7 Full-Length Vermont VTCAP

English Language Arts (ELA) Practice Tests

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

Grade 3



Practice Master Achieve

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Grade 3 · Vermont · VTCAP

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

Full-Length Practice for VTCAP Preparation
and Academic Confidence

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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!

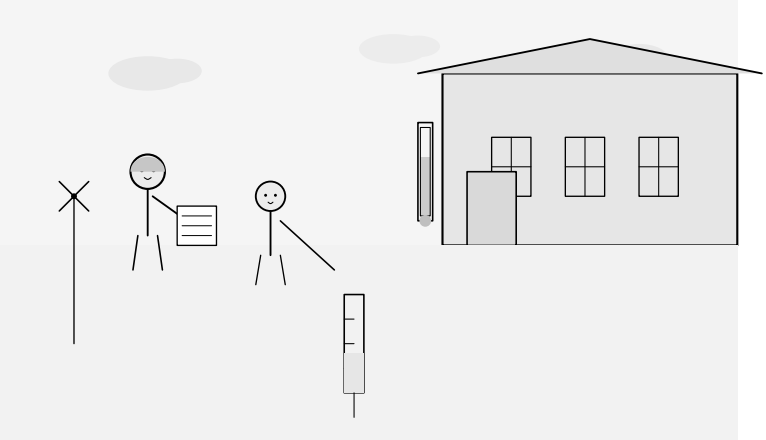


Reading books?
Scan for facts.

Scan Me

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

The Weather Watchers Club



1 At Brookside Elementary, a group of third graders started something called the Weather Watchers Club. They wanted to know more about the world above them, so they began studying wind, rain, clouds, and temperature. What began as a small science idea soon became one of the most exciting parts of the school week.

2 Every morning before class, two students go outside with clipboards. They check a thermometer, look at the clouds, and measure any rain that has fallen into a clear gauge. Then they write down what they see. By the end of the week, the club has a page full of weather notes.

3 The students also built simple tools to help them observe the weather. They made a wind spinner that turns when air moves across the playground. They painted a cloud chart to help identify shapes in the sky. One student even brought a small ruler from home to help measure puddles after storms.

4 Soon the class began to notice patterns. Some windy days were followed by cooler temperatures. Dark gray clouds often appeared before rain. After several sunny days in a row, the garden soil near the fence became dry and cracked. The students were not just watching the weather. They were learning how it affects the world around them.

5 The Weather Watchers Club also helped the whole school. On rainy mornings, the club wrote short weather updates for the announcements. On very hot days, they reminded classes to bring water bottles outside. The kindergartners especially liked hearing whether it would be a good day for bubbles at recess.

6 Mrs. Patel, the science teacher, says the club shows that careful observation can turn ordinary days into discoveries. Now, whenever a breeze picks up or clouds roll in, students hurry to the windows with curious eyes. For them, the sky has become a giant book that changes every day.

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

(A) Kindergartners like bubbles more than weather.
(B) Rain gauges are the most important school tool.
(C) Brookside Elementary only studies science outside.
(D) The Weather Watchers Club helps students observe weather and learn from it.

Use the article "The Weather Watchers Club" to answer this question.

2) What does the word *patterns* mean as it is used in paragraph 4?

(A) Repeated happenings that can be noticed
(B) Bright colors painted on paper
(C) A kind of strong storm
(D) Tools used for measuring rain



Hot bits? Scan to grow.
Scan Me

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

(A) Both are upset about getting wet.
(B) Both are excited by watching a small boat travel on water.
(C) Both want the boat to sink.
(D) Both are building a wooden bridge.

Use both "The Paper Boat Race" and "Stream Song" to answer this question.

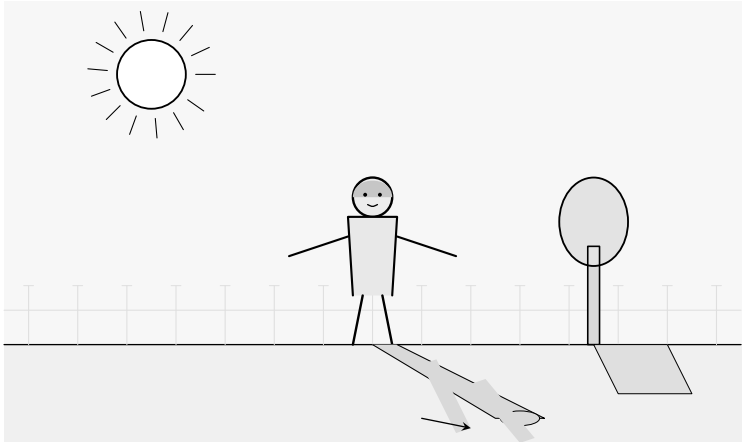
19) What important idea is found in both the story and the poem?

(A) Only races make stories interesting.
(B) Small things can have exciting adventures.
(C) Paper should never be folded.
(D) Streams are always dangerous.

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



How Shadows Change



1 Have you ever noticed that your shadow does not stay the same all day? In the morning, it may stretch long across the ground. At noon, it may look much shorter. Later in the afternoon, it grows long again, but it points in a different direction.

2 A shadow forms when an object blocks light. If the sun shines on one side of you, light cannot reach the ground on the other side. That darker shape is your shadow.

3 Shadows change because the sun appears to move across the sky during the day. In the morning and late afternoon, the sun is lower in the sky. That makes shadows longer. Around noon, the sun is higher overhead, so shadows become shorter.

4 The direction of a shadow changes too. Since the sun appears in different parts of the sky during the day, the shadow points in a different direction. This is why a shadow that points one way in the morning may point another way later.

5 People can learn a lot from shadows. Long ago, some people used shadows to help tell time. Today, students can use shadows to learn about the movement of sunlight. A simple shadow can teach an important science idea.

6 The next time you are outside on a sunny day, stop and look down. Your shadow is not just following you around. It is changing along with the light above you.

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

(A) Shadows change during the day because of the sun's position in the sky.
(B) Only students have shadows.
(C) Noon is the best time to play outside.
(D) Light never changes.

Use the article "How Shadows Change" to answer this question.

21) What does the word *forms* mean as it is used in paragraph 2?

(A) Breaks apart
(B) Moves underground
(C) Begins to exist
(D) Sings softly

Use the article "How Shadows Change" to answer this question.

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

(A) To compare shadows with rain
(B) To show that shadows can be useful for learning
(C) To prove that shadows are dangerous
(D) To explain why clouds are gray

