have shown certain video games can improve hand-eye coordination, problem-solving skills, and the mind's ability to process information. But too much video-game playing may lead to health problems.
- 3 It's hard to get enough active play and exercise if you're always inside playing video games. And without enough exercise, kids can become unhealthy.
- 4 Really overdoing video games also could affect other important stuff, like friendships and how well a kid does in school. And kids who play violent video games might act more aggressively.
- 5 But here's the good news: Playing video games some of the time can be OK. Just choose quality games and limit screen time—which includes TV, computer, smartphone, tablet, and video game time combined—to no more than two hours a day.
- 6 A good game will be the right one for how old you are. Games are rated like movies, and your mom or dad can help figure out which ones you should use. If you can choose one that gets you up and moving, that's even better.
- 7 You might challenge your mom, dad—or even your grandma—to swing the bat in a game of baseball or try out some fancy moves in one of the dancing games. Could your grandma be a dancing queen? Time to find out!

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- **4** Which statement **best** shows why playing video games too much can be harmful, according to the passage?
 - It can change friendships.
 - It makes children shy around others.
 - © It is disappointing to lose.
 - It can cause children to make mistakes.
- Which definition of the word **challenge** matches the way the word is used in paragraph 7 of "Are Video Games Bad for Me?"
 - to argue against something unfair
 - ® to refuse to do something bravely
 - © to ask a person to do something
 - to push someone with a task that is too hard

6 Part A

What is a main idea of the passage?

- Video games are a popular activity for children.
- ® Playing video games with your family is fun, and it teaches teamwork.
- © It is important to spend time on other activities, not just on video games.
- O Video-game ratings help parents choose games for their children.

Part B

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

- "Lots of kids love video games." (paragraph 1)
- "It's hard to get enough active play and exercise if you're always inside playing video games." (paragraph 3)
- © "A good game will be the right one for how old you are." (paragraph 6)
- "Games are rated like movies, and your mom or dad can help figure out which ones you should use." (paragraph 6)

Refer to the passages "Why Do Adults Think Video Games Are Bad?" and "Are Video Games Bad for Me?" Then answer the questions.

- **7** Which statement **best** describes a main purpose of both passages?
 - To show readers that video games can teach children
 - ® To explain why parents are worried about video games
 - © To tell readers about the kind of video games to play
 - To teach readers how video games can be both harmful and helpful
- **8** Which important point was made in "Are Video Games Bad for Me?" but **not** in "Why Do Adults Think Video Games Are Bad?"
 - Video games have ratings.
 - ® Families can play video games together.
 - © Video games can be played by more than one person.
 - Puzzles that ask players to solve problems are good for children.

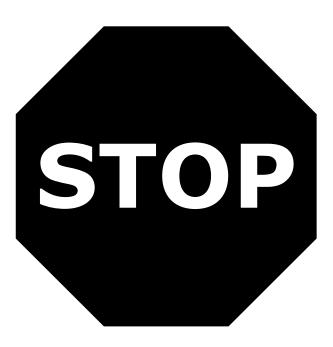
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GO ON ▶

9	After reading the passages, do you think that video games are good for children or bad for children? Write a response in which you clearly state your opinion on the issue. Support your opinion with reasons and details
	from both passages.

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STOP



You have come to the end of Section 3 of the test. Review your answers from Section 3 only.

Section 4

Directions:

Today, you will take Section 4 of the Grade 3 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test book. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your test book. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Today you will read the passage "The Waterfall" and the poem "Swimming to the Rock." Then you will answer questions about the passage and the poem and write a response in which you analyze both texts.

Read the passage "The Waterfall." Then answer the questions.

The Waterfall

by Jonathan London

- 1 It was the middle of July when we drove way up into the mountains and backpacked up a creek.
- 2 The banks were lined with poison oak, so we waded through the cold water hip deep for my parents, chest deep for us—our backpacks balanced on our heads.
- 3 We set up camp on a sandy flat beside a pool in a ring of boulders. What a swimming hole! My brother and I swam, diving and tumbling in the diamond-clear water.
- 4 We hiked farther upstream, against little rapids, picking our way among slippery boulders. Suddenly we heard a roaring sound, and as we came around a bend, we saw what was causing it.
- 5 A huge waterfall! It raised high above us, higher than the tallest pines. Only a few wet ferns clung to the steep rock slope. A rainbow glowed in the roaring mist. "Wow!" I said. "Let's climb it!"
- 6 "No way," said Dad. "End of the road."
- 7 We turned back, and that night we had a cookout, and watched the sparks climb to the stars. I couldn't stop thinking about the waterfall—and how much I'd like to climb it. Later, snuggled in my bag, I heard a growl and a rustle in the bush . . . then finally fell asleep, a little scared.
- 8 In the morning we found tracks. "A mountain lion," said Dad. "It must have come down for water."
- 9 It made my heart feel big and wild, like when I saw the waterfall. "Let's go climb the falls!" I said.

- 10 "It can't be done," said Dad, "but let's go anyhow!" The sun was hot as a bonfire. We cut leaves of Indian rhubarb as wide as elephant's ears, and tied them on our heads with vine to keep us cool. Then we waded against the little rapids deep into the canyon.
- 11 I was the first one to the waterfall. "Let's go up," I said.
- 12 My brother grinned. "If you go, I will," he said.
- 13 I scouted a way, alongside the falls, and then we climbed like mountain goats. Mom hollered, "Be careful!" as if we wouldn't, and we inched our way up and up—the tips of our toes gripping thin ledges, our fingers finding cracks. Sometimes rocks pulled out, but we clung like glue. We had to. The waterfall roared by our ears into a great rumbling, boiling cauldron far below.
- 14 "I'm scared," said my brother.
- 15 I said, "Just don't look down."
- 16 Near the top, a scrawny river willow poked out of the rock. It was just the grip we needed to pull ourselves up . . . up . . . and over the edge.
- 17 When we stood at the top, we slapped five and shouted down, "HEY MOM, DAD! IT'S LIKE A WHOLE OTHER WORLD UP HERE! COME ON UP! YOU CAN DO IT!" And I did a little dance.
- 18 Mom looked at Dad, Dad looked at Mom. Then Mom started climbing, and Dad followed—I couldn't believe my eyes!
- 19 I lay on my belly and shouted directions. "No, not that ledge—try the one up to your right!" I never felt more anxious—seeing my parents clinging to that sheer rock—or more proud, either.
- 20 Then I heard a shout and my heart jumped into my mouth. But it was a shout of triumph! My folks pulled themselves up, up, and over the top.
- 21 "We did it!" Mom beamed, breathing hard.
- 22 "You did it!" I echoed. "Dad, I thought you said it couldn't be done!"
- 23 "It can't," he said, grinning like a grizzly bear.
- 24 Then all together, we continued upstream. "Look!" I shouted. A big piece of driftwood was wedged between boulders. "It looks just like a dancer!" It was river-smooth, polished by water. It looked like a boy whirling around in joy.

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GO ON D

- 25 "Can we take it home?" I asked. "As a kind of souvenir?"
- 26 "If you can carry it," said Dad, "you can keep it." It was about the hardest thing I ever did, but I lugged that heavy driftwood back out . . .
- 27 And now it stands in our yard. Some people think it's a sculpture. We just call it "The Dancer."
- 28 Whenever I look at it, it reminds me of the waterfall—and makes my heart feel big and wild.



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- In paragraph 13 of the passage "The Waterfall," what does the phrase we inched our way up mean?
 - The narrator and his brother think they may not make it to the top.
 - The narrator and his brother want to follow a certain path.
 - © The narrator and his brother are trying not to worry their parents.
 - The narrator and his brother are climbing slowly and carefully.
- What do paragraphs 19 through 23 of the passage "The Waterfall" suggest about the narrator's parents?
 - They are thinking about quitting while they climb.
 - ® They feel happy about their successful climb.
 - © They think the climb is easier than expected.
 - They are scared of climbing the waterfall.
- In the passage "The Waterfall," why does the narrator want to keep the piece of driftwood?
 - It reminds him how fast the water was moving.
 - ® It reminds him that some adventures are unusual.
 - © It reminds him of a special time he spent with his family.
 - It reminds him that it is important to help others finish difficult tasks.

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GO ON ▶

5

Read the poem "Swimming to the Rock." Then answer the questions.

Swimming to the Rock

by Mary Atkinson

My father and brothers are swimming to the Rock. "Come with us!" they call to me and I say, "Maybe next year."

The Rock is very, very far away.

I sit on the dock with my peanut butter sandwich.

- I watch them
 dive into the water
 and swim into the distance
 their kicks and
 splashes and elbows
 getting smaller and smaller
 as they near the Rock.

It takes them a long, long time.

They arrive and pull themselves to stand and wave their arms in the air.

I can't see it but I know their hands are it.

I can't see it but I know their hands are in fists. I can't hear it but I know they are cheering. Even the loons call to celebrate their arrival!

I sit on my dock dangling my feet in the water counting dragonflies.

My father and brothers come closer

and from the water lift their faces with 30 wild wet smiles And I think

This year!

Mary Atkinson, "Swimming to the Rock" from *Sharing the Seasons: A Book of Poems.* Copyright © 2010 by Mary Atkinson. Reprinted by permission of Mary Atkinson.

4 Part A

Which word **best** describes how the speaker **first** feels about swimming with her family in the poem "Swimming to the Rock"?

- A calm
- ® foolish
- © curious
- afraid

Part B

What do these feelings cause the speaker to do?

- She decides she is ready to swim.
- She stays behind on the dock.
- © She watches the loons nearby.
- She wonders whether her family is safe.
- **5** How do lines 26 through 32 build on ideas from lines 1 through 7 of the poem "Swimming to the Rock"?
 - by describing how long it takes to get to the Rock
 - by telling that the speaker's father and brothers are happy
 - © by explaining why the speaker's father and brothers want her to join them
 - by showing that the speaker changes her mind about swimming to the Rock

Refer to the passage "The Waterfall" and the poem "Swimming to the Rock." Then answer the questions.

6 Part A

Which central message is shared by **both** the passage "The Waterfall" and the poem "Swimming to the Rock"?

- Sometimes children are more curious than grown-ups.
- B It is better to be a leader than a follower.
- © It feels good to discover you can be brave.
- Adventures are better with family than alone.

Part B

Which **two** details **best** support the answer to Part A? Select **one** detail from the passage and **one** detail from the poem.

- "'No way,' said Dad. 'End of the road.'" (paragraph 6, "The Waterfall")
- "'We did it!' Mom beamed, breathing hard." (paragraph 21,
 "The Waterfall")
- "And I think/This year!" (lines 31–32, "Swimming to the Rock")

7	The parents from the passage "The Waterfall" and the speaker from the poem "Swimming to the Rock" both face problems. The parents need to decide whether to climb the waterfall, and the speaker has the problem of deciding whether to swim to the Rock.
	Write a response that explains what helps the parents and the speaker decide what to do and the results of their decisions.

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STOP



You have come to the end of Section 4 of the test. Review your answers from Section 4 only.





Maryland Comprehensive Assessment Program

Grade 3
English Language Arts/Literacy
Practice Test

