6 Minnesota MCA-III

Reading Practice Tests

for Grade 8



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

Reza Nazari

6 Minnesota MCA-III Grade 8

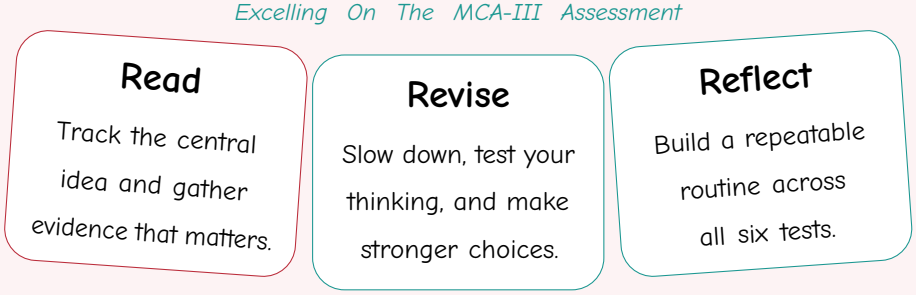
Reading

Practice Tests

A Complete Guide To Building

Reading Mastery And

Excelling On The MCA-III Assessment



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

Table of Contents

★ Practice Test 1 ____ 10
★ Practice Test 2 ____ 35
★ Practice Test 3 ____ 60
★ Practice Test 4 ____ 85
★ Practice Test 5 ____ 110
★ Practice Test 6 ____ 135
Practice Test Answer Keys ____ 160
Practice Test Answers and Explanations ____ 163

Use the story and poem to answer this question.

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

(A) She begins experienced in logistics and ends disappointed by the pantry's disorganization.
(B) She decides the pantry should stop tracking inventory entirely.
(C) She wants to work in the storeroom but is reassigned to the entry table.
(D) She moves from seeing record-keeping as less helpful than physical labor to understanding how it can improve the whole pantry system.

Use the story and poem to answer this question.

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

(A) Physical labor matters more than planning in community work.
(B) The quickest way to help is usually the most visible one.
(C) Pantries should avoid changing labels once shelves are organized.
(D) Careful observation can improve a system even when the work appears quiet or indirect.

Use the story and poem to answer this question.

12) In paragraph 4, what does the author suggest by saying the changes were not dramatic?

(A) The pantry refused to use most of Priya's suggestions.
(B) The coordinator did not trust Priya's notes enough to act on them.
(C) Small adjustments can still make a meaningful difference in how a system works.
(D) Visitors did not notice any improvement in the pantry.

Use the story and poem to answer this question.

13) Why does the author include the examples of oil labels, entry-table backups, and empty corner shelves?

(A) To prove the pantry had too few volunteers to function
(B) To suggest the pantry should remove all signs and shelves
(C) To show the specific kinds of problems Priya learns to notice through the ledger
(D) To compare different styles of inventory software

Use the story and poem to answer this question.

14) How are the story and poem most alike?

(A) Both show that counting or tracking can be a way of understanding where a system needs help.
(B) Both focus on a pantry that is running out of food permanently.
(C) Both argue that records distract from real service work.
(D) Both describe volunteers who prefer lifting boxes to writing notes.

Use the story and poem to answer this question.

15) Which **TWO** lines from the poem best support the idea that records can reveal hidden problems in a workflow?Select **TWO** correct answers.

(A) The shelf speaks in absence,
(B) Not every useful thing is heavy.
(C) To count well is not to stand apart from the work.
(D) the hallway in backtracking steps,
(E) Some service travels as a mark in a margin,

Use the story and poem to answer this question.

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

(A) From fear to joy
(B) From humor to frustration
(C) From embarrassment to pride
(D) From understated attention to firm understanding

Use the story and poem to answer this question.

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

(A) A pantry works best when volunteers do not question existing routines.
(B) Useful service often includes noticing patterns that help work flow more effectively.
(C) Tracking systems matter only when no one is available for physical tasks.
(D) The most important community work is always the most visible.

Use the story and poem to answer this question.

18) Which sentence best summarizes the story?

(A) A coordinator asks Priya to redesign a pantry storeroom without observing how it works first.
(B) Priya volunteers at a pantry but spends the day moving crates from a delivery truck.
(C) While tracking inventory at a neighborhood pantry, Priya learns that careful records can reveal hidden problems and help the whole system run more smoothly.
(D) Priya loses the pantry ledger and has to rebuild the inventory from memory.