6 Washington Smarter Balanced (SBAC)

English Language Arts Practice Tests

for Grade 3

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Reza Nazari

Grade 3 · Washington · Smarter Balanced

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

Full-Length Practice for Smarter Balanced Preparation and Academic Confidence

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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!

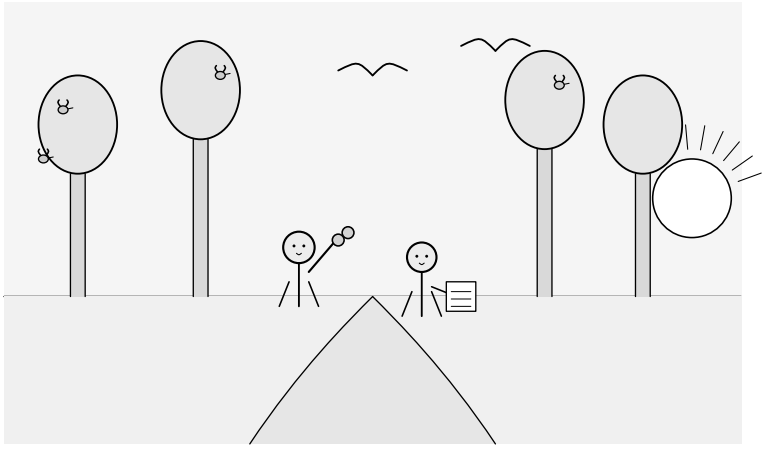


Myth posters?
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Read the passage below. Then answer questions 1–8.

The Sunrise Bird Walk



1 Every Thursday before school, a group of third graders meets at the park beside Oak Street. They call themselves the Sunrise Bird Walkers. While most of the neighborhood is still quiet, the students step onto the path with notebooks, binoculars, and listening ears.

2 Their teacher, Mr. Reed, started the club after noticing how many birds visited the park in the early morning. He explained that birds are often easiest to hear and see soon after sunrise. At that time of day, the air is cooler, the path is calmer, and the birds are busy calling to one another.

3 On each walk, the students stop near the pond, the tall pine trees, and the open field. They listen for chirps, whistles, and trills. Then they try to match the sounds with the birds they see. Some mornings they spot robins hopping in the grass. On other days they watch bright finches flutter through the branches.

4 The club keeps careful records of what it finds. Students write down the weather, the time, and the kinds of birds they notice. They also sketch feathers, beaks, and wing shapes in their notebooks. Over time, they have learned that some birds appear often while others visit only once in a while.

5 The Sunrise Bird Walk has helped the students in another way too. It has taught them to slow down and pay attention. Instead of rushing past the trees, they now notice small details, such as a flutter in the leaves or a nest tucked between branches.

6 Mr. Reed says the club is not only about birds. It is also about curiosity. When students ask questions, observe carefully, and look again, an ordinary park can become full of discovery.

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

(A) Notebooks are the most important school supply.
(B) A group of students takes early bird walks to observe birds and learn to notice nature more carefully.
(C) Parks should only be visited in the morning.
(D) Robins are easier to see than other birds.

Use the article "The Sunrise Bird Walk" to answer this question.

2) What does the word *trills* mean as it is used in paragraph 3?

(A) Small nests
(B) Types of trees
(C) Kinds of bird sounds
(D) Morning shadows

Rhyme words? Scan to start. Scan Me

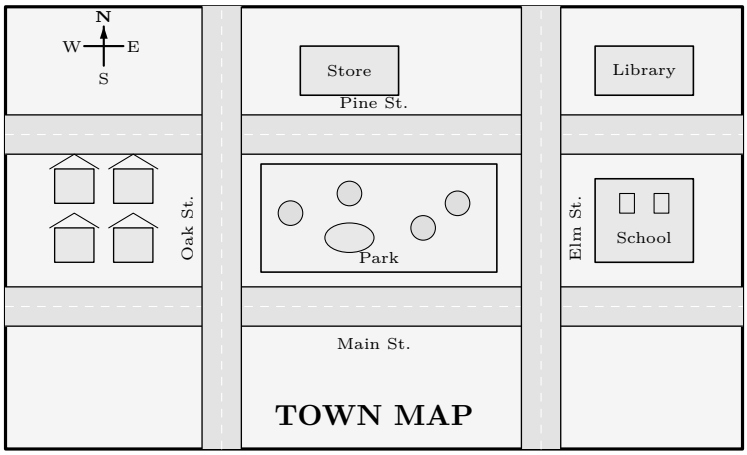
Use both "The Giant Bubble" and "Bubble Morning" to answer this question.

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

(A) Brief moments can still feel special and unforgettable.
(B) Bubbles should always be caught by hand.
(C) Rain is better than sunshine.
(D) Dogs do not like bubbles.

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

How a Map Helps



1 A map is a drawing that shows where places are. It can help people understand how to get from one place to another. Maps can show roads, parks, rivers, buildings, and many other features.

2 A map is usually much smaller than the real place it shows. Because of this, mapmakers use symbols and labels to stand for real things. A blue shape might stand for a lake, and a small picture of a tree might show a park.



Big cards? Mind the gap.
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3 Many maps also include a compass rose. This symbol shows directions such as north, south, east, and west. Knowing direction can help a person understand where things are located on the map.

4 A map may also include a key. A key explains what the symbols on the map mean. Without a key, a person might see a picture or color on the map but not know what it stands for.

5 People use maps in many ways. A family might use one to find a trail in a park. A traveler might use one to understand a new town. Students may use maps in class to study neighborhoods, states, or countries.

6 Maps are helpful because they turn large places into something people can read and understand. They help us see where things are, how places connect, and which way to go.

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

(A) Parks are the most important places on maps.
(B) Maps help people understand where places are and how to move from one place to another.
(C) Every map must be large and colorful.
(D) Travelers should never ask for directions.

Use the article "How a Map Helps" to answer this question.

21) What does the word *features* mean as it is used in paragraph 1?

(A) Funny stories
(B) Things that are part of a place
(C) Weather problems
(D) Kinds of paper

Use the article "How a Map Helps" to answer this question.

22) Why does the author include the information in paragraph 4?

(A) To prove that all maps look the same
(B) To show how to draw a compass rose
(C) To compare maps with books
(D) To explain why a map key is important

Use the article "How a Map Helps" to answer this question.

23) Which detail best supports the idea that maps use symbols?

(A) Travelers may use maps in new towns.
(B) Maps may show roads.
(C) A blue shape might stand for a lake.
(D) Maps are smaller than real places.

Use the article "How a Map Helps" to answer this question.

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

(A) A key explains what symbols mean.
(B) A map is a drawing that shows where places are.
(C) Maps are helpful because they turn large places into something people can read and understand.
(D) Many maps include a compass rose.



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