6

Common Core

English Language Arts Practice Tests

for Grade 8

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



- Real Practice. Real Results.
- Small Steps, Big Gains!
- Practice Smart. Score Higher:
- Detailed Explanations
- Practice
- Master
- Achieve

Reza Nazari

6 Common Core Common Core Grade 8

English Language Arts (ELA)

Practice Tests

A Complete Guide To Building

English Language Mastery And

Excelling On The Common Core Assessment

Read

Track the central idea and gather evidence that matters.

Revise

Slow down, test your thinking, and make stronger choices.

Reflect

Build a repeatable routine across all six tests.

Build the habits that strong readers use every day.

Six tests give students enough repetition to build habit, reflection, and control without losing momentum.

Reza Nazari

Built for deliberate practice and steady revision

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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 Asha change over the course of the story?

(A) She begins confident about urban design and ends doubting every decision.
(B) She moves from seeing planning as other people's expertise to understanding that careful listening can shape a strong design.
(C) She decides community workshops waste too much time to be useful.
(D) She attends only to traffic issues and ignores other concerns.

Use the story and poem to answer this question.

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

(A) Detailed drawings are more valuable than community input.
(B) Public meetings work best when one expert makes decisions alone.
(C) Effective design grows from listening for underlying needs rather than collecting disconnected opinions.
(D) Parking should usually take priority over public gathering space.

Use the story and poem to answer this question.

12) In paragraph 3, what does the author suggest by saying the conversation sounded like a pattern trying to emerge?

(A) Asha was hearing the same exact proposal repeated word for word.
(B) The architect had already decided on the final design before the meeting began.
(C) The room had become too noisy for Asha to follow individual speakers.
(D) Different comments were beginning to reveal shared concerns that could guide the plan.

Scan Me

Use the story and poem to answer this question.

13) Why does the author include the blank strip beside the bus stop in paragraph 4?

(A) To suggest the architect forgot to bring enough paper
(B) To prove that bus stops are the most important part of any plaza
(C) To show the moment when Asha begins contributing her own design judgment
(D) To explain why the market stalls must be removed

Use the story and poem to answer this question.

14) How are the story and poem most alike?

(A) Both show that strong design depends on remembering the people and needs behind the lines on a page.
(B) Both focus on an architect working alone after hours.
(C) Both describe city plans as fixed answers that should not be revised.
(D) Both argue that public spaces should avoid benches and shade structures.

Use the story and poem to answer this question.

15) Which **TWO** lines from the poem best support the idea that design should respond to how people use a space?Select **TWO** correct answers.

(A) shade beside the bench,
(B) The first draft was all edges,
(C) space where footsteps gather,
(D) Good lines are not the ones drawn fastest.
(E) corners speaking over corners.

Use the story and poem to answer this question.

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

(A) From rigid conflict to thoughtful recognition
(B) From fear to relief
(C) From humor to embarrassment
(D) From confusion to anger

Use the story and poem to answer this question.

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

(A) A plan should include every suggestion exactly as it is offered.
(B) Design matters less than speed when communities need change.
(C) Public spaces succeed when planners listen closely enough to understand what users actually need.
(D) The best revisions are usually the least visible ones.

Use the story and poem to answer this question.

18) Which sentence best summarizes the story?

(A) Asha attends a city meeting and spends the afternoon moving supplies for an architect.
(B) At a community design workshop, Asha learns that effective planning comes from listening for shared needs and using them to improve a public-space draft.
(C) An architect gives Asha a finished city plan to present at a bus stop.
(D) A neighborhood rejects a plaza redesign because no one can agree on parking.