7 Full-Length Wyoming WY-TOPP

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 · Wyoming · WY-TOPP

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

Full-Length Practice for WY-TOPP 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

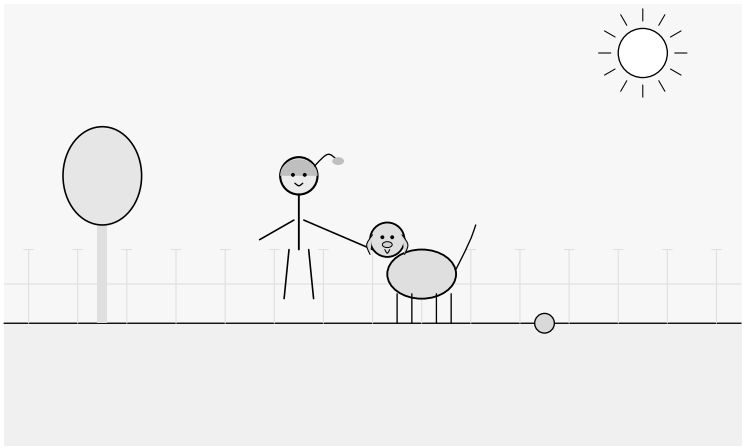
These practice items follow the style of third-grade English Language assessments. Formats can vary by section: you may see reading passages and graphics, different kinds of questions, or other tasks—follow the instructions on each page.

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 and the illustration below. Then answer questions 1–8.



A child and her golden retriever enjoy a sunny afternoon together

How Dogs Became Our Best Friends

1 Of all the animals that share our homes and our lives, none has a closer bond with humans than the dog. From tiny Chihuahuas to giant Great Danes, there are more than 340 breeds of dogs in the world today—and every single one of them descended from wolves. The story of how wild wolves became loyal, loving companions is one of the most fascinating tales in all of science.

From Wolves to Dogs

2 Scientists believe that dogs were domesticated—tamed from wild animals and adapted to live with humans—somewhere between 15,000 and 40,000 years ago. No one knows exactly how it happened, but the most popular theory is that some wolves began following early human hunters to feed on the scraps of food left behind. The wolves that were less afraid of people, and less aggressive, were allowed to stay closer. Over many generations, these friendlier wolves slowly changed both in body and behavior until they became a separate species: the domestic dog.

Built to Connect

3 Dogs have evolved some remarkable abilities that help them connect with people. Research shows that dogs can understand dozens—sometimes hundreds—of human words. Some dogs have been trained to recognize more than a thousand different objects by their names. More impressively, dogs can read human emotions. They notice when a person is sad, frightened, or excited, often before other people do. A dog that nuzzles a crying child is not just being friendly—it is responding to a signal it has learned to read over thousands of years.

Partners in Work

4 Throughout history, humans have relied on dogs for much more than companionship. Dogs have herded sheep, guarded homes, and pulled sleds across frozen tundra. Today, dogs serve as guides for people who are blind, as detectors of explosives and illegal substances for law enforcement, and as therapy animals that visit hospitals and schools. Military working dogs serve alongside soldiers in some of the world's most dangerous locations.



Sonnet charts? More on site.

Scan Me

Use the story "The Kite That Touched the Clouds" to answer this question.

13) How does paragraph 12 contribute to the **resolution** of the story?

(A) It shows Marcus arguing with Grandpa about the kite's value.
(B) It describes Grandpa's plan to buy Marcus a different kite.
(C) It shows Marcus understanding that giving the kite its freedom was more important than who owned it.
(D) It introduces a new conflict about who should keep the kite.

Use the story "The Kite That Touched the Clouds" to answer this question.

14) In the story, what does the kite sitting in its box for years most likely **represent**?

(A) The kite represents the difference between what children and adults enjoy.
(B) The kite represents something wonderful that was kept locked away by fear, waiting to finally be set free.
(C) The kite represents Grandpa's dislike of outdoor activities.
(D) The kite represents a family heirloom that is too valuable to use.

Read the poem. Then answer questions 15–16.



Fun read!
Scan for QR.
Scan Me

Lift

I built a kite from paper thin
and sticks of balsa wood,
and every knot I tied so tight
just like I knew I should.

The first time that I let it go
it dove and struck the ground.
I smoothed the crinkled paper back
without a sigh or sound.

The second time it lurched and dipped
and shuddered left and right.
But something in its wobble told
me: give it room and height.

The third time was the one. It climbed
in spirals, high and free,
until it seemed the kite forgot
it was attached to me.

And there I stood with string in hand,
part earthbound, partly sky—
the kite had found its lift at last
and so, I think, had I.

15) What does the word *lurched* most likely mean in line 9?

(A) moved in a sudden, unsteady jerk
(B) spun in a perfect circle
(C) fell straight down without moving
(D) floated smoothly and gently

Use the poem "Lift" to answer this question.

16) In lines 17–20, the speaker says they stood "part earthbound, partly sky" and that the kite had found its lift—"and so, I think, had I." What do these lines most likely mean?

(A) The kite pulled the speaker into the air because the wind was too strong.
(B) The speaker decided to give the kite to someone else who could fly it better.
(C) The speaker felt both grounded and uplifted at the same time, and discovered their own sense of freedom and achievement through the kite.
(D) The speaker learned to fly the kite so well that they were able to float off the ground.

Use the poem "Lift" to answer this question.

17) Which sentence **best** describes how the speaker's feelings about the kite **change** from the beginning to the end of the poem?

(A) The speaker begins sure the kite will fly perfectly and ends disappointed that kites are illegal.
(B) The speaker begins with failed flights and frustration but ends joyful and uplifted when the kite soars and the speaker feels a personal sense of lift, too.
(C) The speaker begins by giving the kite away and ends wishing they had never tried.
(D) The speaker begins bored with the wind and ends angry at the person who built the kite.

Big coda? More on site. Scan Me