

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.

- 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.

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.

3 Part A

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)

5 Part A

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)
- Ⓔ “He waved to Sam from the stage.” (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.

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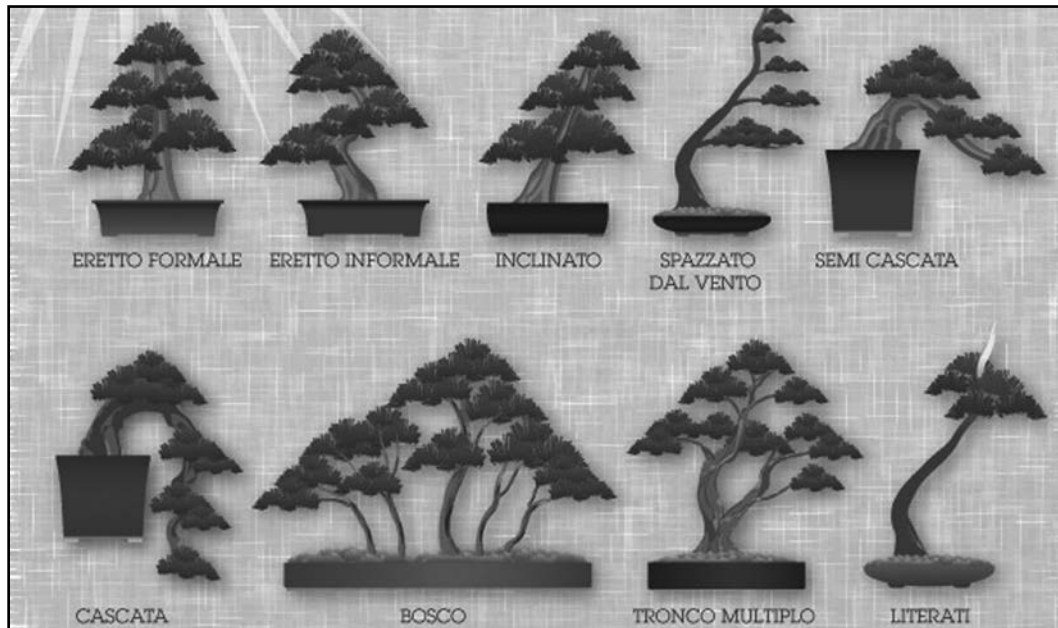
Japanese cedar grown as bonsai



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.

Some common bonsai shapes



- 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.



- 9 What does the word **trimmed** mean as it is used in paragraph 2?
- Ⓐ 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
- Ⓐ the definition of bonsai.
 - Ⓑ the reason artists train bonsai.
 - Ⓒ the different shapes of bonsai.
 - Ⓓ the types of tools used to shape bonsai.

- 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.

16 Part A

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)



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.

- 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!

- 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.

2 **Part A**

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

- Ⓐ 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?

- Ⓐ paragraph 7
- Ⓑ paragraph 12
- Ⓒ paragraph 20
- Ⓓ paragraph 21

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- 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.

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

- 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.



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



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.

- 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.
- 2 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

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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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.
- Ⓓ 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)

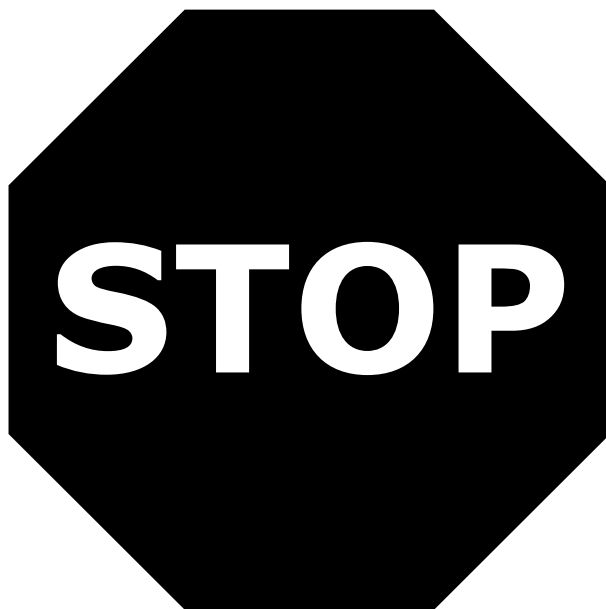
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PLEASE DO NOT WRITE IN THIS AREA

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SERIAL #



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



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.

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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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

5 and I say,
"Maybe next year."

The Rock is very, very far away.

I sit on the dock
with my peanut butter sandwich.

10 I watch them
dive into the water
and swim into the distance
their kicks and

15 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.

20 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
25 counting dragonflies.

My father and brothers
come closer

4 Part A

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

- Ⓐ 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

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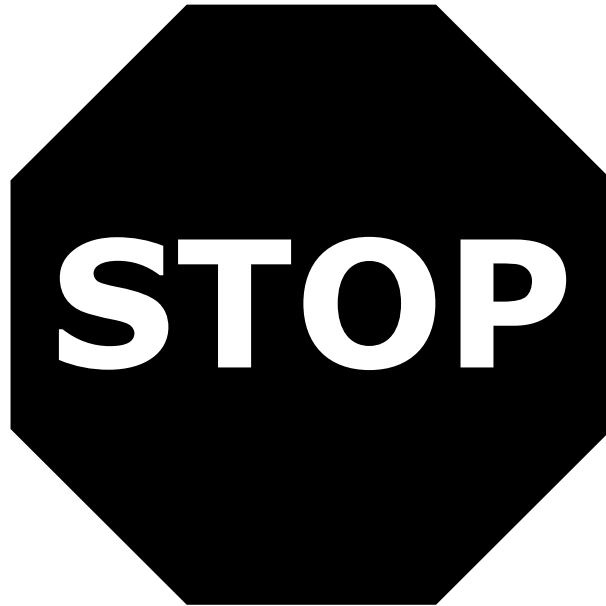
Section 4



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SERIAL #



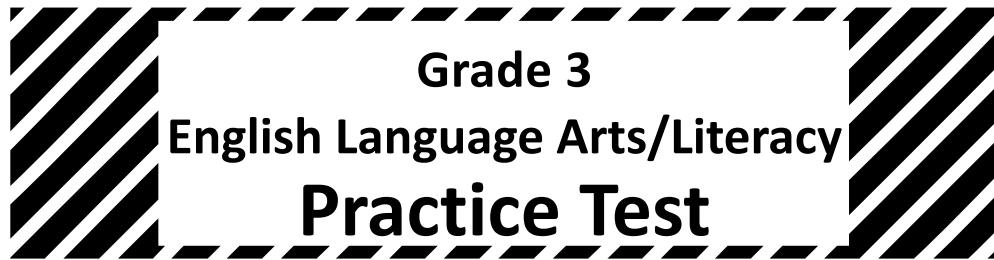
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MCAP

Maryland Comprehensive
Assessment Program



Grade 3
English Language Arts/Literacy
Practice Test