7 Full-Length Illinois IAR

English Language Arts (ELA) Practice Tests

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

Grade 5



Practice Master Achieve

Reza Nazari

Grade 5 · Illinois · IAR

7 Illinois Grade 5
English Language Arts (ELA)
Practice Tests

Full-Length Practice for IAR 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.

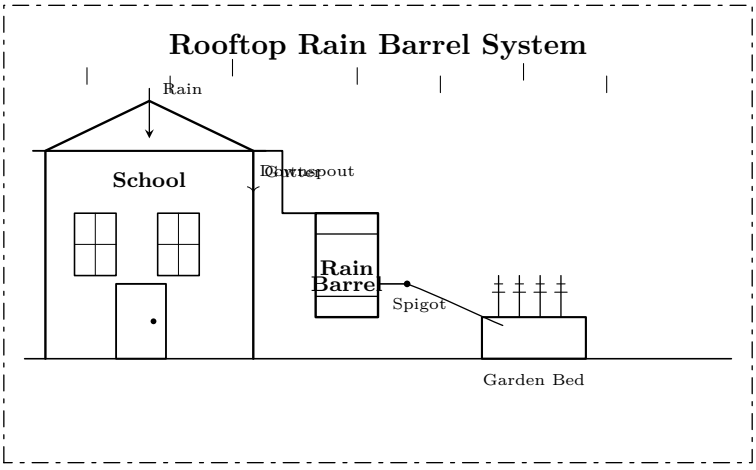
Test names and organizational names used herein are the property of their respective trademark holders.

Copyright © 2026

Copyrighted Material

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

The Rooftop Rain Barrel Project



1 At Pine Hill School, the flower beds beside the playground often looked tired by Friday afternoon. By the end of warm weeks, the soil had begun to crack and the marigold leaves drooped in the sun. Students wanted to help, but they also knew the school tried to use water carefully.

2 During a science lesson, Mrs. Chen asked the class to watch what happened during a storm. Rain rushed off the roof, through the gutters, and down the side of the building. “What if we saved some of that water instead of letting it run away?” she asked. The question soon turned into a plan for a rain barrel project.

3 First, the class washed out a large blue barrel and set it beside the school wall. A pipe guided rainwater from the gutter into the top of the barrel. Near the bottom, a small spout let students fill watering cans. After the first heavy rain, the water level rose inch by inch until the barrel was nearly full.



Ballad leads? Scan for pace.
Scan Me

4 Soon the class realized that the project was useful in more than one way. Students measured how much water the barrel collected after different storms, graphed their results, and predicted how long the supply would last. Some even wrote short reports explaining which storms filled the barrel fastest.

5 On warm mornings, two student helpers carried the stored water to the garden beds. The marigolds stood straighter, and the tomato plants pushed out new blooms. Each time the class filled a watering can from the barrel instead of turning on a hose, the project felt more worthwhile.

6 Now the barrel stands beside the school as a reminder that small changes can solve real problems. Whenever dark clouds gather over Pine Hill, students still glance out the windows and smile. They know the coming rain will not be wasted and that it will help their garden grow.

---

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

(A) Pine Hill School has the largest garden in the neighborhood.
(B) Rainstorms are the only way plants can grow.
(C) Mrs. Chen wants every class to become scientists.
(D) The students built a rain barrel that helps save water and supports learning.

Use the article "The Rooftop Rain Barrel Project" to answer this question.

2) What does the word *drooped* mean as it is used in paragraph 1?

(A) Stood tall and straight
(B) Bent downward weakly
(C) Turned bright green
(D) Made a rustling sound

Scan Me
Mini grids? Ace every writing.

Use the article "The Rooftop Rain Barrel Project" to answer this question.

3) Why does the author include the details in paragraph 4?

(A) To show that gardening is easy work
(B) To explain how to paint a barrel
(C) To show that the rain barrel helped students learn new things
(D) To prove that storms happen every week

Use the article "The Rooftop Rain Barrel Project" to answer this question.

4) How is the article mainly organized?

(A) By comparing two different schools
(B) By telling a make-believe story about a storm
(C) By telling the steps of the project and then describing its results
(D) By listing reasons not to garden

Use the article "The Rooftop Rain Barrel Project" to answer this question.

5) Which detail best supports the idea that the students felt proud of their work?

(A) The students smiled when they saw that rain would help the garden grow.
(B) Mrs. Chen showed the class the gutters on the roof.
(C) Dark clouds gathered over the school.
(D) The barrel was painted blue.

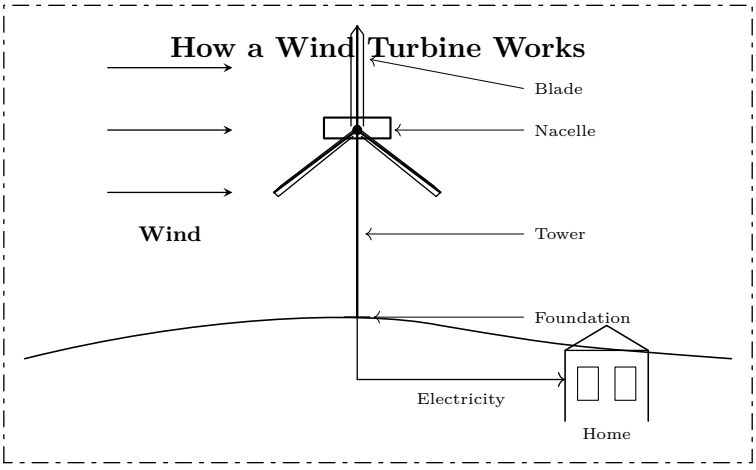
Use the article "The Rooftop Rain Barrel Project" to answer this question.



Detail turns? Seal the deal.
Scan Me

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

How Wind Turbines Help



1 On some ridges and open plains, tall white towers rise above the fields. Each tower holds long blades that catch the wind. When the blades turn, the turbine can help make electricity.

2 A wind turbine works because moving air carries energy. The blades spin a shaft inside the tower, and that motion powers a machine called a generator. The generator changes movement into electricity that can travel through wires to homes, schools, and businesses.

3 One reason people build turbines is that wind is renewable. It does not run out in the same way some fuels do. As long as the wind keeps blowing, turbines can keep turning and generating power.

4 Wind turbines can help reduce pollution because they do not burn fuel while making electricity. Many communities value this because cleaner air can benefit people, animals, and the environment.



Myth posters?
Feel the mood.
Scan Me

5 Wind power has challenges, though. Turbines work best where strong winds blow often, so calm days can mean less electricity. Building the towers, blades, and equipment can also cost a great deal at first.

6 Even with those challenges, many communities use wind power as one part of a larger energy plan. Along with other sources of electricity, turbines can help provide power in a cleaner way. To many people, those turning blades are a sign of planning for the future.

---

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

(A) Wind turbines only work on rainy days.
(B) Wind turbines use moving air to make electricity and can help provide cleaner energy.
(C) Generators are the same as giant pinwheels.
(D) All communities should use only wind power.

Use the article "How Wind Turbines Help" to answer this question.

21) What does the word *renewable* mean as it is used in paragraph 3?

(A) Easy to carry
(B) Very expensive
(C) Hidden underground
(D) Able to be used again and again

Use the article "How Wind Turbines Help" to answer this question.

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

(A) To show that wind power has some limits and challenges
(B) To prove that turbines are dangerous
(C) To explain how to build a kite
(D) To show that electricity is not useful

Use the article "How Wind Turbines Help" to answer this question.

23) Which detail best supports the idea that wind turbines can help the environment?

(A) Some communities use other sources of power too.
(B) The blades turn like giant pinwheels.
(C) Turbines rise into the sky on tall towers.
(D) They do not burn fuel while making electricity.

Use the article "How Wind Turbines Help" to answer this question.

24) Which sentence from the article best explains why some communities support wind power?

(A) A generator changes motion into electricity.
(B) Turbines work best in places where strong winds blow often.
(C) Wind turbines can help reduce pollution because they do not burn fuel while making electricity.
(D) The blades spin when the wind blows.

Rhyme words? Scan to start. Scan Me