5 Idaho ISAT (Smarter Balanced)

English Language Arts

Grade 3

Practice Tests



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Reza Nazari

Grade 3 · Idaho · ISAT

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English Language Arts (ELA)
Practice Tests

Full-Length Practice for ISAT Preparation
and Academic Confidence

Reza Nazari

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Grade 3 English

English Language

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Questions: Varies by section **Duration:** No time limit

Important Test Information

These practice items follow the style of third-grade English Language assessments. Formats can vary by section: you may see reading passages and graphics, different kinds of questions, or other tasks—follow the instructions on each page.

Test-Taking Tips:

- Read each question and every answer choice before you decide.
- Look back at the reading material or graphic when a question is based on them.
- Work carefully—there is no time limit on these practice tests, so use the time you need.

Remember: Take your time, stay calm, and do your best. You've prepared well for this practice—you've got this!

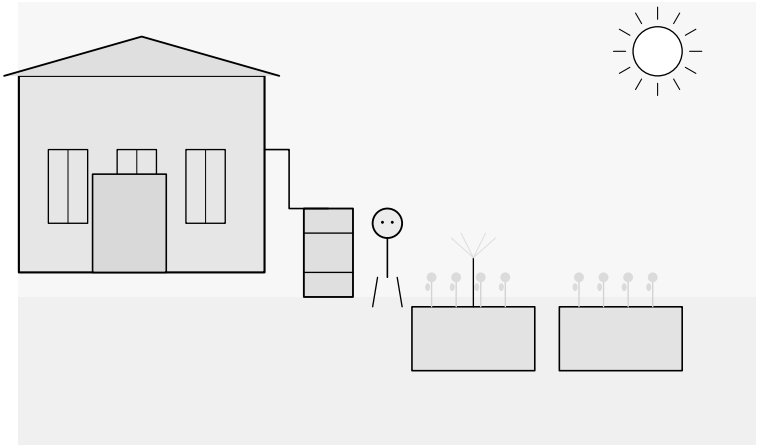


Adverb tables?
Scan for waves.

Scan Me

Read the passage below. Then answer questions 1–8.

The Rooftop Rain Barrel Project



1 At Pine Hill School, students noticed that the flower beds near the playground often looked dry by the end of the week. During hot months, the soil cracked, and the leaves drooped in the afternoon sun. The students wanted to help, but they knew the school should not waste water.

2 Then Mrs. Chen, the science teacher, shared an idea. She showed the class how rainwater flows from the roof into the gutters during storms. "What if we collected some of that water?" she asked. The students cheered and began planning a rain barrel project.

3 First, the class cleaned a large blue barrel and placed it beside the school building. A pipe carried rainwater from the roof into the top of the barrel. Near the bottom, a small spout let water flow into a watering can. When it rained, the barrel slowly filled.

4 The students soon discovered that the project did more than help the flowers. They measured how much water the barrel collected after different storms. They made charts, compared numbers, and guessed how long the water would last. Some students even wrote reports about what they learned.

5 On warm mornings, two helpers used the stored rainwater to water the garden. The marigolds looked brighter, and the tomato plants grew taller. The students felt proud each time they filled a watering can from the barrel instead of turning on a hose.

6 Now the rain barrel stands beside the school like a small reminder that smart ideas can make a big difference. Whenever dark clouds gather, students hurry to the windows. They smile because they know the next rainstorm will help their garden grow.

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1) What is the **central idea** of the article?

(A) Rainstorms are the only way plants can grow.
(B) Mrs. Chen wants every class to become scientists.
(C) The students built a rain barrel that helps save water and supports learning.
(D) Pine Hill School has the largest garden in the neighborhood.

Use the article "The Rooftop Rain Barrel Project" to answer this question.

2) What does the word *drooped* mean as it is used in paragraph 1?

(A) Turned bright green
(B) Bent downward weakly
(C) Made a rustling sound
(D) Stood tall and straight



Hot keys? Scan for fun.
Scan Me

18) How are Mira in the story and the speaker in the poem alike?

(A) Both want the parade to end quickly.
(B) Both are afraid of walking outside at night.
(C) Both feel inspired by the lanterns.
(D) Both are building lanterns for the first time.

Use both "The Lantern Parade" and "Little Lights" to answer this question.

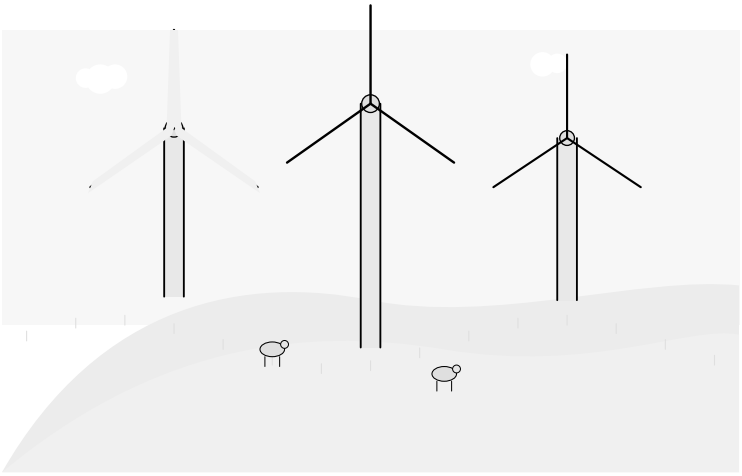
19) What important idea is found in both the story and the poem?

(A) Parades should only happen in summer.
(B) Walking in a crowd is always easy.
(C) Small lights can bring comfort and courage.
(D) Music is the most important part of every celebration.

Read the passage below. Then answer questions 20–26.



How Wind Turbines Help



1 On some wide, open hills, tall towers rise into the sky with huge blades attached to them. These towers are called wind turbines. When the wind blows, the blades spin, and the turbine helps make electricity.

2 A wind turbine works because moving air has energy. When the wind pushes the blades, they turn like giant pinwheels. Inside the turbine, the spinning motion helps power a machine called a generator. The generator changes that motion into electricity that homes, schools, and businesses can use.

3 One reason people build wind turbines is that wind is a renewable resource. This means it does not get used up in the same way that some fuels do. As long as the wind keeps blowing, turbines can keep turning.

4 Wind turbines can help reduce pollution because they do not burn fuel while making electricity. Many people like this idea because cleaner air is better for people, animals, and the environment.

5 Wind power also has challenges. Turbines work best in places where strong winds blow often. On very calm days, they may not produce much electricity. Building wind turbines can also cost a lot of money at first.

6 Even so, many communities use wind turbines as one part of their energy plan. Along with other sources of power, wind can help provide electricity in a cleaner way. For many people, those tall spinning blades are a sign of smart planning for the future.

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20) What is the **central idea** of this article?

(A) Wind turbines only work on rainy days.
(B) All communities should use only wind power.
(C) Wind turbines use moving air to make electricity and can help provide cleaner energy.
(D) Generators are the same as giant pinwheels.

Use the article "How Wind Turbines Help" to answer this question.

21) What does the word *renewable* mean as it is used in paragraph 3?

(A) Hidden underground
(B) Easy to carry
(C) Able to be used again and again
(D) Very expensive

Use the article "How Wind Turbines Help" to answer this question.

22) Why does the author include the information in paragraph 5?

(A) To explain how to build a kite
(B) To prove that turbines are dangerous
(C) To show that wind power has some limits and challenges
(D) To show that electricity is not useful

