

**A**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

LEA Number \_\_\_\_\_



Grade 3  
English Language Arts/Literacy  
**Practice Test**

**c**  
Place the  
Student ID Label Here

**D** Gender  
 Female  Male  
 Non-Binary

Date of Birth		
Day	Month	Year
00	Jan	00
01	Feb	01
02	Mar	02
03	Apr	03
04	May	04
05	Jun	05
06	Jul	06
07	Aug	07
08	Sep	08
09	Oct	09
10	Nov	09
11	Dec	09

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**SERIAL #**



# Section 1

**Directions:**

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

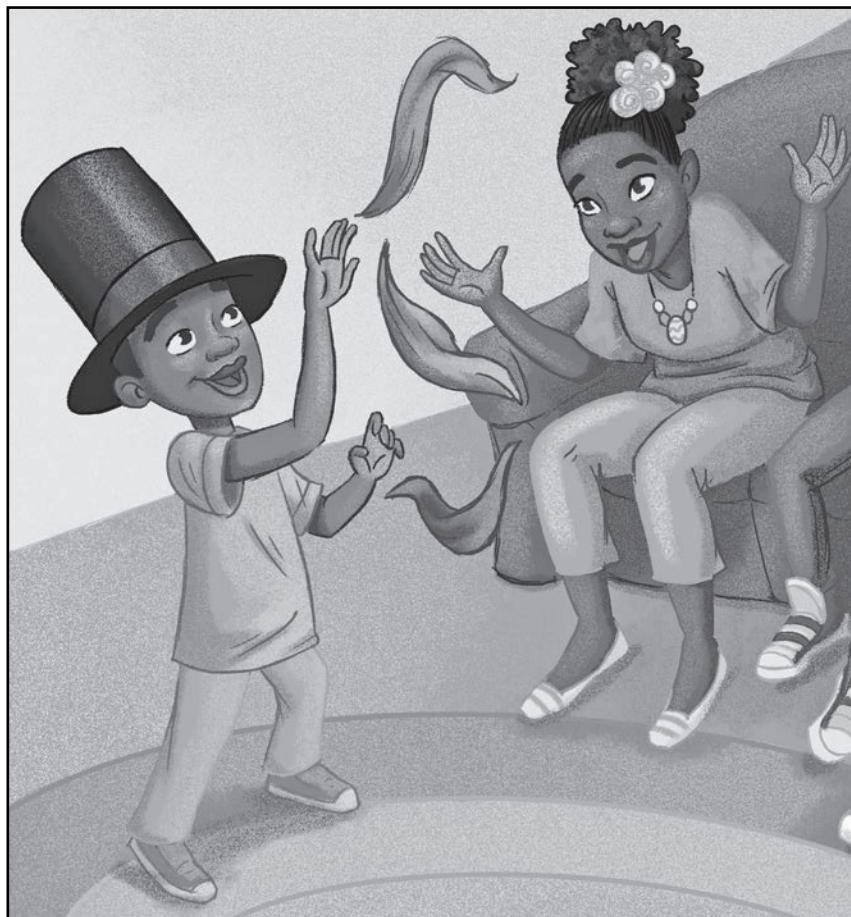
Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test book. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

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



Copyright ©2019 Highlights for Children, Inc., Columbus, Ohio

- 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?"

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."

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?

- Ⓐ swayed
- Ⓑ tumbled
- Ⓒ turned
- Ⓓ floated

2 What do paragraphs 14 and 18 tell the reader about Nico?

- Ⓐ He wants to be a great juggler.
- Ⓑ He is very imaginative.
- Ⓒ He is a quick learner.
- Ⓓ He wants to make Sam feel bad.

**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)

## 4 Part A

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)

5 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.

6 Which word means the same as **glumly** as it is used in paragraph 41?

- Ⓐ calmly
- Ⓑ sadly
- Ⓒ angrily
- Ⓓ quietly

## 7 Part A

What is a central message of the passage?

- Ⓐ Children should work together to learn new skills.
- Ⓑ Everyone should find a hobby they enjoy doing.
- Ⓒ Family members should support the interests and talents of each other.
- Ⓓ Family members can help each other by sharing their opinions and ideas.

## Part B

What evidence from the passage **best** supports the answer to Part A?

- Ⓐ “Watch this,’ he told his younger brother, Nico, one day.” (paragraph 2)
- Ⓑ “Presenting Nico the Nifty!” he announced, then pulled Sam’s scarves out of his sleeve.” (paragraph 14)
- Ⓒ “After breakfast, Sam shot hoops outside while Nico practiced one last time.” (paragraph 32)
- Ⓓ “Way to go!” Sam called. For once he was happy for Nico, not jealous.” (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



© Varts/Shutterstock.com

**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.**

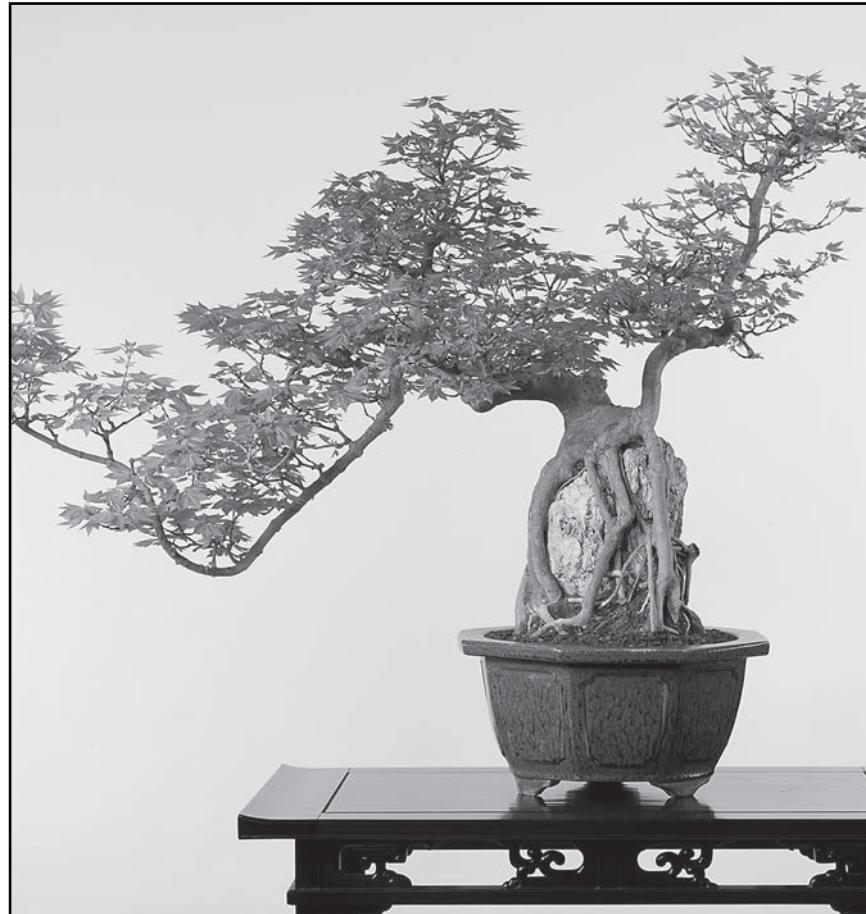
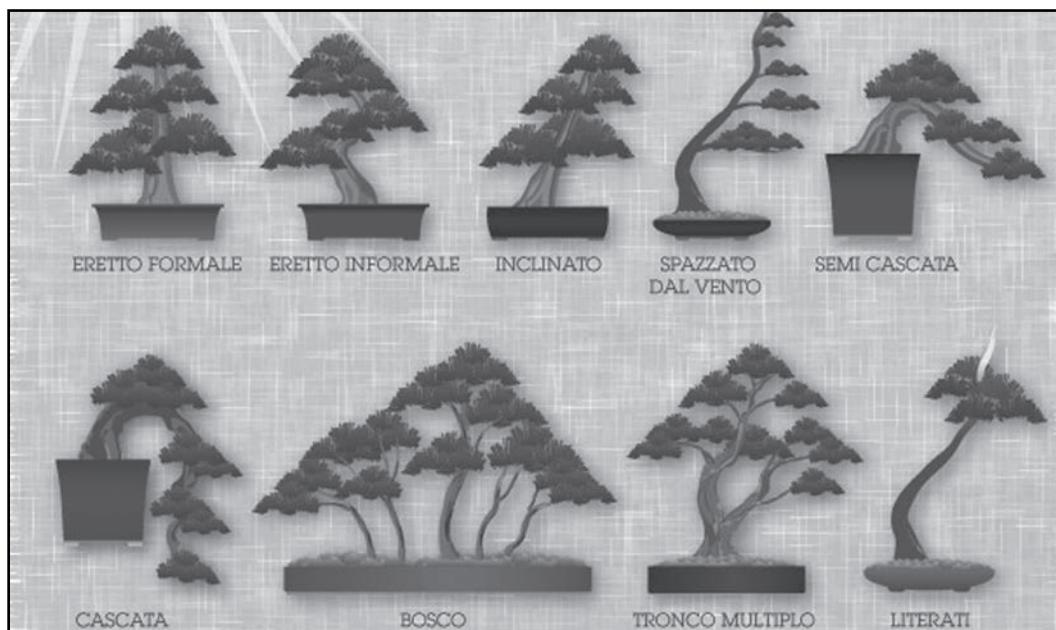


Photo Courtesy of US National Arboretum

**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.
- 7 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.

8 What does the word **trimmed** mean as it is used in paragraph 2?

- (A) cut shorter
- (B) decorated
- (C) carefully arranged
- (D) removed

9 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?

- (A) It helps the reader understand that bonsai can be many different sizes.
- (B) It helps the reader understand that bonsai can be displayed in different locations.
- (C) It helps the reader understand the differences between the types of trees used to create bonsai.
- (D) It helps the reader understand why it is important to grow bonsai in pots.

10 Which definition **best** matches how the word **train** is used in paragraph 5?

- (A) to drag behind
- (B) to practice or prepare
- (C) to teach another person
- (D) to form or guide

**11** How does the author use paragraphs 5 and 6 to build on the information in paragraph 4?

- Ⓐ by listing the reasons that bonsai trees may appear a certain age
- Ⓑ by sharing some of the stories that bonsai artists may want to tell
- Ⓒ by explaining how artists are able to make bonsai look a certain way
- Ⓓ by describing some objects in nature that bonsai trees might look like

**12** According to paragraphs 7 and 8, what will cause the roots of a bonsai tree to stay in good condition?

- Ⓐ using a certain kind of soil
- Ⓑ cutting off the larger roots
- Ⓒ wrapping the roots with tape
- Ⓓ choosing a pot of the correct size

**13** 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 Part A**

What is a main idea of the passage?

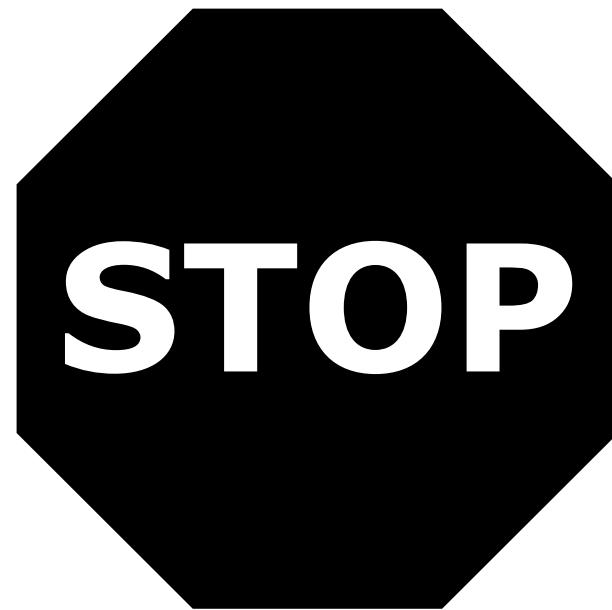
- Ⓐ Bonsai have been enjoyed as art for many years.
- Ⓑ Bonsai can be made to look like other things in nature.
- Ⓒ Bonsai are trees that show how the seasons can change plants.
- Ⓓ Bonsai are trees that are used to become special works of art.

**Part B**

What evidence from the passage **best** supports the answer to Part A?

- Ⓐ “. . . bonsai artists create beautiful living sculptures from trees or shrubs.” (paragraph 1)
- Ⓑ “The wires stay on for a few months, until the shape holds.” (paragraph 5)
- Ⓒ “But bonsai grown from tropical trees need to come inside for the winter.” (paragraph 9)
- Ⓓ “. . . if they’re well-tended, they can live for hundreds of years.” (paragraph 10)





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



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**SERIAL #**

# 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.

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.

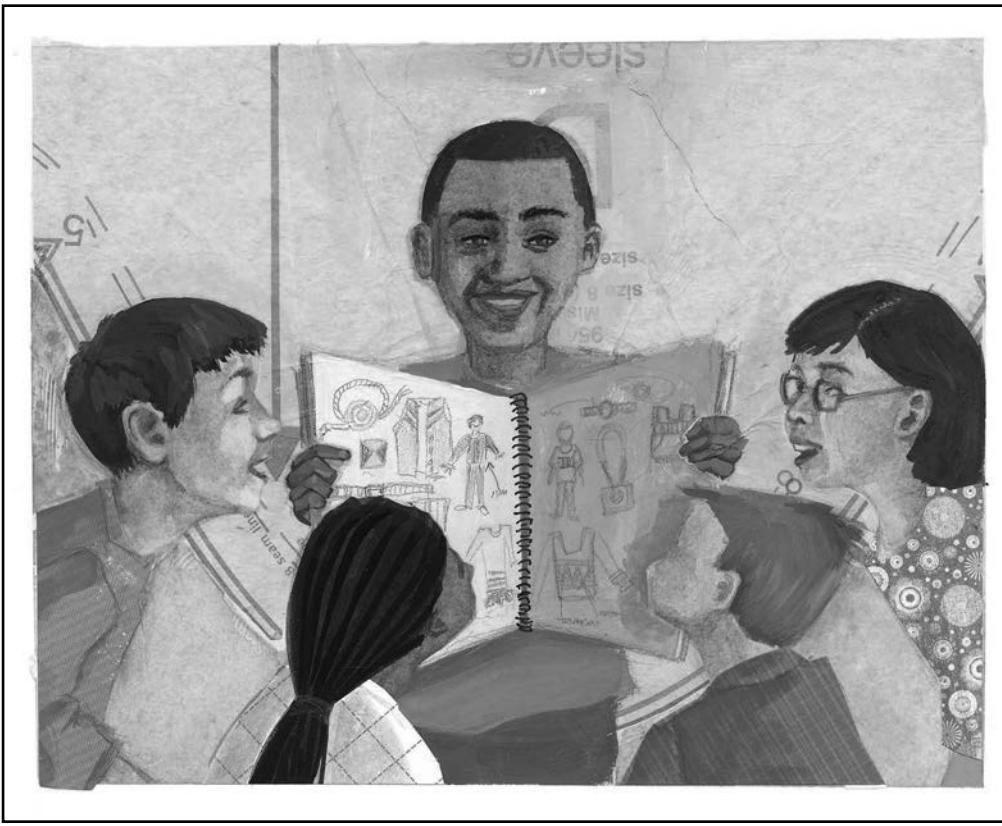
22 "This is one of my accessories for boys. I braided black and blue cording and attached a small flat stone." He heard Nick say, "Cool!"

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 Part A**

Which statement **best** describes how Chris feels in paragraphs 1 through 3 of “Hobby Friday”?

- Ⓐ curious about what his classmates will share
- Ⓑ afraid of having to speak in front of others
- Ⓒ embarrassed about what he most enjoys doing
- Ⓓ unsure about what the teacher expects of him

**Part B**

What does this feeling cause Chris to do **first**?

- Ⓐ call his grandmother for help
- Ⓑ look through his baseball cards
- Ⓒ talk to his family about the project
- Ⓓ collect his supplies to take to school

**2** Why are paragraphs 12 through 16 of the passage “Hobby Friday” important?

- Ⓐ They show that Chris wants to try a new hobby with his grandmother.
- Ⓑ They show that Chris is pleased with the hobby samples he brought to class.
- Ⓒ They show that Chris wishes he would have already shared his hobby with others.
- Ⓓ They show that Chris has decided to share his favorite hobby with the class.

### 3 Part A

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

- Ⓐ proud.
- Ⓑ surprised
- Ⓒ foolish.
- Ⓓ worried.

## Part B

What evidence from the passage **best** supports the 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)

**4 Part A**

In the passage “Hobby Friday,” what does Chris like **most** about designing clothes?

- Ⓐ He can work with his grandmother.
- Ⓑ He can improve his drawing skills.
- Ⓒ He can amaze his classmates.
- Ⓓ He can share his new ideas.

**Part B**

What evidence from the passage **best** supports the answer to Part A?

- Ⓐ “But his real hobby let him express things from his imagination. . . .” (paragraph 7)
- Ⓑ “She was the reason he’d gotten interested in his hobby in the first place.” (paragraph 12)
- Ⓒ “He brought out his sketchbook and flipped through pages. . . .” (paragraph 19)
- Ⓓ “A few of the other girls nodded enthusiastically.” (paragraph 24)

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 lanai<sup>1</sup> 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.

---

<sup>1</sup>**lanai:** 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."

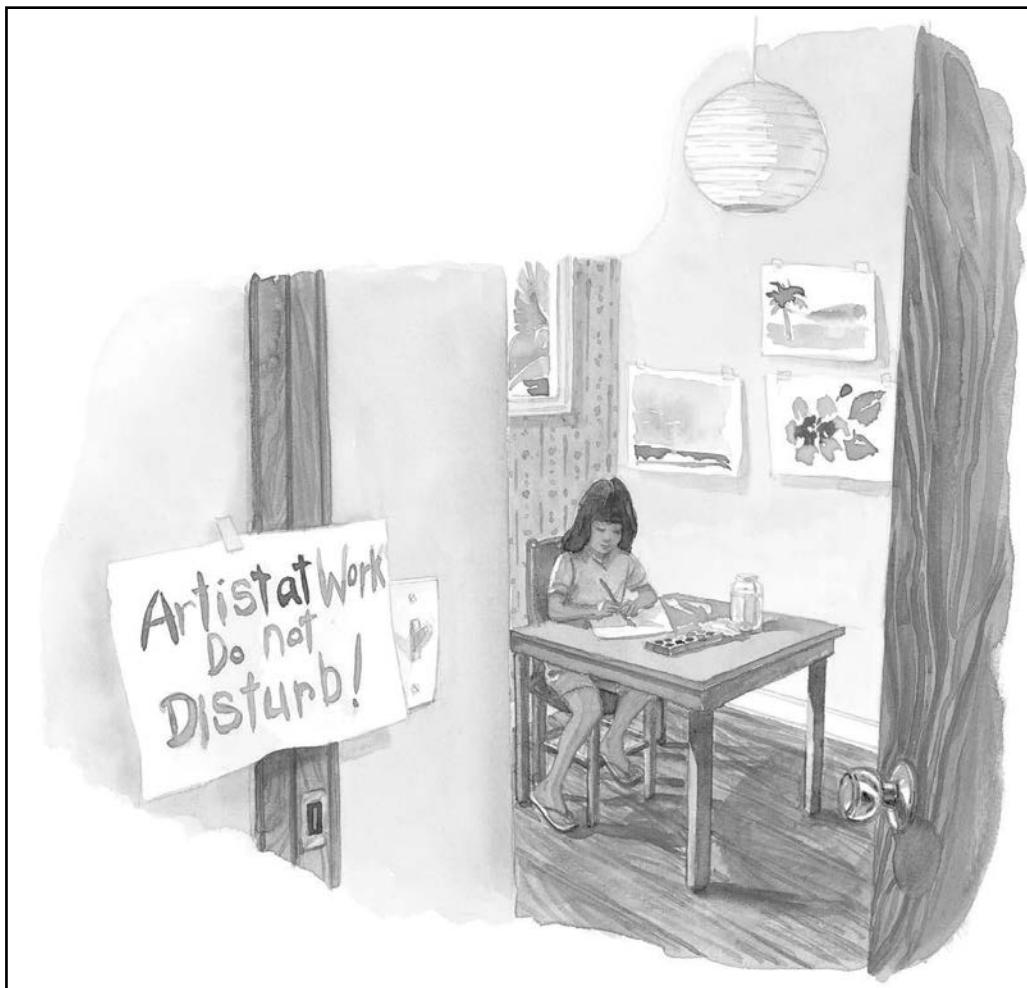
6 "Thanks!" said Malia. But she didn't want to paint barns and weather vanes. When her father left the room, she picked up her paintbrush.

● 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 brochure<sup>2</sup>."

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.

**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 In paragraph 3 of “Paint the Morning,” what does the word **peered** mean?

- (A) grabbed quickly
- (B) looked closely
- (C) laughed loudly
- (D) smiled happily

6 How is paragraph 10 in “Paint the Morning” important to the passage?

- (A) It shows that Malia finishes her painting.
- (B) It shows that Malia is bothered by the noise.
- (C) It shows that Malia’s idea is successful.
- (D) It shows that Malia’s family walks quietly.

## 7 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)

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

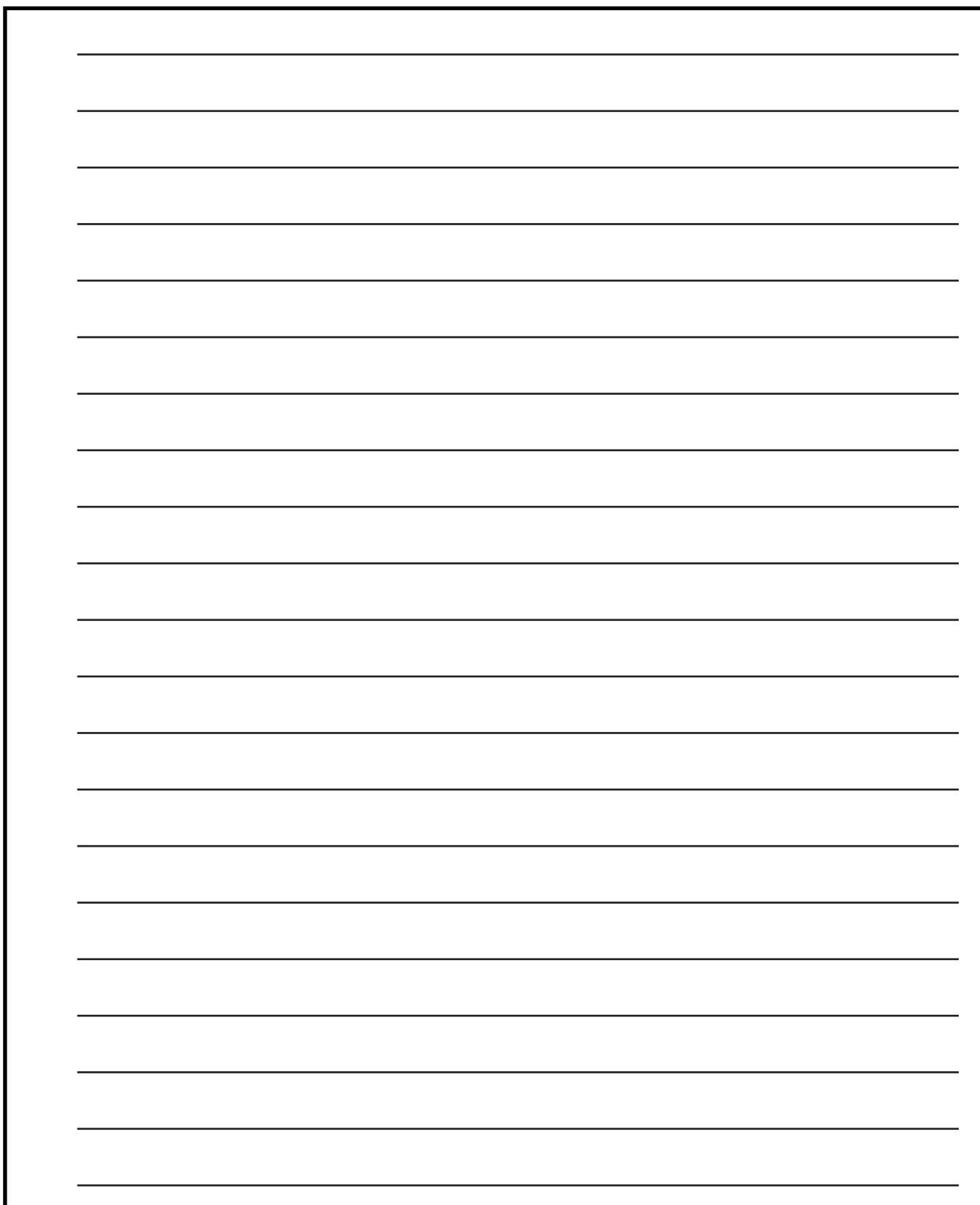
8 What are **two** ways that Chris from “Hobby Friday” and Malia from “Paint the Morning” are alike?

- Ⓐ 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.

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.

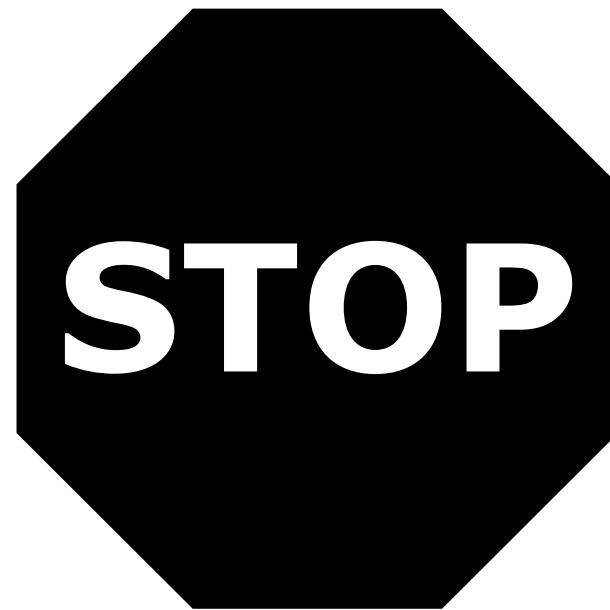
Use details and examples from **both** passages in your story.



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**SERIAL #**



**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.

**Today you will read the passage “I Dig It!” and the passage “Why Diggers Dig.” Then you will answer questions about the passages and write a response in which you analyze both texts.**

Becky Lord, a young teenager, attended a camp during the summer and learned about archaeology. Read the passage “I Dig It!” Then answer the questions.

## I Dig It!

by Nancy J. Valentine

- 1 Do you like a mystery? Do you like the outdoors? How do you feel about stones and fossils? Do you wonder how people lived many, many years ago?
- 2 Archaeology is the study of the past. Scientists dig in places where people once lived. Sometimes they find clues in the dirt that show them how people from long ago lived. These clues might be pieces of pottery, old bones, coins, buttons, arrowheads, or shells. These objects are called artifacts.
- 3 Becky found some pieces of pottery in her backyard when the family was digging in the garden. She wanted to know how old the pieces were and what they might have been. The summer archaeology camp sounded like just the place where she could learn about the past that was buried in her own yard.
- 4 You have artifacts right now that tell about your life. Your school books, your clothing, and your toys or hobbies tell a story about your life today. Archaeologists study artifacts from the past in order to understand how people lived then. An artifact is an object made or modified<sup>1</sup> by people.
- 5 At the dig, Becky learned how to remove each layer of soil very carefully. She did not want to destroy or miss something that was buried in the soil. She had a hand-held tool called a trowel. She learned how to scrape slowly across the dirt and then to scoop the soil into a bucket. When the bucket was filled, Becky emptied it into a large, square sifter. She and a friend sifted through the dirt looking for artifacts. Each time Becky found one, she removed it from the sifter and placed it into a paper bag. The bag had a name and number written on it to show where the object was found.

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<sup>1</sup>**modified:** changed



## Tools Used by Archaeologists



## A Sifter Used to Find Artifacts

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Section 3

- 6 The last day of Becky's camp was in the archaeology lab. Each bag of artifacts that was collected at the dig was washed. Becky used two pans of water. One pan was the wash water. The other pan was the rinse water. No soap was used. She cleaned each artifact with a toothbrush, rinsed it, and placed it in an egg carton. The egg carton had a tag on it that matched the name and numbers from the bag.
- 7 Becky found the information that she was looking for, but she also learned that other clues to the past can be a button, a nail, or a piece of metal. The soil holds a record of the past and of the people who also lived upon this land.

*"I Dig It!"* by Nancy J. Valentine. Copyright June/July 1995 by Hopscotch, Inc.  
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- 1 What is the **most likely** reason the author includes paragraph 3 of the passage “I Dig It!”?

  - Ⓐ to explain why Becky liked the pottery pieces
  - Ⓑ to tell why Becky was digging in her backyard
  - Ⓒ to explain what Becky wanted to discover at camp
  - Ⓓ to show that Becky would enjoy her time at camp
  
- 2 What does the word **destroy** mean as it is used in paragraph 5 of the passage “I Dig It!”?

  - Ⓐ ruin
  - Ⓑ lose
  - Ⓒ forget
  - Ⓓ touch

### 3 Part A

In paragraphs 5 and 6 of the passage “I Dig It!,” how does the author introduce the details of Becky’s dig?

- (A) by showing Becky's favorite part of camp
- (B) by explaining how long the camp would be
- (C) by describing the tools Becky used on the dig
- (D) by telling where most of the dig took place

## Part B

What evidence from the passage **best** supports the best answer to Part A?

- Ⓐ “At the dig, Becky learned how to remove each layer of soil very carefully.” (paragraph 5)
- Ⓑ “She had a hand-held tool called a trowel.” (paragraph 5)
- Ⓒ “The last day of Becky’s camp was in the archaeology lab.” (paragraph 6)
- Ⓓ “Each bag of artifacts that was collected at the dig was washed.” (paragraph 6)

Read the passage “Why Diggers Dig.” Then answer the questions.

## Why Diggers Dig

by Angela Murock

- 1 Why do people who study animals and people of the past have to dig? Think of putting some marbles into a jar. Those put in first go all the way to the bottom. Those put in next are on top of them. Those put in last are at the very top. The ground works like this, too. Things pile up on top of earlier things.
- 2 Dirt builds up over time. As plants grow, die, and rot away, they become new dirt. Water and wind move dirt. Buildings are destroyed or fall down. Layer after layer of dirt is packed down. Over millions of years, the layers far down turn into stone.
- 3 What evidence is preserved in the layers of dirt and stone? By the time ground layers turn to stone, most of what makes up materials such as wood, plants, and flesh has rotted away. But pottery, stone, and bone can survive in layers of dirt for thousands of years.
- 4 What can archaeologists and paleontologists find out by digging? Sometimes, archaeologists uncover the remains of whole cities, for example. It’s rare to find entire houses, but just the bases of walls give an idea of what the house looked like. Much of what was on the floors of a house might have been preserved, too—coins, utensils, sometimes even skeletons!
- 5 Paleontologists dig to find skeletons, too. But they are looking for the skeletons of animals. They also find fossils. Fossils are formed when minerals seep<sup>1</sup> into stone layers and surround the remains of an animal or plant. The shape that is left is called a fossil.
- 6 Knowing that the lower layers were formed or built first, archaeologists can tell what kinds of tools and objects were made the earliest and what kinds were made later. They can track changes in how people lived at different times.

<sup>1</sup>**seep:** to flow slowly through small openings in something

Paleontologists do the same thing with animal bones and fossils. They track changes over millions of years: things like how animals developed and adapted and what species were around at the same time.

7 So you see? There's a lot to learn by digging!

"Why Diggers Dig" by Angela Murock. Copyright 2014 by Cricket Media.  
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**4 Part A**

How are paragraphs 1 and 2 connected in the passage “Why Diggers Dig”?

- Ⓐ They tell how the dirt is pressed down.
- Ⓑ They describe why dirt changes into stone.
- Ⓒ They explain why people like to dig for objects.
- Ⓓ They show how items are layered from oldest to newest.

**Part B**

What evidence from the passage **best** supports the answer to Part A?

- Ⓐ “Why do people who study animals and people of the past have to dig?” (paragraph 1)
- Ⓑ “Things pile up on top of earlier things.” (paragraph 1)
- Ⓒ “As plants grow, die, and rot away, they become new dirt.” (paragraph 2)
- Ⓓ “Water and wind move dirt.” (paragraph 2)

**5** What does the word **rare** mean in paragraph 4 of the passage “Why Diggers Dig”?

- Ⓐ not possible
- Ⓑ not common
- Ⓒ lucky
- Ⓓ curious

6 In the passage “Why Diggers Dig,” what do paleontologists learn from studying fossils?

- Ⓐ what food people ate
- Ⓑ how skeletons are formed
- Ⓒ how animals have changed over time
- Ⓓ why minerals run down into layers of stone

Refer to the passages “I Dig It!” and “Why Diggers Dig.” Then answer the questions.

**7 Part A**

How are the passages “I Dig It!” and “Why Diggers Dig” alike?

- Ⓐ They both include information about paleontologists.
- Ⓑ They both discuss a person’s experience digging for artifacts.
- Ⓒ They both give examples of things discovered during digs.
- Ⓓ They both explain how objects are found in the earth.

**Part B**

Select **one** piece of evidence from **each** passage that **best** supports the answer to Part A.

- Ⓐ “These clues might be pieces of pottery, old bones, coins, buttons, arrowheads, or shells.” (paragraph 2, “I Dig It!”)
- Ⓑ “She learned how to scrape slowly across the dirt and then to scoop the soil into a bucket.” (paragraph 5, “I Dig It!”)
- Ⓒ “Sometimes, archaeologists uncover the remains of whole cities, for example.” (paragraph 4, “Why Diggers Dig”)
- Ⓓ “They can track changes in how people lived at different times.” (paragraph 6, “Why Diggers Dig”)

## 8 Part A

What is a main idea of **both** passages?

- Ⓐ Discovering what can be found in the earth by digging is exciting.
- Ⓑ Learning how layers of dirt form helps people find a place to dig.
- Ⓒ Using the correct tools to dig safely for old items is important.
- Ⓓ Digging up objects can explain what life was like many years ago.

## Part B

Select **one** piece of evidence from **each** passage that **best** supports the answer to Part A.

- Ⓐ “She cleaned each artifact with a toothbrush, rinsed it, and placed it in an egg carton.” (paragraph 6, “I Dig It!”)
- Ⓑ “The soil holds a record of the past and of the people who also lived upon this land.” (paragraph 7, “I Dig It!”)
- Ⓒ “Fossils are formed when minerals seep into stone layers and surround the remains of an animal or plant.” (paragraph 5, “Why Diggers Dig”)
- Ⓓ “They track changes over millions of years: things like how animals developed and adapted and what species were around at the same time.” (paragraph 6, “Why Diggers Dig”)

**9** Both the passage “I Dig It!” and the passage “Why Diggers Dig” discuss archaeology. Based on the information in the passages, would you want to be an archaeologist? Why or why not?

Write a response to give your opinion about whether you would or would not want a job in archaeology. Be sure to include details from **both** passages to support your opinion.

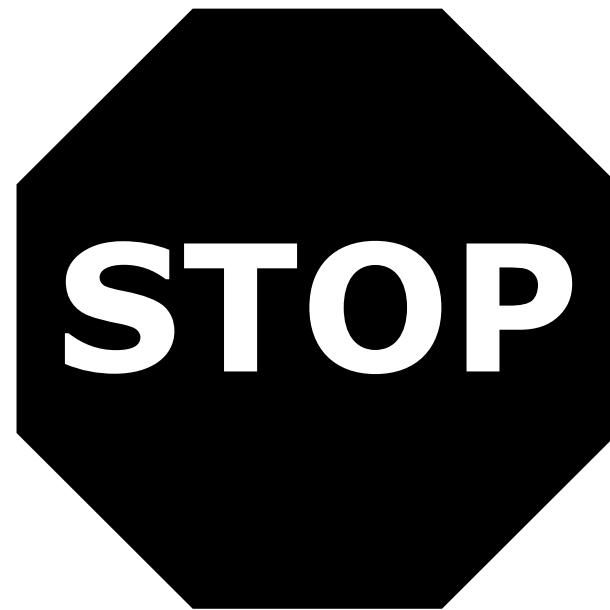
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**SERIAL #**



**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.

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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.

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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**1** 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.

**2** 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.

**3** 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.

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  
splashes and elbows  
15 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

30 and from the water  
lift their faces with  
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”?

- Ⓐ 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.
- Ⓑ 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.

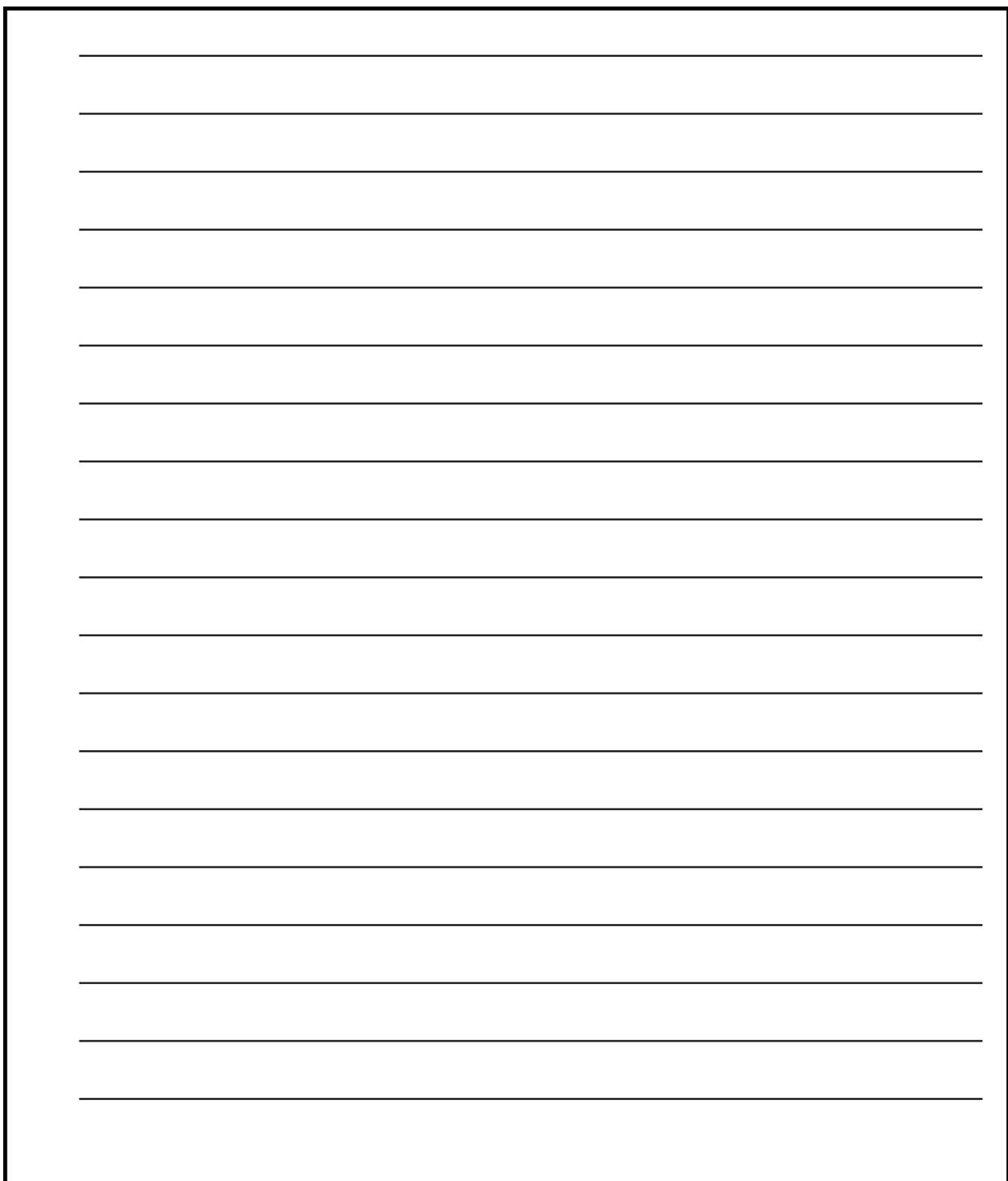
## Part B

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”)
- Ⓒ “I watch them/dive into the water. . . .” (lines 10–11, “Swimming to the Rock”)
- Ⓓ “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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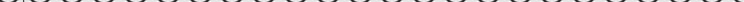


**You have come to the end of Section 4 of the test. Review your answers from Section 4 only.**



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