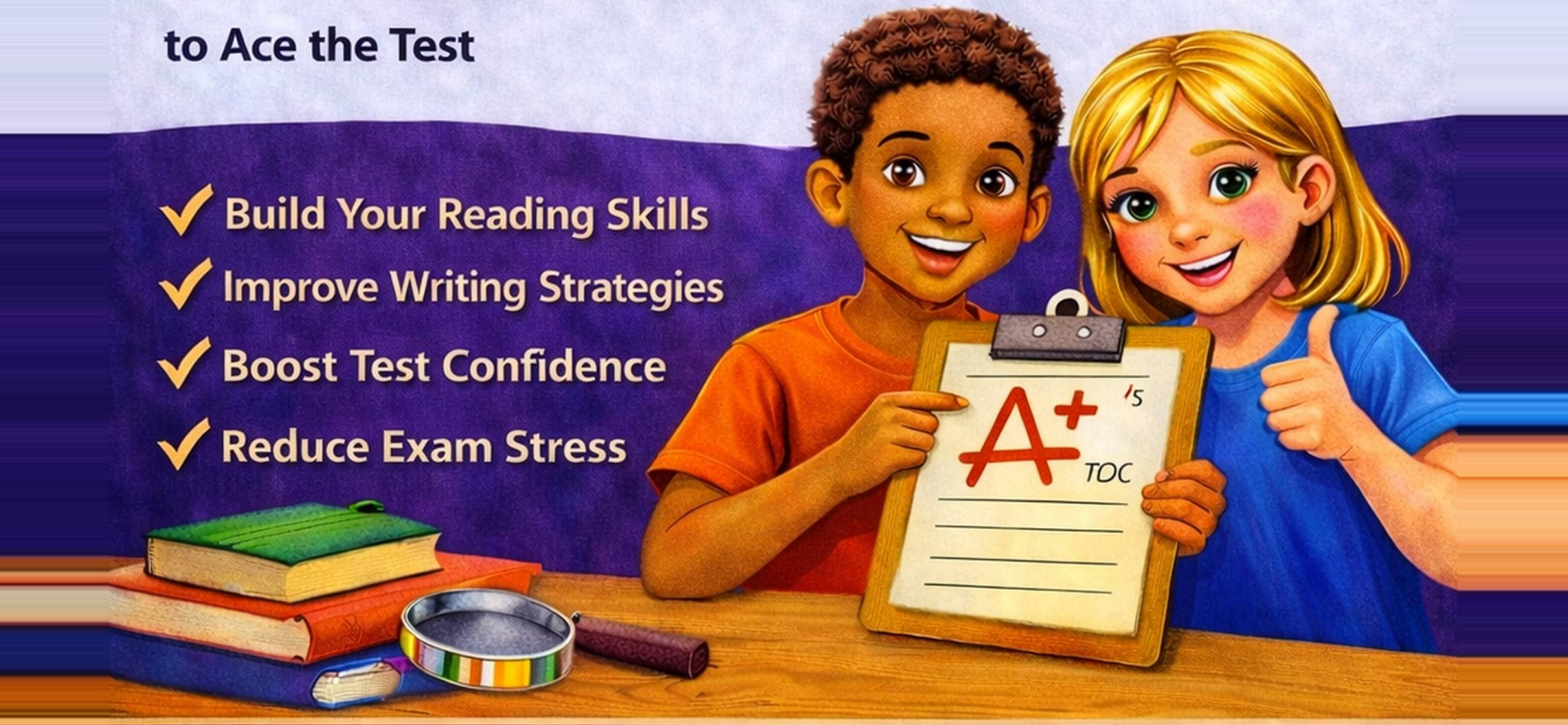
Everything You Need to Help Achieve an Excellent Score

# 8 Utah 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 · Utah RISE

EIGHT-TEST EDITION

# 8 Utah RISE Grade 7 English Language Arts (ELA) Practice Tests:

Comprehensive Practice to Help Students Master the RISE 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.**

## Rooftops That Grow Food

**1** At the Harbor District, students and volunteers began a network of rooftop gardens after identifying a local problem that needed a practical response.

**2** Progress depends on repeated checking. Participants test soil depth, track shade, and rotate crops between herbs and leafy greens. Because the team records what it sees, members can compare results over time.

**3** Midway through the work, the project ran into a problem: a week of hot wind dried the youngest plants before their roots spread. The team realized that a better answer would require closer study.

**4** Once the cause was clearer, the team built simple shade frames and used rain-barrel timers so the beds stayed evenly watered. That revision made the project more resilient, because the beds could recover from rough weather.

**5** By the closing weeks, the cafeteria began using the harvest in soups and salad wraps. What had started as a small rooftop experiment was becoming part of the neighborhood's regular routine.

**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 scale up right away; others argued that one more round of notes and measurements might reveal problems the group had not yet seen. In the end, the team postponed the expansion until it had gathered more evidence, even though a few supporters had already pictured a larger project that would have to wait.

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

(A) able to recover and remain useful after difficulty
(B) able to avoid being damaged at all
(C) able to grow faster after a setback
(D) able to stay exactly the same over time

*Use the article "Rooftops That Grow Food" 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) The article focuses on the project's final outcome and suggests that earlier setbacks had little effect on what the team eventually achieved.
(D) Careful research and revision helped a network of rooftop gardens become a useful community project.

*Use the article "Rooftops That Grow Food" to answer this question.*

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

(A) The team began the garden project after identifying a local problem.
(B) The team studied the weakness and then built simple shade frames and used rain-barrel timers so the beds stayed evenly watered.
(C) Participants tested soil depth, tracked shade, and rotated crops between herbs and leafy greens.
(D) The cafeteria later used the harvest in soups and salad wraps.

*Use the article "Rooftops That Grow Food" to answer this question.*

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

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

*Use the article "Rooftops That Grow Food" to answer this question.*

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

(A) To show that the garden required many small tasks from the team each day
(B) To foreshadow that weather will eventually create a problem for the project
(C) To show that the project depends on repeated steps and collected evidence
(D) To emphasize that rooftop gardening took more time than the team first expected

*Use the article "Rooftops That Grow Food" to answer this question.*

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

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

**19) Part A:** Which statement is **most** strongly supported by the article?

(A) Urban beekeeping increases the amount of food grown in nearby city gardens.
(B) Urban beekeeping is harder for beginners than rural beekeeping.
(C) Urban beekeeping requires equipment that most residents cannot afford.
(D) Urban beekeeping succeeds only in neighborhoods with educational hives.

**Part B:** Which sentence from the article **best** supports the answer to Part A?

(F) "Most cities now require registration and set rules about hive placement."
(G) "Community gardens near urban hives have reported noticeably higher yields of tomatoes, squash, and peppers."
(H) "Weekend workshops teach newcomers to inspect frames, recognize healthy brood patterns, and harvest honey without harming the colony."
(J) "Honeybees are far less aggressive than wasps."

*Use the article "How Urban Beekeeping Helps Cities" to answer this question.*

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

(A) It gives another example of how nearby gardens benefit from urban hives.
(B) It presents challenges that balance the benefits discussed earlier.
(C) It restates the article's main claim after the topic has already been developed.
(D) It narrows the discussion to the basic equipment rooftop beekeepers use.

*Use the article "How Urban Beekeeping Helps Cities" to answer this question.*


Scan Me

**21)** What can the reader infer about the author's perspective on urban beekeeping?

(A) The author sees urban beekeeping as useful in a few neighborhoods but too limited to matter across a city.

(B) The author treats urban beekeeping mainly as a short-term local trend rather than as a lasting community practice.

(C) The author views urban beekeeping as a valuable practice with manageable challenges.

(D) The author implies urban beekeeping works best when highly trained specialists oversee most of the work.

*Use the article "How Urban Beekeeping Helps Cities" 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 urban beekeeping benefits both people and the environment.

(A) "Rooftop hives and community apiaries now sit alongside water towers and antenna arrays in dozens of metropolitan areas."

(B) "Community gardens near urban hives have reported noticeably higher yields of tomatoes, squash, and peppers."

(C) "Most cities now require registration and set rules about hive placement, usually demanding that hives face away from sidewalks and sit at least fifteen feet from property lines."

(D) "Critics worry about the risk of stings and allergic reactions."

(E) "As more people learn to care for bees, they also begin to notice which plants bloom, when seasons shift, and how small creatures shape a whole neighborhood."

*Use the article "How Urban Beekeeping Helps Cities" to answer this question.*

**23)** Which sentence best summarizes the article?

(A) Urban beekeeping has spread because residents want local honey and more rooftop projects in their neighborhoods.

(B) Urban beekeeping supports pollination, food production, and environmental awareness despite manageable challenges in city settings.

(C) City beekeeping programs should expand only after officials can eliminate safety risks for nearby residents.

(D) Training new beekeepers is presented as the article's main concern because careful hive management is the key issue in cities.

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

*Diego wrote an informational essay about the benefits of learning a musical instrument. Read Diego's essay and look for revisions he needs to make. Then answer the questions that follow.*

### Why Everyone Should Try a Musical Instrument

(1) Learning a musical instrument does more than make music. (2) Studies show that students who play an instrument often develop stronger memory, patience, and focus. (3) Practice teaches the kind of steady attention that also helps with math and reading. (4) My older cousin still keeps the trumpet he played in high school hanging in the living room.

(5) Playing an instrument also builds community. (6) School bands, church choirs, and neighborhood lessons bring together students who might never meet otherwise. (7) Over time, these groups become places where students support each other through the slow work of improvement.