



**LANGUAGE ARTS (MY VIEW)**  
**SY 2025-2026: TERM 1 FINAL EXAM – REVIEW WORKSHEETS**  
**3<sup>RD</sup> GRADE – NATIONAL SECTIONS**

**Teacher: Mrs. Danielle B. Ignacio**

**Final Exam Date: Monday, 29<sup>th</sup> December 2025**

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

**Worksheets Coverage:**

*Unit 1, Weeks 1-5*

- *Selection Vocabulary and High-Frequency Words*
- *Phonics and Spelling: Syllable Patterns VC/V and V/CV, r-Controlled Vowels, Compound Words, Syllable Patterns VCe, Contractions*
- *Comprehension: Informational Text, Realistic Fiction, Persuasive Text*
- *Language and Conventions: Singular and Plural Nouns, Irregular Plural Nouns, Singular Possessive Nouns, Plural Possessive Nouns, Main Verbs and Helping Verbs*
- *Writing: Persuasive Text Writing*

**References:**

- *SY 2025-2026: Final Exam – Review Worksheets Answer Key Guide*
- *My View Book Student Interactive Book Unit 2, Weeks 1-5*
- *My View Book Practice Book Unit 2, Weeks 1-5*

**\* Note to Parents / Guardians:** Please allow the student to answer the worksheets on his / her own with some guidance and correct his / her work accordingly by referring to the Answer Key Guide. Review activities will also be held in class with the students using other worksheets / pages on their My View Books.

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## VOCABULARY

Choose and write the correct vocabulary for each sentence:

Word	Meaning	Possible Clue Words to Look For
Associate	to make a connection between two people or things	<i>with, think of, goes together</i>
Prefer	to like one thing more than another thing	<i>more than, favorite, instead of</i>
Features	the details or specific traits of something	<i>has, looks like, parts</i>
Investigate	to examine or look closely at something	<i>clues, find out, search</i>
Avoid	to stay away from a person, place, or thing	<i>don't do, stay away, keep clear</i>

<i>associate</i>	<i>prefer</i>	<i>features</i>	<i>investigate</i>	<i>avoid</i>
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- 1) When I go to the ice cream shop, I \_\_\_\_\_ chocolate over vanilla because it is my favorite flavor.
- 2) The new robot has many cool \_\_\_\_\_ like eyes that glow in the dark and arms that can lift heavy toys.
- 3) My mom told me to \_\_\_\_\_ jumping in deep puddles so my shoes stay dry.
- 4) Many people \_\_\_\_\_ the color red with "stop" or "danger."
- 5) The young detectives decided to \_\_\_\_\_ the mysterious noise coming from the attic.

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## VOCABULARY

Choose and write the correct vocabulary for each sentence:

Word	Meaning	Example
Nature	The things around us not made by humans.	"The park is full of nature."
Patterns	Sets of things that repeat in order.	"Stripes on a shirt."
Repeat	To happen over and over.	"Echoes repeat your voice."
Sequence	A series of things in order.	"1, 2, 3 is a number sequence."
Symmetry	Being the same on both sides.	"A heart shape has symmetry."
Certain	To be sure.	"I am certain it is Tuesday."
Half	Means one of two equal parts of a whole.	"Half of an orange."

<i>nature</i>	<i>patterns</i>	<i>repeat</i>	<i>sequence</i>	<i>symmetry</i>	<i>certain</i>	<i>half</i>
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- 1) A butterfly has perfect \_\_\_\_\_ because its left wing looks exactly like its right wing.
- 2) I love spending time in \_\_\_\_\_ especially when I can walk through the woods and see the trees.
- 3) If you share your apple with a friend, you can cut it into two equal pieces so you both have a \_\_\_\_\_.
- 4) The seasons follow a specific \_\_\_\_\_; spring always comes after winter.
- 5) In math class, we looked at \_\_\_\_\_ on a hundred's chart to see how numbers skip by fives.
- 6) If I didn't hear the instructions the first time, I might ask the teacher to \_\_\_\_\_ them.
- 7) I am \_\_\_\_\_ that I finished my homework because I put it right inside my folder.



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## VOCABULARY

Choose and write the correct vocabulary for each sentence:

Word	Meaning	Possible Clue Words to Look For
<b>predators</b>	Animals that live by eating other animals.	<i>hunt, eat, animals</i>
<b>protection</b>	Safety.	<i>safe, shell, keep away</i>
<b>immune</b>	Not affected by something, such as an illness.	<i>sick, shot, healthy</i>
<b>species</b>	A group of living things that are the same in most ways.	<i>types, kinds, groups</i>
<b>emerges</b>	To come out of a hidden place.	<i>out, appears, hiding</i>
<b>finally</b>	Something happens after a long time or at the very end of a series of events.	<i>last, end, long time</i>
<b>money</b>	A tool to buy things like food and toys, and to be earned through chores or jobs.	<i>buy, save, cost</i>

<i>predators</i>	<i>protection</i>	<i>immune</i>	<i>species</i>	<i>emerges</i>	<i>finally</i>	<i>money</i>
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- 1) After spending weeks inside its cozy cocoon, the butterfly \_\_\_\_\_ as a beautiful insect.
- 2) I saved up all my \_\_\_\_\_ in a piggy bank so I could buy a new board game.
- 3) Turtles use their hard shells for \_\_\_\_\_ to keep their bodies safe from harm.
- 4) There are many different \_\_\_\_\_ of birds, such as eagles, penguins, and robins.
- 5) Some animals, like lions and hawks, are \_\_\_\_\_ that hunt other animals for food.
- 6) After a long car ride, we \_\_\_\_\_ arrived at my grandmother's house!
- 7) Because I got my flu shot, my body is \_\_\_\_\_ and ready to fight off germs.

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## VOCABULARY

Read and match the correct vocabulary word with its meaning. Write the letter in the 1<sup>st</sup> column:

Answer	Word	Meaning
	depended	a. Health and comfort.
	well-being	b. The number of animals or people living in a place.
	population	c. Counted or relied on.
	available	d. You choose to do it, usually after thinking about it carefully.
	balance	e. A unit of time equal to sixty seconds.
	minutes	f. Enough different plants and animals to keep a habitat healthy.
	decided	g. Ready to use.

## VOCABULARY

Read and match the correct vocabulary word with its meaning. Write the letter in the 1<sup>st</sup> column:

Answer	Word	Meaning
	habitat	a. A series of lessons or lectures.
	solitary	b. A piece of information that is true.
	multiplied	c. Brought an animal or plant back into an area.
	eliminated	d. Removed.
	reintroduced	e. Increased greatly in number.
	fact	f. Single or living alone.
	course	g. The natural home of a plant or animal.

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## VOCABULARY

Read and match the correct vocabulary word with its meaning. Write the letter in the 1<sup>st</sup> column:

Answer	Word	Meaning
	interdependence	a. To hold something inside or to include something as a part.
	food chain	b. Changes in plants and animals that help them survive.
	camouflage	c. A series of living things that depend on each other as food sources.
	adaptation	d. Refers to the forward or most important part of something
	biodiversity	e. When things depend or rely on one another.
	contain	f. Hide or make harder to see in one's natural surroundings.
	front	g. The existence of many different kinds of plants and animals in an environment.

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## PHONICS AND SPELLING

**SYLLABLE PATTERNS VC/V AND V/CV:** Read each word. Write each word under the VC/V or V/CV column:

<i>linen</i>	<i>music</i>	<i>cabin</i>	<i>pilot</i>
<i>motor</i>	<i>comet</i>	<i>female</i>	<i>river</i>
<i>salad</i>	<i>hoping</i>	<i>local</i>	<i>oven</i>
<i>finish</i>	<i>human</i>	<i>talent</i>	<i>famous</i>

**VC/V Words**  
(have a **short** vowel sound)


**V/CV Words**  
(have a **long** vowel sound)


**R-CONTROLLED VOWELS:** Fill in the blanks with *ar*, *or*, *ore*, or *oar* to form words:

1. transp\_\_\_\_\_t

2. r\_\_\_\_\_

3. do\_\_\_\_\_knob

4. c\_\_\_\_\_rse

5. b\_\_\_\_\_e

6. c\_\_\_\_\_ton

7. e\_\_\_\_\_th

8. st\_\_\_\_\_

9. sh\_\_\_\_\_k

10. ign\_\_\_\_\_

11. d\_\_\_\_\_kness

12. al\_\_\_\_\_m

13. abs\_\_\_\_\_b

14. expl\_\_\_\_\_

15. cardb\_\_\_\_\_d

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**COMPOUND WORDS: Combine the words to make a compound word:**

- |           |   |        |   |       |
|-----------|---|--------|---|-------|
| 1. rattle | + | snake  | = | _____ |
| 2. fire   | + | works  | = | _____ |
| 3. play   | + | ground | = | _____ |
| 4. eye    | + | sight  | = | _____ |
| 5. out    | + | side   | = | _____ |

**COMPOUND WORDS: Write the smaller word or words that combine to form the compound words. Then write the completed compound words. Choose the missing word from the box:**

<i>shoe</i>	<i>light</i>	<i>made</i>	<i>moon</i>
<i>air</i>	<i>bone</i>	<i>walk</i>	<i>foot</i>
<i>corn</i>	<i>cut</i>	<i>over</i>	

- |     |       |   |       |   |       |
|-----|-------|---|-------|---|-------|
| 1.  | back  | + | _____ | = | _____ |
| 2.  | _____ | + | lace  | = | _____ |
| 3.  | side  | + | _____ | = | _____ |
| 4.  | home  | + | _____ | = | _____ |
| 5.  | _____ | + | coat  | = | _____ |
| 6.  | pop   | + | _____ | = | _____ |
| 7.  | _____ | + | ball  | = | _____ |
| 8.  | moon  | + | _____ | = | _____ |
| 9.  | hair  | + | _____ | = | _____ |
| 10. | _____ | + | port  | = | _____ |
| 11. | _____ | + | light | = | _____ |



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**COMPOUND WORDS:** Use the VCe syllable pattern to determine the long vowel sound in each word. Write the word in the correct row of the chart:

<i>vote</i>	<i>stampede</i>	<i>phone</i>	<i>dispute</i>
<i>define</i>	<i>confuse</i>	<i>cute</i>	<i>despite</i>
<i>chase</i>	<i>compete</i>	<i>Smile</i>	<i>translate</i>
<i>space</i>	<i>expose</i>	<i>Explode</i>	<i>mistake</i>
<i>include</i>	<i>complete</i>	<i>Subscribe</i>	<i>reptile</i>

Long a	Long e	Long i	Long o	Long u
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**CONTRACTIONS:** Write the contraction form for each word group:

1. can not = \_\_\_\_\_
2. would have = \_\_\_\_\_
3. should not = \_\_\_\_\_
4. could not = \_\_\_\_\_
5. let us = \_\_\_\_\_
6. should have = \_\_\_\_\_
7. I have = \_\_\_\_\_
8. you will = \_\_\_\_\_
9. are not = \_\_\_\_\_
10. did not = \_\_\_\_\_
11. will not = \_\_\_\_\_

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- |                |   |       |
|----------------|---|-------|
| 12. I will     | = | _____ |
| 13. does not   | = | _____ |
| 14. would not  | = | _____ |
| 15. you have   | = | _____ |
| 16. it is      | = | _____ |
| 17. what is    | = | _____ |
| 18. that is    | = | _____ |
| 19. has not    | = | _____ |
| 20. do not     | = | _____ |
| 21. could have | = | _____ |
| 22. is not     | = | _____ |

## LANGUAGE AND CONVENTION

**SINGULAR AND PLURAL NOUNS / IRREGULAR PLURAL NOUNS:** Circle the correct plural noun of each word:

Singular Noun		Plural Noun		
1. lady	→	ladys	ladies	ladyes
2. man	→	mens	mans	men
3. room	→	rooms	reems	roomes
4. inch	→	inchs	inches	Inches
5. desk	→	deskes	deskz	desks
6. mouse	→	mouses	mice	mices
7. six	→	sixes	sixex	sixs
8. glass	→	glasses	glasss	glassez
9. goose	→	gooses	geese	geeses
10. dish	→	dishes	dishees	dishs

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11. puppy	→	puppess	puppis	puppies
12. watch	→	watches	watchis	watchs
13. child	→	childs	childrens	children
14. deer	→	deer	deers	deerz
15. woman	→	womans	women	Wemen
16. hobby	→	hobbys	hobbies	hobbiez
17. foot	→	foots	eet	feets
18. tooth	→	teeth	teeths	tooths
19. chair	→	chaires	chairz	chairs
20. life	→	lives	livez	leeves
21. fish	→	ishes	fishes	fishs
22. copy	→	copys	copies	copyz
23. leaf	→	leafs	leaves	leafz

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**SINGULAR AND PLURAL POSSESSIVE NOUNS: Underline the correct possessive noun to complete each sentence. Read the clue at the end of each sentence:**

Singular Possessives (Just One)	Plural Possessives (More Than One)
When one person or thing owns something, <b>add 's</b> .	To form the possessive of a plural noun, <b>add an apostrophe (')</b> to plural nouns that end in <b>-s, -es, or -ies</b> .
<b>The Rule: Noun + 's</b>	<b>Example: the scientists' boots (scientists)</b>
<b>Example: The boy's ball. (1 boy)</b>	To form possessives of plural nouns that <b>do not end in -s, -es, or -ies</b> , <b>add an apostrophe (')</b> and an <b>s</b> .
<b>Example: The dog's bone. (1 dog)</b>	<b>Example: the children's backpacks (children)</b>

- The \_\_\_\_\_ (**cat** / **cat's** / **cats'**) whiskers are very long. (*One cat*)
- All the \_\_\_\_\_ (**students'** / **student's** / **students**) desks are messy. (*Many students*)
- My \_\_\_\_\_ (**brothers** / **brothers'** / **brother's**) car is blue. (*One brother*)
- The \_\_\_\_\_ (**bird's** / **birds'** / **birds**) nest is high in the tree. (*One bird*)
- The \_\_\_\_\_ (**dog's** / **dogs'** / **dogs**) toys are on the floor. (*Two dogs*)
- I found my \_\_\_\_\_ (**grandmas'** / **grandmas** / **grandma's**) glasses on the table. (*One grandma*)
- The \_\_\_\_\_ (**girls'** / **girl's** / **girls**) bathroom is down the hall. (*Many girls*)
- The \_\_\_\_\_ (**schools** / **school's** / **schools'**) principal is very kind. (*One school*)
- The \_\_\_\_\_ (**girls** / **girls'** / **girl's**) lunchbox is pink. (*One girl*)
- The \_\_\_\_\_ (**bee's** / **bees'** / **bees**) honey is sweet. (*A group of bees*)



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**MAIN VERBS AND HELPING VERBS:** In the sentences below, underline the helping verb and circle the main verb:

- The **main verb** shows the action.
- The **helping verb** shows the time of the action.
- The **tense of the helping verb** must match the **tense of the main verb**.

*Clue: When you find the **main verb**, the **helping verb** is always before it.*

1. The dog is barking at the mailman.
2. We have finished our homework.
3. Sarah was jumping on the trampoline.
4. They are playing soccer outside.
5. I can help you with that box.
6. My dad is cooking dinner tonight.
7. The birds were singing in the morning.
8. You should eat your vegetables.
9. The kittens are sleeping in the basket.
10. We will visit the zoo tomorrow.

**MAIN VERBS AND HELPING VERBS:** In the sentences below, add a helping verb that matches the tense labeled for each sentence. Choose from the word bank below:

<i>am</i>	<i>are</i>	<i>is</i>	<i>were</i>	<i>was</i>	<i>will</i>
-----------	------------	-----------	-------------	------------	-------------

1. **present:** I \_\_\_\_\_ eating a shiny red apple right now.
2. **past:** The boys \_\_\_\_\_ playing tag on the playground yesterday.
3. **future:** She \_\_\_\_\_ go to the park after her homework is done.
4. **future:** We \_\_\_\_\_ walk to the library tomorrow morning.
5. **past:** My cat \_\_\_\_\_ sleeping on the rug all afternoon yesterday.
6. **present:** You \_\_\_\_\_ being a very helpful student today!
7. **future:** They \_\_\_\_\_ watch a movie together this weekend.

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8. **present:** I \_\_\_\_\_ finishing my drawing before dinner starts.

9. **past:** Yesterday, the flowers \_\_\_\_\_ blooming in the garden.

10. **present:** He \_\_\_\_\_ drawing a picture of a dragon right now.

## COMPREHENSION

**INFORMATIONAL TEXT:** Read the selection. Then answer each question Tick (✓) the circle next to your answer.

### Elisha Otis's Elevator

Elisha Otis was born in the northeastern United States. He was always interested in how things worked. From an early age, he liked to help family members solve problems. He helped his brother figure out a way to help lift things. This invention was used in buildings to lift heavy things from one floor up to another floor.

Later in life, Otis started an elevator business. He invented the first safe elevator. Elevators had been around for a long time. These elevators were dangerous. They did not have a working brake. People never rode in them. They were just used to move things from one building's floor to another.

Otis had the idea to build a good brake system for elevators. This helped elevators stop safely at each floor of a building. Finally, people began to trust that elevators could move people safely.

Otis's elevator business was very successful. It made a lot of money. The Otis Company made elevators for many famous buildings. Because of this invention, tall buildings became more common. Otis's invention helped change towns and cities around the world.

- 1) What problem did Otis help his brother solve?
  - ☐ a. How to stop elevators safely
  - ☐ b. How to move people up and down
  - ☐ c. How to build tall buildings in cities
  - ☐ d. How to move heavy things from floor to floor
- 2) People did not want to ride in early elevators because —
  - ☐ a. elevators did not have safe brakes
  - ☐ b. elevators could only move heavy things
  - ☐ c. elevators did not always go up and down
  - ☐ d. elevators were not strong enough to hold people



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- 3) Otis's invention affected elevators by —
- ☐ a. helping them stop at each floor
  - ☐ b. helping them move more quickly
  - ☐ c. making them able to go to the top floor
  - ☐ d. making them able to hold more people
- 4) Which detail from the selection supports the idea that Otis's curiosity caused him to invent things?
- ☐ a. He was always interested in how things worked.
  - ☐ b. This invention was used in buildings to lift heavy things from one floor up to another floor.
  - ☐ c. Later in life, Otis started an elevator business.
  - ☐ d. Otis had the idea to build a good brake system for elevators.

**REALISTIC FICTION:** Read the selection. Then answer each question Tick (✓) the circle next to your answer.

#### Friendship Bracelets

Becca decided to add one more pink bead to the bracelet she had made, and she smiled. Jasmine would love it. Becca wondered what Jasmine had made for her.

"Let's make bracelets for each other," Jasmine had said the day before. "We can surprise each other with how we make them."

Becca had clapped her hands, thrilled with the idea. She already had the perfect idea of what to make for Jasmine.

Now, Becca skipped as her dad walked her to Jasmine's house, the pink bracelet hidden safely in her pocket. Five minutes later, Jasmine opened the door and let her in, hopping with excitement. Becca noticed that she was wearing her favorite pink shirt and had wrapped her dark hair in a pink scarf.

"Me first!" Jasmine said. "Close your eyes while I tie it on."

Becca squeezed her eyes closed and felt Jasmine pull something tight around her wrist.

"You can open your eyes now," Jasmine said, clapping her hands.

Becca looked at the rainbow-colored woven bracelet that Jasmine had made for her, and she grinned. Jasmine knew she loved rainbows.

"I love it!" Becca exclaimed. "Now, it's my turn. Close your eyes!"

Jasmine closed her eyes, as Becca smiled in anticipation. Jasmine was going to love her bracelet.