5 South Carolina SC READY

English Language Arts

Grade 8

Practice Tests



Practice Smart. Score Higher.

Small Steps, Big Gains! Small Steps, Big Gains!

Practice Master Achieve

Reza Nazari

South Carolina SC READY Grade 8
English Language Arts:
Five Full Practice Tests
For Confident Prep

Focused Review To Help Students Ace The Test

Quick Start | Skill Check | Confidence

Best for a strong opening stretch

Build momentum with a compact set of full practice tests that sharpen close reading, careful evidence use, and calm decision-making from day one.

Reza Nazari

Built for a strong, steady start to Grade 8 practice

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The Big Day

Your Test Day Playbook.

Calm is a skill. This is how to bring it with you.

◯ The Night Before

- Pack everything tonight. Pencils, eraser, water, ID, approved calculator if needed.
- Do light review only — a single short passage. No new material. No all-nighter.
- Eat something familiar. Tonight is not the night to experiment with anything new.
- Phone out of the room an hour before bed. Protect your sleep like it is part of the grade.

◯ The Morning Of

- Eat protein and complex carbs. Skip the sugar spike — the crash comes during the test.
- Move your body for five minutes. Walk, stretch, shake out your hands. Lower the nerves.
- Arrive early enough to settle, not so early that waiting builds up pressure.
- At the door, four slow breaths: *in for four, hold for four, out for six.* It works.

During the Test

- **Preview the questions**, then read the passage hunting specific answers.
- **Answer every question.** A guess has better odds than a blank — always.
- **Skip hard ones and return.** Easy points protect your time budget. Come back with fresh eyes.
- **Trust your first read.** Change an answer only when you find concrete evidence, not a hunch.
- **Pace by section, not by question.** Check the clock every few minutes, not every question.
- **If anxiety spikes, breathe and reset.** Ten slow seconds saves ten lost minutes.
- **Save 2–3 minutes at the end.** Review flagged items, confirm your bubbled answers.

One last thing.

High school starts soon, but you do not have to wait for it to begin showing up as the reader and writer you want to be. Test day is just a window. Open it, show your thinking clearly, and step through. The next version of you is already on the other side.

— Reza Nazari

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Use the story and poem to answer this question.

10) How does Jordan change over the course of the story?

(A) He begins as an expert editor and ends frustrated with student interviews.
(B) He moves from valuing energy and confidence alone to understanding that good audio also depends on clarity and restraint.
(C) He decides radio is too technical to be creative.
(D) He starts out disliking microphones but learns to enjoy performing.

Use the story and poem to answer this question.

11) Which statement best expresses a theme of the story?

(A) Effective communication often requires leaving space for meaning, not just filling every moment with sound.
(B) Interviews work best when hosts speak more than their guests.
(C) Fast talking is the most persuasive style on the radio.
(D) Silence is useful only when an audio file contains mistakes.

Use the story and poem to answer this question.

12) In paragraph 3, what does the author suggest by saying clarity was the condition that allowed personality to matter?

(A) People only notice personality when sound levels stay low.
(B) Editing software controls how confident a host appears.
(C) Personality should be removed from all formal interviews.
(D) A speaker's style is most effective when listeners can clearly understand what is being said.

Use the story and poem to answer this question.

13) Why does the author include Jordan cutting several of his own clever-sounding transitions in paragraph 4?

(A) To show that Jordan is learning to value the listener's understanding over his own performance
(B) To suggest that the adviser prefers shorter programs only because of time limits
(C) To explain why Jordan plans to quit the station
(D) To prove that transitions are never useful in radio interviews

Use the story and poem to answer this question.

14) How are the story and poem most alike?

(A) Both show that effective communication depends partly on restraint and space, not just loudness or speed.
(B) Both argue that microphones distract from real communication.
(C) Both focus on a host preparing for a live debate competition.
(D) Both suggest listeners prefer silence to spoken language.

Use the story and poem to answer this question.

15) Which **TWO** lines from the poem best support the idea that strong communication makes room for understanding?Select **TWO** correct answers.

(A) I thought volume meant arrival,
(B) leave air around the sentence,
(C) that the bright voice wins by entering first.
(D) trust the quiet that carries it.
(E) What reaches someone clearly

Use the story and poem to answer this question.

16) How does the mood of the poem shift from beginning to end?

(A) From joy to bitterness
(B) From embarrassment to humor
(C) From fear to relief
(D) From assertive certainty to measured understanding

Use the story and poem to answer this question.

17) What shared message do the story and poem convey?

(A) Public speaking should always sound informal and unplanned.
(B) Clear communication often depends on knowing when not to crowd the message.
(C) Listeners mainly care about the confidence of the speaker.
(D) Recorded audio is less meaningful than face-to-face conversation.

Use the story and poem to answer this question.

18) Which sentence best summarizes the story?

(A) While editing student interviews for the school radio station, Jordan learns that strong broadcasting depends on clarity and timing as much as confidence and energy.
(B) Jordan joins the radio station and immediately becomes its best editor.
(C) A faculty adviser bans improvisation during school interviews.
(D) Jordan records a transit interview that fails because of broken equipment.