6

Illinois IAR

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 Illinois IAR Grade 8

English Language Arts (ELA)

Practice Tests

A Complete Guide To Building

English Language Mastery And

Excelling On The IAR 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 Priya change over the course of the story?

(A) She begins by disliking books with notes and ends by selling them.
(B) She goes from casually enjoying used books to understanding reading as a form of active participation.
(C) She loses interest in civics after reading the speeches.
(D) She decides the mystery reader misunderstood the text entirely.

Use the story and poem to answer this question.

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

(A) Only used books are worth reading.
(B) Teachers are better readers than students.
(C) Reading becomes richer when people respond thoughtfully instead of remaining passive.
(D) A mystery is valuable only when it is solved.

Use the story and poem to answer this question.

12) What does the author suggest by describing the book as *more fragile than it looked* in paragraph 2?

(A) Priya recognizes that the book contains a delicate and meaningful connection to another reader's thinking.
(B) The speeches are difficult to understand.
(C) The bookstore sells damaged books at low prices.
(D) The paper is about to fall apart physically.

Scan Me

Use the story and poem to answer this question.

13) Why does the author include the civics teacher's comment in paragraph 4?

(A) To show that the teacher once owned the same book
(B) To prove that annotation matters only in school
(C) To provide a starting explanation that Priya then deepens in her own way
(D) To suggest that Priya has misread the speeches

Use the story and poem to answer this question.

14) How are the story and poem most alike?

(A) Both argue that books should never be written in.
(B) Both portray reading as a conversation between the present reader and another voice in the text.
(C) Both focus on selling rare books for profit.
(D) Both describe a classroom lesson about grammar.

Use the story and poem to answer this question.

15) Which **TWO** lines from the poem best support the idea that annotation creates dialogue?Select **TWO** correct answers.

(A) By the final page, the book has two voices,
(B) I enter late, but not alone.
(C) A question mark leans beside a sentence
(D) and mine is learning how to answer.
(E) not blocking the path,

Use the story and poem to answer this question.

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

(A) From amused to angry
(B) From fear to relief
(C) From boredom to confusion
(D) From solitary curiosity to connected engagement

Use the story and poem to answer this question.

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

(A) Writing in books always damages them.
(B) Readers can participate in meaning by questioning, responding to, and building on what they encounter.
(C) The best reading happens in total silence and isolation.
(D) Only experts should annotate texts.

Use the story and poem to answer this question.

18) Which sentence best summarizes the story?

(A) After finding an annotated book of speeches, Priya comes to see margin notes as evidence that reading can be a public, participatory act.
(B) Priya buys a damaged book and returns it when she notices pencil marks.
(C) A teacher explains how to price used books in a store.
(D) The bookstore owner reveals the identity of a previous customer.