5 Utah RISE English Language Arts Practice Tests

Grade 8



Practice Smart. Score Higher.

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

Practice Master Achieve

Reza Nazari

Utah RISE 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 Mina change over the course of the story?

(A) She begins as an experienced editor and ends preferring to avoid publication work.
(B) She decides visual design matters less than every other part of a magazine.
(C) She moves from seeing proofreading as minor work to understanding it as part of respecting and protecting published writing.
(D) She expects to find major printing failures but discovers only trivial issues.

Use the story and poem to answer this question.

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

(A) Careful attention to detail can be an important form of respect for another person's work.
(B) Proofreading is useful only when a publication includes photographs.
(C) Small errors rarely affect how trustworthy a publication feels.
(D) Readers care more about visual covers than about the writing inside.

Use the story and poem to answer this question.

12) In paragraph 4, what does the author suggest by saying the polish no longer felt decorative?

(A) Mina now saw neat presentation as part of accuracy and responsibility, not just appearance.
(B) Readers preferred rougher layouts that looked more natural.
(C) The magazine's cover design had become less colorful after revisions.
(D) The printer had removed too many design elements from the final copy.

Use the story and poem to answer this question.

13) Why does the author include the repeated line and the wrong photo credit in paragraph 3?

(A) To suggest the magazine should publish fewer poems and photographs
(B) To prove that the printer, not the editors, caused every mistake
(C) To show specific ways small errors can distort meaning and reduce trust in the publication
(D) To explain why literary magazines usually avoid using student work

Use the story and poem to answer this question.

14) How are the story and poem most alike?

(A) Both argue that glossy layouts should be avoided in student publications.
(B) Both focus on a writer revising the same poem many times.
(C) Both show that precision can be a form of respect rather than a merely technical habit.
(D) Both suggest proofreading matters only when a mistake changes the plot.

Use the story and poem to answer this question.

15) Which **TWO** lines from the poem best support the idea that small corrections can preserve meaning and respect?Select **TWO** correct answers.

(A) A page can shine and still be careless.
(B) the restored line break,
(C) the name spelled fully,
(D) Gloss is not accuracy.
(E) Precision is not coldness.

Use the story and poem to answer this question.

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

(A) From humor to sadness
(B) From confusion to boredom
(C) From panic to relief
(D) From skeptical warning to steady conviction

Use the story and poem to answer this question.

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

(A) A publication's visual design matters more than its accuracy.
(B) Accuracy and detail can be meaningful ways of honoring creative work.
(C) Proofreading should happen only after readers complain about errors.
(D) Writers should correct their own work without editorial help.

Use the story and poem to answer this question.

18) Which sentence best summarizes the story?

(A) While proofreading a student literary magazine, Mina learns that careful detail work protects meaning, fairness, and trust in the published writing.
(B) A student editor teaches Mina how to choose which poems should be published.
(C) Mina joins a literary magazine and is disappointed that the cover design changes before printing.
(D) Mina discovers several printing errors after the magazine has already been distributed.

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