7 Full-Length Montana MAST

English Language Arts (ELA) Practice Tests

A Complete Guide to Building Mastery and Excelling on the English Test

Grade 3



Practice Master Achieve

Reza Nazari

Grade 3 · Montana · MAST

7 Montana Grade 3
English Language Arts (ELA)
Practice Tests

Full-Length Practice for MAST 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.

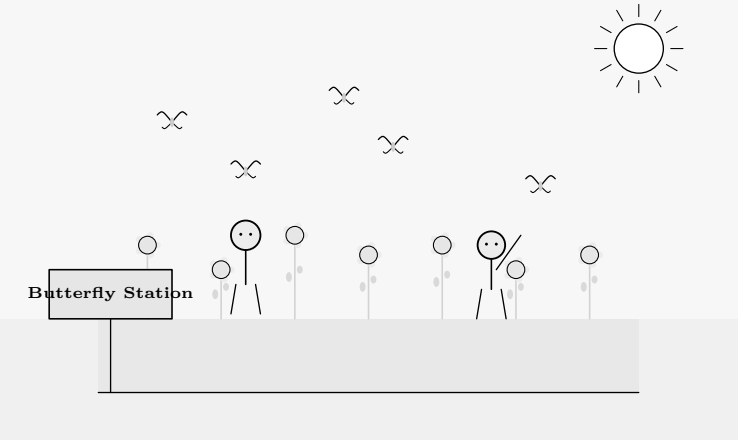
Test-Taking Tips:

- 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!

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

The Schoolyard Butterfly Station



1 At Cedar Grove Elementary, a sunny corner of the playground has become a special place for butterflies. What used to be a patch of plain grass is now filled with bright flowers, smooth stones, and a little sign that says *Butterfly Station*. Students visit the area during recess and science lessons to watch butterflies flutter from bloom to bloom.

2 The project began when Ms. Lopez's class read a book about pollinators. The students learned that butterflies help plants by carrying pollen from one flower to another. They also discovered that butterflies need safe places to rest, drink, and lay eggs. Soon the class decided to create a butterfly-friendly space at school.

3 First, the students chose flowers with bright colors and sweet nectar. Then they added flat rocks for butterflies to rest on in the sun. They placed a shallow dish of water nearby with pebbles in it so butterflies could land safely while they drank. Some students painted small signs to label the flowers.

4 After a few weeks, butterflies began to appear. Orange ones drifted over the zinnias. Pale yellow ones circled the marigolds. One afternoon, the class even spotted a black butterfly with blue markings resting on a purple flower. Students wrote down what they saw in observation notebooks.

5 The Butterfly Station became more than just a garden. It turned into an outdoor classroom. Students counted butterflies, compared the flowers they visited most, and drew careful pictures of wings and patterns. Some children who used to rush through recess now stopped quietly to watch the butterflies move.

6 Ms. Lopez says the Butterfly Station teaches an important lesson. Small actions can help living things in a big way. Every flower planted by the students made the schoolyard a little brighter and a little more welcoming for the tiny visitors on the wind.

---

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

(A) Marigolds are the most important flowers in any garden.
(B) A class created a butterfly-friendly garden that helps butterflies and students learn.
(C) Recess should always take place near flowers.
(D) Butterflies only visit schools that have large playgrounds.

Use the article "The Schoolyard Butterfly Station" to answer this question.

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

(A) Colorful and exciting
(B) Large and crowded
(C) Simple and ordinary
(D) Wet and muddy



Icy start? Scan for mugs.
Scan Me

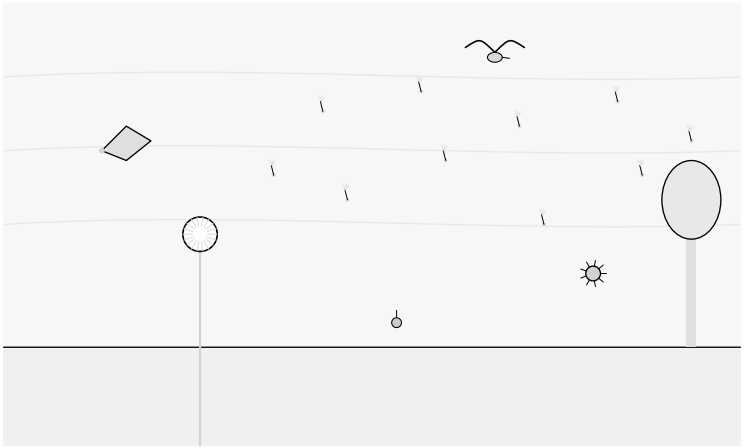
Use both "The Music in the Tunnel" and "Echo Song" to answer this question.

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

(A) Quiet places are never interesting.
(B) Music should always be played outdoors.
(C) Sound can make an ordinary place feel special.
(D) Only professional musicians enjoy echoes.

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

How a Seed Travels



1 A seed may look small and still, but it can travel in surprising ways. Some seeds fly through the air. Some stick to an animal's fur. Others float on water or drop to the ground close to the plant that made them. Each kind of seed has its own way of finding a new place to grow.

2 One of the most familiar traveling seeds comes from the dandelion. Each tiny seed hangs below a soft, fluffy top. When the wind blows, the seed can lift into the air and drift away. This helps the plant spread its seeds to different places.

Brisk robots? Raise the bar.
Scan Me

3 Some plants make seeds with hooks or sticky surfaces. These seeds can cling to a passing animal. The animal may carry the seed for a long distance before it falls off. In this way, a seed can reach a place the parent plant never could.

4 Other seeds travel by water. A coconut is a good example. Its hard shell helps protect it while it floats. Water can carry it from one shore to another before it finally comes to rest and begins to grow.

5 No matter how a seed travels, its journey has a purpose. The seed needs to find soil, water, sunlight, and enough space to grow. If too many seeds land in the same spot, they must compete for what they need.

6 The next time you see a seed spinning through the air or stuck to your sock, remember that it is not just moving around by accident. It is on a journey to begin a new plant life somewhere else.

---

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

(A) All seeds travel by wind.
(B) Plants do not need space to grow.
(C) Seeds can travel in different ways to find new places to grow.
(D) Coconuts are the heaviest seeds in the world.

Use the article "How a Seed Travels" to answer this question.

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

(A) To break into pieces
(B) To hold on tightly
(C) To fall quickly
(D) To shine brightly

Use the article "How a Seed Travels" to answer this question.

22) Why does the author include the example of a dandelion in paragraph 2?

(A) To show that all plants have fluffy tops
(B) To explain why dandelions need animals
(C) To give a clear example of a seed that travels by wind
(D) To compare flowers with trees

Use the article "How a Seed Travels" to answer this question.

23) Which detail best supports the idea that seeds travel for a reason?

(A) Some seeds have fluffy tops.
(B) A coconut has a hard shell.
(C) A seed needs soil, water, sunlight, and enough space to grow.
(D) Seeds may stick to socks.

Use the article "How a Seed Travels" to answer this question.

24) Which sentence from the article is an **opinion**?

(A) A coconut can float on water.
(B) Seeds need sunlight to grow.
(C) A seed may look small and still, but it can travel in surprising ways.
(D) Some seeds stick to an animal's fur.

Use the article "How a Seed Travels" to answer this question.



Icy keys?
Hear the beat.
Scan Me