

# Tennessee Comprehensive Assessment Program TCAP

## English Language Arts Grade 3 | Practice Test



*Please PRINT all information in the box.*

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

**All practice test items represent the appropriate grade level/content standards—however, the practice test may contain item types that no longer appear on the operational assessment.**



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**Test Administrator Instructions:**

This practice test has one subpart divided into three sections. It is recommended that you print one copy of this practice test and pull the answer key and teacher script before copying and distributing the practice test to your students. The answer key is found at the end of the practice test. This practice test is representative of the operational test but is shorter than the actual operational test. To see the details about the operational test, please see the blueprints located on the Tennessee Department of Education website.



**Do not go on to the next page until told to do so.**

Read the sample passage and answer the sample questions that follow. **Mark your answers in your test booklet.**

## The Camping Trip

- 1 "I wish I could be out in the woods with my friends right now," Sam thought to himself. He and his friends had planned a camping trip with their parents, but Sam couldn't go. He had to stay home because he was sick with a bad cold.
- 2 That evening, Sam's mother came into his bedroom. "I have a surprise," Mom said. Sam glumly followed her to the basement and saw that she had set up a tent. "I'm sorry you had to miss the trip," Mom said. "I thought we could have our own indoor adventure." Mom and Sam spent the evening on sleeping bags in the basement. They watched a nature program on television and talked about their favorite things to do outdoors. After dinner, Mom even made s'mores for dessert. Sam was still sorry to have missed the trip, but he and Mom had their own fun camping indoors.

### Sample 1: Multiple choice (one correct response)

- 1** What lesson does Sam learn in the passage?
- Ⓐ It is important to rest when you are sick.
  - Ⓑ Good planning is important for a fun trip.
  - Ⓒ Friends should try to help each other.
  - Ⓓ Even bad days can include fun adventures.

**Sample 2: Two-part multiple choice (with evidence responses)**

**2** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

What is the meaning of the word glumly in paragraph 2?

- Ⓐ quickly
- Ⓑ sadly
- Ⓒ carefully
- Ⓓ surprisingly

**Part B**

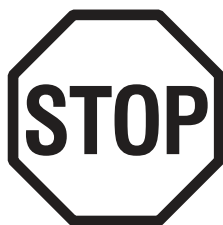
Which sentence from the passage helps the reader understand the meaning of glumly?

- Ⓐ "I wish I could be out in the woods with my friends . . ." (paragraph 1)
- Ⓑ "He and his friends had planned a camping trip . . ." (paragraph 1)
- Ⓒ "I thought we could have our own indoor adventure." (paragraph 2)
- Ⓓ "They watched a nature program on television . . ." (paragraph 2)

**Sample 3: Multiple choice (one correct response)**

**3** Which word from the passage can be made into a new word by adding the suffix **-ful**?

- Ⓐ thought
- Ⓑ cold
- Ⓒ trip
- Ⓓ stay



**Do not go on to the next page until told to do so.**

Read the passage and answer the questions that follow.

## Excerpt from “Canning Day”

by Pegi Deitz Shea

*The passage begins as Angelo and his great-aunt, Zia, are cooking and peeling tomatoes to put them in jars.*

1 Angelo watched Zia put a peeled tomato into a jar. “Now *you* try.”

2 Angelo peeled and cored a tomato the size of a softball. But when he tried to squeeze it into the jar, it squirted all over Zia’s hair.

3 “I’m sor—,” he started to say. He ducked. Zia was shooting seeds back at him. Some landed on his cheek.

4 “Italian freckles, I call ‘em,” Zia declared.

5 Angelo laughed. “Zia, you look like bread sopped with sauce.”

6 “I *do* love my tomatoes.” Zia sighed. “You can make winter smell like summer just by prying open a jar. *Fffft!* It even sounds great.”

7 “Is that why you go to all this trouble?”

8 “You call this trouble?” Zia stretched her arms out and twirled around. “I call it joy.”

9 “But you can just buy cans of tomatoes at the store, like Mom does.”

10 “Dust bunnies in ketchup is what *they* taste like!” Zia said.

11 They filled, cleaned, and capped the jars. Zia handed Angelo tongs that looked like a dinosaur’s jaw. She showed him how to place the jar on a rack inside a pot that covered the whole stove.

12 “How long does this cook?” Angelo asked.

13 “About an hour. Then we put more jars in.”

14 “It’ll take all day!”

15 “Isn’t that wonderful?” Zia kissed Angelo’s cheek. “Time to get more tomatoes.”

- 16 Outside, Angelo plucked a plump tomato and chomped down on it. Juice gushed out. He leaned forward, letting the liquid run off his chin onto the ground. "Well, that one was ready," he said, after eating the whole thing.
- 17 Angelo examined a stem of a tomato plant. He wondered how something so fragile could be so strong.
- 18 Then he looked over at his great-aunt, and he knew.
- 19 The next morning when Angelo and his parents pulled up in two vehicles, Zia Angelina was ready to go. She pointed to a jar of tomatoes on the sparkling-clean counter.
- 20 "For me?" Angelo asked.
- 21 Zia pinched his cheek. "Save it for a snowy day." She turned to Dad. "Would you please put that canning pot on the curb for the charity pickup?"
- 22 "But, Zia," Angelo said, "aren't you bringing it?"
- 23 Zia shook her head. "Got no room to grow tomatoes at the apartments. Everything's set up there so you don't have to lift a finger."
- 24 Angelo thought Zia didn't look so strong all of a sudden. He wondered if they'd ever can tomatoes again.
- 25 Outside, Dad helped Zia into the pickup truck. He started the engine.
- 26 Angelo walked to the curb and nudged the canning pot with his toe. "Think there's room?" he asked Mom.
- 27 "Zia said she didn't want it," Mom reminded him.
- 28 "No, I mean at *our* house," Angelo said.

Excerpt from "Canning Day" by Pegi Deitz Shea. Reprinted from *Highlights for Children*, August 2008, Vol. 63, No. 8, © 2008 by Highlights for Children, Inc. Used by permission of the publisher via Copyright Clearance Center.

- 1 The following item has two parts. Answer Part A and then answer Part B.

**Part A**

Which word **best** describes Zia in paragraphs 1 through 8?

- Ⓐ serious
- Ⓑ lively
- Ⓒ curious
- Ⓓ careful

**Part B**

Which detail from the passage supports the answer to Part A?

- Ⓐ “Now *you* try.” (paragraph 1)
- Ⓑ “I *do* love my tomatoes.” Zia sighed.” (paragraph 6)
- Ⓒ “Is that why you go to all this trouble?” (paragraph 7)
- Ⓓ “Zia stretched her arms out and twirled around. ‘I call it joy.’” (paragraph 8)

- 2 Why are paragraphs 11 through 15 important to the passage?

- Ⓐ The paragraphs show how much Zia likes the long process of canning tomatoes.
- Ⓑ The paragraphs suggest that Angelo would rather be doing something else.
- Ⓒ The paragraphs show that Zia needs Angelo’s help to can tomatoes.
- Ⓓ The paragraphs suggest that Angelo has a hard time learning from Zia.



- 3 The following item has two parts. Answer Part A and then answer Part B.

**Part A**

Which sentence **best** describes Zia’s point of view in the passage?

- Ⓐ Canning is the only way to use up tomatoes in a garden.
- Ⓑ Canning is a good hobby because it creates something useful.
- Ⓒ Canned tomatoes made at home have a special taste and scent.
- Ⓓ Canned tomatoes from a store are sweeter and fresher than hers.

**Part B**

Which detail from the passage supports the answer to Part A?

- Ⓐ ““You can make winter smell like summer just by prying open a jar.””  
(paragraph 6)
- Ⓑ ““But you can just buy cans of tomatoes at the store, like Mom does.””  
(paragraph 9)
- Ⓒ ““Outside, Angelo plucked a plump tomato and chomped down on it.””  
(paragraph 16)
- Ⓓ ““She pointed to a jar of tomatoes on the sparkling-clean counter.””  
(paragraph 19)

- 4 What do paragraphs 26 through 28 show about Angelo?

- Ⓐ He believes that Zia is making a mistake and will want her canning pot back.
- Ⓑ He thinks that the pot can be used for things other than canning.
- Ⓒ He enjoys canning tomatoes and wants to continue doing it in the future.
- Ⓓ He wants to make sure Zia has the chance to can tomatoes in her new home.

- 5 Which sentence **best** states the central message of the passage?
- Ⓐ Unused objects should be given to others to enjoy.
  - Ⓑ Spending time with and learning from older family members is important.
  - Ⓒ Working hard and doing difficult tasks can be fun when family is there.
  - Ⓓ Food preparation skills can be interesting to learn.
- 6 Which phrase from paragraph 16 **best** shows the meaning of the word gushed?
- Ⓐ “. . . plump tomato . . .”
  - Ⓑ “. . . leaned forward . . .”
  - Ⓒ “. . . the liquid run off his chin . . .”
  - Ⓓ “. . . eating the whole thing.”

- 7 Read this sentence about the passage.

**After twenty minutes, the tomatoes were uncooked.**

Based on the prefix **un-**, what is the meaning of the word uncooked?

- Ⓐ not cooked
- Ⓑ cooked again
- Ⓒ cooked slowly
- Ⓓ well cooked

- 8 Read this sentence from paragraph 10.

**“Dust bunnies in ketchup is what *they* taste like!”**

What does Zia mean when she describes canned tomatoes in this sentence?

- Ⓐ They taste like sugar.
- Ⓑ They taste spicy.
- Ⓒ They taste like soil.
- Ⓓ They taste terrible.

Read the passage and answer the questions that follow.

## “The Snowman’s Gift”

by Marcia Wuest

1 When a snowman melts, it leaves us a gift that lasts all year. To find out what this gift is, let’s take a closer look at what happens to the snowman.

2 It has to be warm outside for a snowman to melt. As the sun shines, it makes heat. We can’t see heat, but we know it’s there because we feel the warmth on our hands and faces.

3 The snowman gets smaller and smaller as it melts, until we can’t see it at all. Where did it go?

4 As the snowman melts, it turns into water. If you look carefully at snow, you’ll see that it’s actually small pieces of ice (called crystals) that are stuck together. When they get warm, the crystals change from ice into water.

5 But where does the water from the snowman go? The ground acts like a sponge and soaks up the water. As the water seeps into the ground, it finds lots of things that are thirsty. The water might find grass roots, flower bulbs, or tree roots.

6 So that’s the snowman’s year-round gift — water!

7 Without water, we wouldn’t have colorful flowers to look at in the spring. Without water, we wouldn’t have soft, green grass to run barefoot on in the summer. Without water, we wouldn’t have strong, tall trees to climb in the fall. Water helps all of these things grow. The snowman’s gift lasts all year.

“The Snowman’s Gift,” by Marcia Wuest. Published in *Ladybug*, January 2015, Vol. 25, No. 4, © 2015 by Marcia Wuest/Carus Publishing Company/Cricket Media. Used by permission of the publisher via Copyright Clearance Center.

- 9 How do the details in paragraph 4 support the main idea of the passage?
- Ⓐ by telling how ice and water are different
  - Ⓑ by telling how heat causes crystals to form
  - Ⓒ by telling how ice and crystals are alike
  - Ⓓ by telling how heat causes snow to become water
- 10 Which sentence **best** states the main idea of the passage?
- Ⓐ Snow is made up of crystals.
  - Ⓑ Snow disappears in the heat.
  - Ⓒ Melted snow gives water to plants.
  - Ⓓ Melted snow helps flowers become colorful.
- 11 Which sentence **best** explains the relationship between the sun and the ice?
- Ⓐ The sun turns the ice into crystals.
  - Ⓑ The sun turns the ice into water.
  - Ⓒ The sun makes the ice seem colder.
  - Ⓓ The sun makes the ice go into the ground.

- 12** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

How does the author support the point that the snowman’s gift lasts all year?

- Ⓐ The author tells how the snowman’s gift helps plants grow.
- Ⓑ The author tells how the snowman’s gift keeps the ground dry.
- Ⓒ The author suggests that the snowman’s gift makes people happy.
- Ⓓ The author suggests that the snowman’s gift causes ice to form.

**Part B**

Which sentence from the passage supports the answer to Part A?

- Ⓐ “We can’t see heat, but we know it’s there because we feel the warmth on our hands and faces.” (paragraph 2)
- Ⓑ “If you look carefully at snow, you’ll see that it’s actually small pieces of ice (called crystals) that are stuck together.” (paragraph 4)
- Ⓒ “When they get warm, the crystals change from ice into water.” (paragraph 4)
- Ⓓ “The water might find grass roots, flower bulbs, or tree roots.” (paragraph 5)

- 13** According to the process described in the passage, what happens after the ice crystals change into water?

- Ⓐ The sun heats up the water.
- Ⓑ The water lasts all year long.
- Ⓒ The sun makes the snowman melt.
- Ⓓ The ground soaks up the water.

- 14 The following item has two parts. Answer Part A and then answer Part B.

**Part A**

Which sentence would the author **most likely** agree with?

- Ⓐ Building a snowman makes the winter more fun.
- Ⓑ A melting snowman is bad for plants.
- Ⓒ A snowman is useful even after it melts.
- Ⓓ Warmth from the sun changes a snowman into ice crystals.

**Part B**

Which sentence from the passage **best** supports the answer to Part A?

- Ⓐ "It has to be warm outside for a snowman to melt." (paragraph 2)
- Ⓑ "As the sun shines, it makes heat." (paragraph 2)
- Ⓒ "The snowman gets smaller and smaller as it melts, until we can't see it at all." (paragraph 3)
- Ⓓ "As the water seeps into the ground, it finds lots of things that are thirsty." (paragraph 5)

- 15 Read this sentence from the passage.

**To find out what this gift is, let's take a closer look at what happens to the snowman.**

Which word **best** replaces the phrase take a closer look at in the sentence?

- Ⓐ observe
- Ⓑ compare
- Ⓒ explain
- Ⓓ guess

- 16 What is the correct way to divide the word together into syllables?

- Ⓐ tog/eth/er
- Ⓑ to/gether
- Ⓒ to/geth/er
- Ⓓ tog/ether



- 17** Based on the suffix **-ly**, what does the word carefully mean in paragraph 4?
- Ⓐ one who is careful
  - Ⓑ being careful again
  - Ⓒ in a careful way
  - Ⓓ being the most careful

Read the passage and answer the questions that follow.

## The Great Museum Mystery

- 1 Glindy Glemmon was hard at work completing her latest and greatest project: the Museum of Oddities and Uncommon Things. GG, as she was called by friends, came up with the idea for the museum while she and her parents visited the Tubfoot Town Museum. As they had walked through the town museum, Mr. and Mrs. Glemmon (also known as Pops and Mumster) had loved everything. GG had just yawned.
- 2 “I could have painted that when I was three,” GG huffed to her parents, as they studied a large blue and purple painting that almost covered an entire wall. “In fact, I could make a way better museum than this with my eyes closed!”
- 3 “Well, then, sweetie,” said Pops, “why don’t you do that, then?” Pops was always saying, “Why don’t you do that, then?”
- 4 “Maybe I will,” GG said. But there was no maybe about it — GG’s brain was already hard at work thinking of awesome names for her museum.
- 5 The awesome name was easy, but finding things to put in The Museum of Oddities and Uncommon Things was harder. Of course, GG included The Rainbow of Rare Rocks, The Carnival of Lint, and The Shelf of Smelly Seashells (which, if said five times fast, got you into the museum for free). But easily the greatest display of all was The Giant Ball of Rubber Bands, which was said to be made of “1,001 (probably) bands of real rubber.”
- 6 Opening day at the museum, also known as GG’s backyard, was disappointing. Pops and Mumster came, bringing with them GG’s baby brother, Walter. And Grandma Glemmon came over from next door, but no one else showed up.
- 7 On day two, a dreadful thing happened. GG woke up early so she could add her newest science display, The Moldy Pizza Slice, only to find that The Giant Ball of Rubber Bands was missing! GG immediately knew what this was — a mystery! She was going to find out who stole the ball if she had to search every corner of the earth!
- 8 GG ran into the kitchen and opened the kitchen junk drawer, looking for her Special Detective Magnifying Glass, only to discover The Giant Ball of Rubber Bands lying there in the junk drawer — like it was junk!

- 9 "Oh, hello, dear," said Mumster, walking into the kitchen. "I needed a couple of rubber bands, so I borrowed them from your ball and forgot to put it back in the museum. I'm sorry!"
- 10 As GG carefully placed the ball back in the museum, she felt pleased that she had solved the mystery so quickly. All that was needed was a quick change to its sign: "999 (probably) bands of real rubber."

**18** What happens at the museum the day after its opening?

- Ⓐ The rocks and shells are added.
- Ⓑ Grandma Glemmon comes to visit.
- Ⓒ The rubber band ball is missing.
- Ⓓ Pops brings Walter to see the displays.

**19** Why are paragraphs 5 and 10 important to the story?

- Ⓐ They show that GG is more interested in fun than in work.
- Ⓑ They show that GG causes problems where there are none.
- Ⓒ They show that GG needs other people to help with her museum.
- Ⓓ They show that GG has creative ideas for her museum.

- 20 What is GG's point of view about the town museum?
- Ⓐ She thinks that she could make a more interesting museum.
  - Ⓑ She thinks that the objects in the museum are strange.
  - Ⓒ She thinks that it would be fun to build a copy of the museum.
  - Ⓓ She thinks that the museum should show some of her art.

- 21 The following item has two parts. Answer Part A and then answer Part B.

**Part A**

What lesson does GG learn in paragraphs 7 through 10?

- Ⓐ Hard work leads to success.
- Ⓑ Different people often enjoy different things.
- Ⓒ Some mysteries can be easily explained.
- Ⓓ Good plans usually fail at first.

**Part B**

Which sentence from the passage supports the answer to Part A?

- Ⓐ "GG woke up early so she could add her newest science display, The Moldy Pizza Slice . . ." (paragraph 7)
- Ⓑ "'Oh, hello, dear,' said Mumster, walking into the kitchen." (paragraph 9)
- Ⓒ "'I needed a couple of rubber bands, so I borrowed them from your ball and forgot to put it back . . .'" (paragraph 9)
- Ⓓ "All that was needed was a quick change to its sign. . . ." (paragraph 10)

- 22** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

What does paragraph 7 **most** show about GG?

- Ⓐ She changes her mind quickly.
- Ⓑ She does not give up when problems occur.
- Ⓒ She cannot remember where she puts things.
- Ⓓ She likes it when life is exciting.

**Part B**

Which detail from paragraph 7 **best** supports the answer to Part A?

- Ⓐ "GG woke up early so she could add her newest science display, The Moldy Pizza Slice. . . ."
- Ⓑ ". . . only to find that The Giant Ball of Rubber Bands was missing!"
- Ⓒ "GG immediately knew what this was — a mystery!"
- Ⓓ "She was going to find out who stole the ball if she had to search every corner of the earth!"

- 23 In paragraph 1, what is the meaning of the suffix **-est** in the word greatest?
- Ⓐ partly
  - Ⓑ most
  - Ⓒ like
  - Ⓓ becoming
- 24 What is the meaning of the word dreadful in paragraph 7?
- Ⓐ interesting
  - Ⓑ small
  - Ⓒ terrible
  - Ⓓ confusing



**Do not go on to the next page until told to do so.**

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### Writing Prompt

Think about GG's plan to put a new science display in her museum. Write a paragraph that tells a story about what happens next, after GG adds the science display and tries to get more people to come to her museum. Make sure you use details from the passage to support your response.

Be sure to:

- Answer the prompt completely.
- Write at least one paragraph.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.
- Use evidence from the passage to support your response.



**Use the prewriting pages to make notes and plan your writing**

- Make sure that you write your response on the lined pages provided in the answer document.
- Writing on this page will **not** be scored.



**No test material  
on this page**

**Directions:** Read each sentence. Mark YES if the sentence is true. Mark NO if the sentence is not true. Fill in the circle to mark your answer in the chart below. Start when you hear GO. Then do as many as you can until you hear STOP.

25

	YES	NO
Happy is the opposite of glad.	<input type="radio"/>	<input type="radio"/>
Yesterday is the day before today.	<input type="radio"/>	<input type="radio"/>
Stars are found in outer space.	<input type="radio"/>	<input type="radio"/>
Birds make cobwebs to catch bugs.	<input type="radio"/>	<input type="radio"/>
Combing hair causes it to become tangled.	<input type="radio"/>	<input type="radio"/>
Experiments help scientists to learn new things.	<input type="radio"/>	<input type="radio"/>
An author's job is to bake cakes.	<input type="radio"/>	<input type="radio"/>
Most human fingers are six feet long.	<input type="radio"/>	<input type="radio"/>
The odor of old, rotten garbage is pleasant.	<input type="radio"/>	<input type="radio"/>
Electricity produces power for operating lights and machinery.	<input type="radio"/>	<input type="radio"/>
A double amount is two times the original.	<input type="radio"/>	<input type="radio"/>
A principal is in charge of a school.	<input type="radio"/>	<input type="radio"/>
A fence can be used to surround a property.	<input type="radio"/>	<input type="radio"/>
Hotels are meals that are made from melted cheese.	<input type="radio"/>	<input type="radio"/>
Singers are famous because they are good hockey players.	<input type="radio"/>	<input type="radio"/>
Doing something with speed means doing it very quickly.	<input type="radio"/>	<input type="radio"/>
A bookcase is a piece of furniture made of cotton.	<input type="radio"/>	<input type="radio"/>
Frames can be used to display pictures, paintings, and drawings.	<input type="radio"/>	<input type="radio"/>
Cats bark when they want their owners to feed them.	<input type="radio"/>	<input type="radio"/>
A wool coat keeps you cool on a warm day.	<input type="radio"/>	<input type="radio"/>

26 Which change, if any, is needed to the underlined text?

**That book belongs in the childrens' section of the library.**

- Ⓐ childrens
- Ⓑ children's
- Ⓒ childrens's
- Ⓓ No change

27 Which change, if any, is needed to the underlined text?

**"Next month Wendy said, I will go to Australia." She could hardly wait!**

- Ⓐ "Next month Wendy said, "I will go to Australia."
- Ⓑ "Next month," Wendy said, "I will go to Australia."
- Ⓒ "Next month" Wendy said, I will go to Australia.
- Ⓓ No change

28 Which change, if any, is needed to the underlined text?

**Angela baked three cakes and two loafs of bread.**

- Ⓐ loaf
- Ⓑ loafes
- Ⓒ loaves
- Ⓓ No change

29 Which change, if any, is needed to the underlined text?

**Emma's favorite book is the farmer's cat.**

- Ⓐ *The Farmer's Cat*
- Ⓑ *The farmer's cat*
- Ⓒ *the Farmer's Cat*
- Ⓓ No change

30 Which change, if any, is needed to the underlined text?

**Kara is the best basketball player on the team.**

- Ⓐ better
- Ⓑ good
- Ⓒ goodest
- Ⓓ No change

**31** Which change, if any, is needed to the underlined text?

**Tennessee is far away from California than it is from Kentucky.**

- Ⓐ farther
- Ⓑ fartherer
- Ⓒ farthest
- Ⓓ No change

**32** Which change, if any, is needed to the underlined text?

**George Washington become the first president of the United States in 1789.**

- Ⓐ becomed
- Ⓑ became
- Ⓒ becamer
- Ⓓ No change

- 33 Which change, if any, is needed to the underlined text?

**The address of the Tennessee State Capitol is 600 Charlotte Avenue, Nashville, TN 37243.**

- Ⓐ 600, Charlotte Avenue, Nashville, TN, 37243
- Ⓑ 600, Charlotte Avenue Nashville, TN, 37243
- Ⓒ 600 Charlotte Avenue Nashville, TN 37243
- Ⓓ No change

- 34 Which change, if any, is needed to the underlined text?

**Birds' feathers are very lite because they have hollow centers.**

- Ⓐ lit
- Ⓑ liet
- Ⓒ light
- Ⓓ No change



**Do not go on to the next page until told to do so.**



**Directions**

In this section of the test, listen to your teacher read a sentence or a passage. Then listen to your teacher read one or more questions about the sentence or passage. Answer each question after it is read to you. **Mark your answers in your test booklet.**

**35**

- Ⓐ Ants eat plants.
- Ⓑ Ants eat insects.
- Ⓒ Ants are helpful.
- Ⓓ Ants are tiny.

**36**

- Ⓐ in a house
- Ⓑ in a car
- Ⓒ at a community center
- Ⓓ at a swimming pool

**37**

- Ⓐ proud
- Ⓑ curious
- Ⓒ disappointed
- Ⓓ embarrassed

**38**

- Ⓐ A father and his son learn how to work together.
- Ⓑ A boy finds satisfaction doing something new.
- Ⓒ A boy makes new friends during his vacation.
- Ⓓ A father and his son enjoy spending time with neighbors.

39

- Ⓐ cooling the water
- Ⓑ melting the wax
- Ⓒ attaching a label
- Ⓓ adding the powder

40

- Ⓐ by heating the wax many times
- Ⓑ by being placed in sturdy boxes
- Ⓒ by wrapping labels around them
- Ⓓ by cooling the wax in a container

41

- Ⓐ why crayons are recycled
- Ⓑ where crayons are recycled
- Ⓒ how crayons are made
- Ⓓ why crayons are made



**This is the end of the test.**

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**No test material  
on this page**

## Subpart 1 Practice Test Questions

1. **Part A:**  A  B  C  D  
**Part B:**  A  B  C  D
2.  A  B  C  D
3. **Part A:**  A  B  C  D  
**Part B:**  A  B  C  D
4.  A  B  C  D
5.  A  B  C  D
6.  A  B  C  D
7.  A  B  C  D
8.  A  B  C  D
9.  A  B  C  D
10.  A  B  C  D
11.  A  B  C  D
12. **Part A:**  A  B  C  D  
**Part B:**  A  B  C  D
13.  A  B  C  D
14. **Part A:**  A  B  C  D  
**Part B:**  A  B  C  D
15.  A  B  C  D
16.  A  B  C  D
17.  A  B  C  D
18.  A  B  C  D

19.  A  B  C  D

20.  A  B  C  D

21. **Part A:**  A  B  C  D

**Part B:**  A  B  C  D

22. **Part A:**  A  B  C  D

**Part B:**  A  B  C  D

23.  A  B  C  D

24.  A  B  C  D

25.

	YES	NO
Happy is the opposite of glad.	<input type="radio"/>	<input checked="" type="radio"/>
Yesterday is the day before today.	<input checked="" type="radio"/>	<input type="radio"/>
Stars are found in outer space.	<input checked="" type="radio"/>	<input type="radio"/>
Birds make cobwebs to catch bugs.	<input type="radio"/>	<input checked="" type="radio"/>
Combing hair causes it to become tangled.	<input type="radio"/>	<input checked="" type="radio"/>
Experiments help scientists to learn new things.	<input checked="" type="radio"/>	<input type="radio"/>
An author's job is to bake cakes.	<input type="radio"/>	<input checked="" type="radio"/>
Most human fingers are six feet long.	<input type="radio"/>	<input checked="" type="radio"/>
The odor of old, rotten garbage is pleasant.	<input type="radio"/>	<input checked="" type="radio"/>
Electricity produces power for operating lights and machinery.	<input checked="" type="radio"/>	<input type="radio"/>
A double amount is two times the original.	<input checked="" type="radio"/>	<input type="radio"/>
A principal is in charge of a school.	<input checked="" type="radio"/>	<input type="radio"/>
A fence can be used to surround a property.	<input checked="" type="radio"/>	<input type="radio"/>
Hotels are meals that are made from melted cheese.	<input type="radio"/>	<input checked="" type="radio"/>
Singers are famous because they are good hockey players.	<input type="radio"/>	<input checked="" type="radio"/>
Doing something with speed means doing it very quickly.	<input checked="" type="radio"/>	<input type="radio"/>
A bookcase is a piece of furniture made of cotton.	<input type="radio"/>	<input checked="" type="radio"/>
Frames can be used to display pictures, paintings, and drawings.	<input checked="" type="radio"/>	<input type="radio"/>
Cats bark when they want their owners to feed them.	<input type="radio"/>	<input checked="" type="radio"/>
A wool coat keeps you cool on a warm day.	<input type="radio"/>	<input checked="" type="radio"/>

26. (A) ● (C) (D)
27. (A) ● (C) (D)
28. (A) (B) ● (D)
29. ● (B) (C) (D)
30. (A) (B) (C) ●
31. ● (B) (C) (D)
32. (A) ● (C) (D)
33. (A) (B) (C) ●
34. (A) (B) ● (D)
35. (A) (B) ● (D)
36. (A) (B) ● (D)
37. ● (B) (C) (D)
38. (A) ● (C) (D)
39. (A) ● (C) (D)
40. (A) (B) (C) ●
41. (A) (B) ● (D)



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### TCAP Practice Test Standards Alignment and Key – ELA Grade 3 (2019–2020)

Subpart 1	Key	Standard
1	B   D	3.RL.KID.3
2	A	3.RL.CS.5
3	C   A	3.RL.CS.6
4	C	3.RL.KID.3
5	B	3.RL.KID.2
6	C	3.FL.VA.7a.i
7	A	3.FL.PWR.3.a
8	D	3.FL.VA.7b.i
9	D	3.RI.KID.2
10	C	3.RI.KID.2
11	B	3.RI.KID.3
12	A   D	3.RI.IKI.8
13	D	3.RI.KID.3
14	C   D	3.RI.CS.6
15	A	3.FL.VA.7b.i
16	C	3.FL.PWR.3c
17	C	3.FL.VA.7a.ii
18	C	3.RL.KID.2
19	D	3.RL.CS.5
20	A	3.RL.CS.6
21	C   C	3.RL.KID.2
22	B   D	3.RL.KID.3
23	B	3.FL.PWR.3b
24	C	3.FL.VA.7a.i
	Prompt	3.W.RBPK.8
25	B1,A2,A3,B4,B5,A6,B7,B8,B9,A10,A11,A12,A13,B14,B15,A16,B17,A18,B19,B20	3.FL.F.5
26	B	Sample
27	B	3.FL.SC.6.l
28	C	3.FL.SC.6.b
29	A	3.FL.SC.j
30	D	3.FL.SC.g
31	A	3.FL.SC.6.g
32	B	3.FL.SC.6.e
33	D	3.FL.SC.6.k
34	C	3.FL.WC.4a
35	C	Sample
36	C	3.SL.CC.2
37	A	3.SL.CC.2
38	B	3.SL.CC.2
39	B	3.SL.CC.2
40	D	3.SL.CC.2
41	C	3.SL.CC.2

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**ENGLISH LANGUAGE ARTS GRADE 3 PRACTICE TEST ADMINISTRATOR  
SCRIPT**

The script that is to be read aloud to the students is printed in **BOLD PRINT** and is preceded by the word **SAY**. All other information is for the Test Administrator and should not be read to the students.

**SAY Please turn to page 21 in your test booklet.**

*Make sure all students are on the correct page before continuing.*

**SAY Follow along as I read this passage in which a girl named GG opens her own museum and solves a mystery.**

**The Great Museum Mystery**

**Glindy Glemmon was hard at work completing her latest and greatest project: the Museum of Oddities and Uncommon Things. GG, as she was called by friends, came up with the idea for the museum while she and her parents visited the Tubfoot Town Museum. As they had walked through the town museum, Mr. and Mrs. Glemmon (also known as Pops and Mumster) had loved everything. GG had just yawned.**

**“I could have painted that when I was three,” GG huffed to her parents, as they studied a large blue and purple painting that almost covered an entire wall. “In fact, I could make a way better museum than this with my eyes closed!”**

**“Well, then, sweetie,” said Pops, “why don’t you do that, then?” Pops was always saying, “Why don’t you do that, then?”**

**“Maybe I will,” GG said. But there was no maybe about it—GG’s brain was already hard at work thinking of awesome names for her museum.**

**The awesome name was easy, but finding things to put in The Museum of Oddities and Uncommon Things was harder. Of course, GG included The Rainbow of Rare Rocks, The Carnival of Lint, and The Shelf of Smelly Seashells (which, if said five times fast, got you into the museum for free). But easily the greatest display of all was The Giant Ball of Rubber Bands, which was said to be made of “1,001 (probably) bands of real rubber.”**

**Opening day at the museum, also known as GG’s backyard, was disappointing. Pops and Mumster came, bringing with them GG’s baby brother, Walter. And Grandma Glemmon came over from next door, but no one else showed up.**

On day two, a dreadful thing happened. GG woke up early so she could add her newest science display, The Moldy Pizza Slice, only to find that The Giant Ball of Rubber Bands was missing! GG immediately knew what this was—a mystery! She was going to find out who stole the ball if she had to search every corner of the earth!

GG ran into the kitchen and opened the kitchen junk drawer, looking for her Special Detective Magnifying Glass, only to discover The Giant Ball of Rubber Bands lying there in the junk drawer—like it was junk!

“Oh, hello, dear,” said Mumster, walking into the kitchen. “I needed a couple of rubber bands, so I borrowed them from your ball and forgot to put it back in the museum. I’m sorry!”

As GG carefully placed the ball back in the museum, she felt pleased that she had solved the mystery so quickly. All that was needed was a quick change to its sign: “999 (probably) bands of real rubber.”

Now, follow along as the writing prompt is read to you.

**Writing Prompt:** Think about GG’s plan to put a new science display in her museum. Write a paragraph that tells a story about what happens next, after GG adds the science display and tries to get more people to come to her museum. Make sure you use details from the passage to support your response.

Be sure to:

- Answer the prompt completely.
- Write at least one paragraph.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.
- Use evidence from the passage to support your response.

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself. Write your answers on page 24 in your test booklet. You may use as much space as you need.

Do you have any questions?

*Answer any relevant questions the students may have.*

**SAY** You may begin. When you have finished writing your answers to the writing prompt, please close your test booklet and put your pencil down.

*Give the students time to write their responses.*

*[Suggested Total Time for the writing prompt: 10–15 minutes]*

*When all students have finished,*

**SAY Now open your test booklet and turn to page 26.**

*Make sure all students are on the correct page before continuing.*

**SAY Follow along as I read the directions to you.**

**Directions: Read each sentence. Mark YES if the sentence is true. Mark NO if the sentence is not true. Fill in the circle to your answer in the chart below. Start when you hear GO. Then do as many as you can until you hear STOP.**

**There are 20 sentences in this question. You will have 60 seconds to answer as many as you can. If you finish before the 60 seconds are over, put your pencil down and do not turn to the next page until I tell you to do so.**

*Prepare to time the activity. As you start the timer,*

**SAY Go.**

*After 60 seconds,*

**SAY Stop.**

**Now turn to page 27 and complete the editing questions. Stop when you reach page 30.**

*Wait for students to complete the questions.*

**SAY Now turn to page 31.**

*Make sure all students are on the correct page before continuing.*

**SAY Follow along as I read the directions to you. Directions: In this part of the test, listen to your teacher read a sentence or a passage. Then listen to your teacher read one or more questions about the sentence or passage. Answer each question after it is read to you. Mark your answers in your test booklet.**

**Do you have any questions?**

*Answer any relevant questions the students may have.*

**SAY** Now listen to a passage. The title is "Ants."

**Ants are very small, but they do important things for the Earth. When they build tunnels underground, the movement allows water and air to get into the soil and reach plants. Ants eat dead plants, making room for new growth. They also eat insects that can be harmful to people.**

*Pause.*

**SAY** Question 35: What is the main idea of the passage?

*Pause while students mark their answer.*

**SAY** Now listen to a passage. The title is "Summer Garden."

**During his summer vacation, Mike usually liked to play video games and go swimming. But this year, Mike was bored of doing the same things every day.**

**One morning, Dad drove Mike to the community center. There had always been a big, empty field in the back. Now the field was full of people planting and digging.**

**Dad explained that many people did not have enough space or time to grow a garden. This was a community garden that everyone could share. Some of Mike's neighbors were planting cucumbers, so he and Dad joined them.**

**Every day Mike did something different at the community garden. He pulled weeds out of the ground, watered the plants, and learned how to pick vegetables that were ripe.**

**"These are delicious!" Mom and Dad said whenever they ate the vegetables Mike had helped grow. Mike thought they were the best vegetables he had ever had.**

*Pause.*

**SAY** Question 36: Where does Mike learn about his new hobby?

*Pause while students mark their answer.*

**SAY** Question 37: How does Mike most likely feel at the end of the passage?

*Pause while students mark their answer.*

**SAY Question 38: What is the main idea of the passage?**

*Pause while students mark their answer.*

**SAY Turn to page 32 in your test booklet.**

**Now listen to a passage. The title is "Crayons."**

**Many children all over the world use crayons. Crayons are made in large factories using simple ingredients. Crayons are made from a special wax called paraffin. Colorful powders are used to give crayons their special shades.**

**To make crayons, the wax is heated and melted in large tanks. Factory workers mix the colored powders into the melted wax. Then, a large machine pours the colored wax into containers shaped like crayons. Cool water is poured over the containers. This cools and hardens the wax. The machine then releases the hardened wax from the containers, and crayons come out!**

**Factory workers check each crayon to make sure it is not damaged. Any crayon with chips or cracks is melted again and made into a new crayon. Finally, a machine puts paper labels on the crayons and then puts them into boxes.**

*Pause.*

**SAY Question 39: What is the first step in the process of making a crayon?**

*Pause while students mark their answer.*

**SAY Question 40: How do crayons get their shape?**

*Pause while students mark their answer.*

**SAY Question 41: What is the passage mostly about?**

*Pause while students mark their answer.*



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Tennessee Comprehensive  
Assessment Program TCAP  
English Language Arts Grade 3 |  
Practice Test

