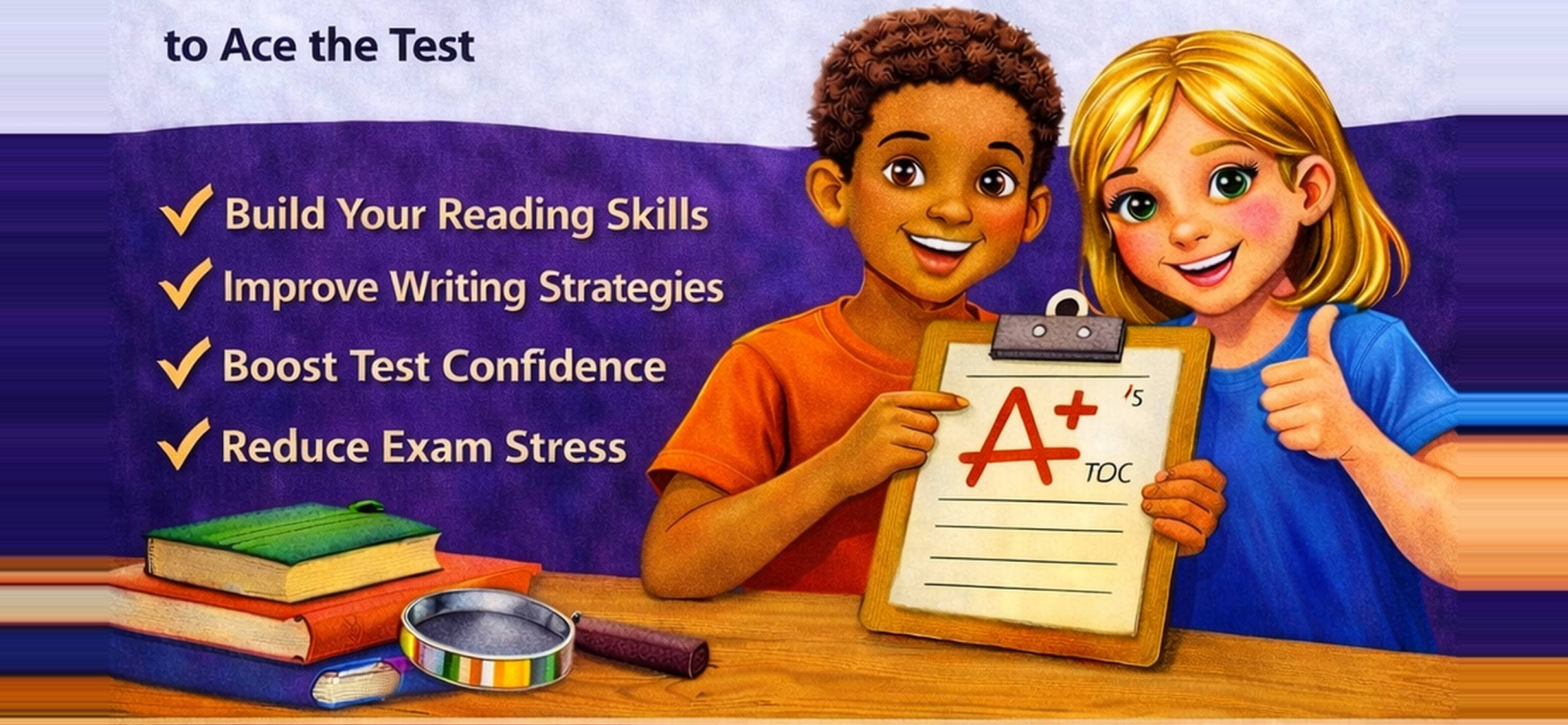
Everything You Need to Help Achieve an Excellent Score

8 Pennsylvania Grade 7 English Language Arts (ELA) Practice Tests

The Proven Practice You Need to Ace the Test

- ✓ Build Your Reading Skills
- ✓ Improve Writing Strategies
- ✓ Boost Test Confidence
- ✓ Reduce Exam Stress



✓ Includes Detailed Answer Explanations

Reza Nazari

Grade 7 · Pennsylvania PSSA

EIGHT-TEST EDITION

8 Pennsylvania PSSA Grade 7 English Language Arts (ELA) Practice Tests:

Comprehensive Practice to Help Students Master the PSSA Test

Built for steady confidence and dependable first-pass practice.

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 article. Then answer questions 1–8.

Saving the Town's Sound Archive

1 In the old public library basement, a small team built a student-led audio archive around one idea: a local problem should be studied before anyone tries to fix it.

2 Daily work is organized around close observation. Participants digitize tapes, label speakers, and log each recording by topic and year. By keeping records, the group can connect each revision to a reason.

3 A clear setback interrupted the progress: Some tapes were brittle and could snap if played too quickly. The team used the difficulty as a reason to investigate more carefully.

4 After comparing notes, the team used slower transfer settings and asked retirees to identify voices before labels were lost. That revision protected the archive, because more recordings could be saved and identified before labels disappeared.

5 In the final stage, families began borrowing the recordings for local history nights. Voices that had been boxed in the basement were suddenly traveling through kitchens and classrooms again.

6 The result was useful, but not without trade-offs. Supplies had to be rationed, and not everyone agreed about what should come next. Some members wanted to digitize every remaining tape at once; others argued that another round of catalog notes might reveal gaps the group had not yet seen. In the end, the team postponed the expansion until it had gathered more evidence, even though several supporters were ready to rush the next phase.

1) As it is used in paragraph 4, what does the word *archive* most nearly mean?

(A) a plan for growing plants outdoors
(B) a collection of materials kept for study or historical record
(C) a tool used to repair broken equipment
(D) a public event for the neighborhood

Use the article "Saving the Town's Sound Archive" to answer this question.

2) Which statement best expresses the central idea of the article?

(A) The article mostly explains the team's daily routines and gives only brief attention to how the project adjusted over time.
(B) The article describes a community effort whose success depended more on a single decisive moment than on the broader pattern of testing and revision.
(C) Careful research and revision helped a student-led audio archive become a useful community project.
(D) The article focuses on the project's final outcome and suggests that earlier setbacks had little effect on what the team eventually achieved.

Use the article "Saving the Town's Sound Archive" to answer this question.

3) Which detail best supports the idea that the team improved the project by studying a problem carefully?

(A) Students and volunteers worked together throughout the project.
(B) The team studied the weakness and then used slower transfer settings and asked retirees to identify voices before labels were lost.
(C) The finished project later provided a useful result for the community.
(D) The project began after students identified a local need in the community.

Use the article "Saving the Town's Sound Archive" to answer this question.

4) How does paragraph 3 contribute to the structure of the article?

(A) It compares two unrelated projects in different locations.
(B) It presents the setback that leads to the revision described later.
(C) It introduces the setting of the project for the first time.
(D) It summarizes the article's conclusion before any evidence is given.

Use the article "Saving the Town's Sound Archive" to answer this question.

5) Why does the author include details about the team's routines in paragraph 2?

(A) To show that the team worked in an orderly way from the beginning
(B) To show that the project depends on repeated steps and collected evidence
(C) To emphasize how much time and effort the project required
(D) To foreshadow that the project will face a challenge later

Use the article "Saving the Town's Sound Archive" to answer this question.

6) Which sentence best explains how the article develops the topic?

(A) It introduces a project, explains its process, describes a problem, and shows a revised solution.
(B) It presents the final result first and then goes back to explain how the project originally started.
(C) It compares two competing approaches to solving the problem and argues that one is clearly better.
(D) It describes two different community problems and explains how each was solved by a different team.

Use the article "Finding the Real Night Sky" to answer this question.

21) What can the reader infer about the author's view?

(A) The author thinks people should avoid looking at the night sky.
(B) The author believes dark skies are worth protecting for wonder, wildlife, and community.
(C) The author believes cities should stop using any outdoor lights.
(D) The author thinks dark-sky parks are too expensive to be useful.

Use the article "Finding the Real Night Sky" to answer this question.

22) **This question has two correct answers.** Choose the **two** sentences from the article that **together** best support the idea that light pollution harms both the view of the night sky and the living things that depend on darkness.

(A) "The International Dark Sky Association now recognizes more than two hundred parks around the world."
(B) "Streetlights, signs, and headlights scatter so much light into the air that fainter stars disappear behind a soft glow."
(C) "A well-aimed porch light can still welcome a guest while sending almost no light upward."
(D) "Too much artificial light confuses sea turtles, which can head toward streetlights instead of the ocean after hatching."
(E) "Visiting a dark-sky park requires some planning, but the reward is a view that earlier generations took for granted."

Use the article "Finding the Real Night Sky" to answer this question.

23) Which sentence would **best** summarize the article?

(A) Dark-sky parks can help communities recover views of the night sky while protecting wildlife and using light more wisely.
(B) Dark-sky parks allow visitors to see the Milky Way.
(C) Scientists study light in the night sky.
(D) Streetlights are bad for people and animals.

Read the selection and choose the best answer to each question.

Samira wrote an informational essay about the benefits of a school garden. Read Samira's essay and look for revisions she needs to make. Then answer the questions that follow.

A Garden Changes a School

(1) A school garden is more than a patch of green in the parking lot. (2) Students who tend plants learn patience, care, and the scientific method in a way that no textbook matches. (3) A garden also connects lessons in science, math, and writing to real outcomes students can see and taste. (4) My brother practices guitar in the living room after dinner.

(5) Gardens give every student a role. (6) Some students track growth and weather, while others harvest food or write short reports to share with the cafeteria staff.

(7) The work is not always easy. (8) Pests, weather, and busy schedules can frustrate students and teachers alike. (9) But those same challenges often teach the lasting lessons that make a garden worth keeping.

24) Which sentence should Samira remove from the **first** paragraph because it does not support the main idea?

(A) Sentence 1
(B) Sentence 2
(C) Sentence 3
(D) Sentence 4

Use the essay "A Garden Changes a School" to answer this question.

25) What is the **best** way to combine sentences 5 and 6?

(A) Gardens give every student a role, because some students track growth and weather while others harvest food or write short reports to share with the cafeteria staff.
(B) Students grow plants and measure them, and the cafeteria sometimes uses the vegetables for lunch.
(C) Roles exist in gardens, and food is grown there.
(D) Students do things in the garden.

Use the essay "A Garden Changes a School" to answer this question.

26) Samira wants to add a transition at the beginning of paragraph 3. Which sentence would **best** serve this purpose?

(A) In addition, many students enjoy recess outside.
(B) Of course, keeping a school garden alive takes patience and planning.
(C) For example, sports teams also practice after school.
(D) As a result, every campus should replace its parking lot with plants.