5 Washington Smarter Balanced (SBAC)

English Language Arts

Grade 3

Practice Tests



Practice Smart. Score Higher.

Small Steps, Big Gains!

Small Steps, Big Gains!

Practice Master Achieve

Reza Nazari

Grade 3 · Washington · Smarter Balanced

5 Washington Grade 3
English Language Arts (ELA)
Practice Tests

Full-Length Practice for Smarter Balanced Preparation and Academic Confidence

Reza Nazari

Copyrighted Material

Copyright © 2026

Effortless Math Education Inc

Published by Effortless Math Education
www.effortlessmath.com

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the author, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law, including Section 107 or 108 of the 1976 United States Copyright Act.

This publication is independently produced and has no official connection to any state, district, or national testing program.

Test names and organizational names used herein are the property of their respective trademark holders.

Copyright © 2026

Copyrighted Material

Grade 3 English

English Language

1

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!

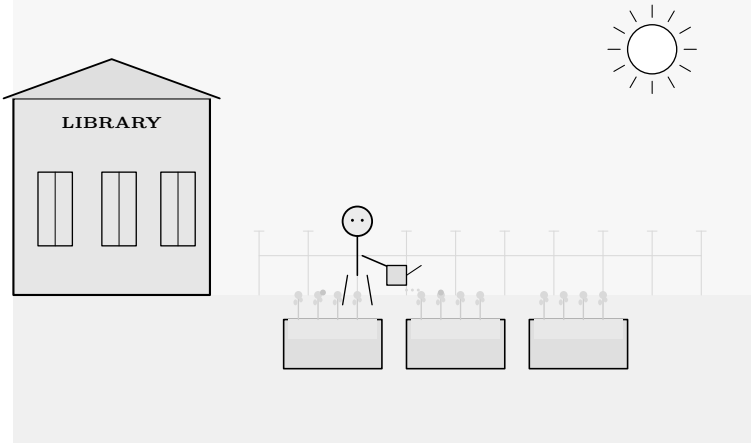


Brisk robots?
Raise the bar.

Scan Me

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

The Garden Beside the Library



1 Behind Maple Street Library, there is a small garden that was once an empty patch of dirt. Today, the space is full of bright flowers, tomato plants, and buzzing bees. Children stop to look at the garden before going inside to check out books.

2 The garden began when Mrs. Ramos, the librarian, noticed that many students loved reading books about nature. She had an idea. "What if we made a place where stories and plants could grow together?" she asked. Soon families, teachers, and neighbors brought seeds, tools, and watering cans.

3 Every Saturday morning, a small group of volunteers works in the garden. Some pull weeds. Some water the plants. Others paint colorful signs with the names of vegetables and flowers. One sign reads, "Sunflowers turn their faces to the light!" Another says, "Mint smells fresh when you rub the leaves."

4 The garden does more than make the library look pretty. It also helps people learn. Younger children count petals, measure stems, and watch butterflies land on flowers. Older students keep notebooks about what they see each week. They write down which plants grow fastest and which insects visit the garden most often.

5 The garden also helps the neighborhood. In summer, baskets of tomatoes and herbs are shared with nearby families. Visitors who come to the library often sit on the bench beside the garden to read quietly. Some say it is the calmest place on the whole block.

6 Mrs. Ramos smiles when she sees children kneeling in the soil with a book tucked under one arm. She says the garden reminds everyone that learning can happen anywhere. It can happen at a desk, in a library, or even beside a bed of marigolds glowing in the sun.

---

1) Which sentence best states the **central idea** of the article?

(A) Volunteers only work in the garden on Saturday mornings.
(B) Mrs. Ramos likes flowers more than books.
(C) Maple Street Library is the oldest building in the neighborhood.
(D) The garden beside the library helps people learn, share, and enjoy nature.

Use the article "The Garden Beside the Library" to answer this question.

2) In paragraph 2, what does the word *idea* mean?

(A) A plan or thought
(B) A type of library book
(C) A garden tool
(D) A kind of flower



Icy keys? Hear the beat.
Scan Me

Use the poem "Hilltop Wind" to answer this question.

16) What is the most likely reason the poet describes the wind as having "laughing hands" in line 3?

(A) To explain that someone is hiding on the hill
(B) To show that the speaker is afraid of the wind
(C) To make the wind seem playful and alive
(D) To show that the wind can really laugh

Use the poem "Hilltop Wind" to answer this question.

17) Which sentence **best** describes how the speaker feels in the poem?

(A) The speaker feels bored and wishes the wind would stop blowing.
(B) The speaker feels angry that the wind is too strong on the hill.
(C) The speaker feels joyful and excited as the kite fills with breeze, the wind hums a cheerful song, and the clouds seem bright and wide.
(D) The speaker feels afraid to let the kite climb into the sky.

Use both "The Kite with the Golden Tail" and "Hilltop Wind" to answer this question.

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

(A) Both enjoy the feeling of flying a kite in the wind.
(B) Both want to leave the hill quickly.
(C) Both are upset because the wind is too strong.
(D) Both are learning how to build a kite.

Firm cols? Scan to focus. Scan Me

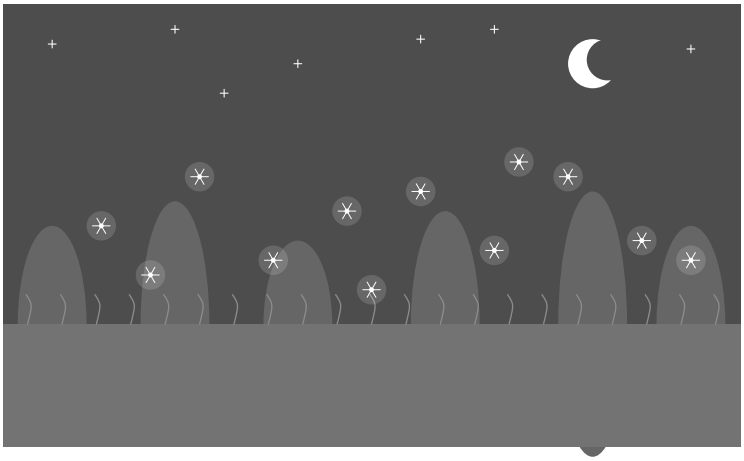
Use both "The Kite with the Golden Tail" and "Hilltop Wind" to answer this question.

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

(A) Wind can turn an ordinary moment into something special.
(B) Hills are dangerous places for children.
(C) People should not spend much time outdoors.
(D) Kites should only be flown in winter.

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

Why Fireflies Glow



1 On warm summer evenings, tiny lights sometimes blink above the grass. These lights come from insects called fireflies. Even though people often call them bugs, fireflies are actually a kind of beetle.

2 A firefly makes light inside its body through a special chemical reaction. This may sound complicated, but it simply means that certain materials mix together and produce light. Unlike a light bulb, a firefly's glow gives off very little heat. Because of this, scientists sometimes call it "cold light."

Scan Me
Owl pages? Banish bad bias.

3 Fireflies do not glow just to look pretty. They use their flashing lights to send messages. One firefly may blink in a certain pattern, and another firefly answers with a matching pattern. In this way, the insects can find others of their own kind.

4 Different kinds of fireflies flash in different ways. Some blink once and pause. Others flash several times in a row. In some places, large groups of fireflies even blink together at the same time. When this happens, a dark forest can look as if it is full of twinkling stars.

5 Fireflies spend much of their lives as larvae before they become flying adults. During that stage, they live close to the ground and eat tiny insects, snails, and slugs. Adult fireflies usually live only a short time, but they fill summer nights with light while they can.

6 Fireflies need safe places to live. Tall grass, damp soil, and dark nights all help them survive. Bright lights from buildings and streets can make it harder for fireflies to see one another's signals. People who want more fireflies in their yards can leave some wild spaces and turn off extra outdoor lights.

---

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

(A) Scientists use fireflies as light bulbs.
(B) Fireflies spend all their lives flying over grass.
(C) Fireflies are dangerous insects that should be avoided.
(D) Fireflies make light, use it to communicate, and need safe habitats.

Mega owls? Tame the tone. Scan Me