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Wyoming WY-TOPP

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 Wyoming WY-TOPP Grade 8

English Language Arts (ELA)

Practice Tests

A Complete Guide To Building

English Language Mastery And

Excelling On The WY-TOPP 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 Imani change over the course of the story?

(A) She moves from treating the station as background to seeing it as a place full of details worth noticing.
(B) She decides Gate Four is too quiet to be useful.
(C) She avoids the transit center after meeting the man.
(D) She begins as a writer and ends tired of writing.

Use the story and poem to answer this question.

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

(A) Transit stations are better for writing than classrooms.
(B) Quiet places are always more interesting than crowded ones.
(C) Writers should use typewriters instead of phones.
(D) Attention can reveal richness in places that seem ordinary or overlooked.

Use the story and poem to answer this question.

12) What does the author suggest by saying the station gained a second layer in paragraph 4?

(A) A hidden room opened behind the benches.
(B) Imani began perceiving details and meaning that had always been there but unnoticed.
(C) The transit center installed a new floor above Gate Four.
(D) The station became more crowded after school.

Use the story and poem to answer this question.

13) Why does the author include the page of observations the man gives Imani?

(A) To prove that the man has memorized the bus schedule
(B) To explain why typewriters are easier to use than phones
(C) To suggest that the station manager asked him to write descriptions
(D) To show exactly how careful noticing can turn an ordinary space into something vivid

Use the story and poem to answer this question.

14) How are the story and poem most alike?

(A) Both argue that public spaces should be quieter.
(B) Both describe leaving a station for the final time.
(C) Both show that a place can seem newly alive when someone pays closer attention to its small details.
(D) Both compare transportation to classroom learning.

Use the story and poem to answer this question.

15) Which **TWO** lines from the poem best support the idea that observation opens a new way of seeing a familiar place?Select **TWO** correct answers.

(A) Then the place grows a second surface,
(B) not hidden,
(C) Attention is the hand on the latch.
(D) only previously unopened.
(E) the wheel's complaint,

Use the story and poem to answer this question.

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

(A) From panic to calm
(B) From plain observation to reflective awakening
(C) From amusement to embarrassment
(D) From joy to grief

Use the story and poem to answer this question.

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

(A) Public waiting areas are best used for silence only.
(B) Writing about a place changes the place itself physically.
(C) Ordinary spaces can become meaningful when people notice the details that make them alive.
(D) Technology prevents people from observing carefully.

Use the story and poem to answer this question.

18) Which sentence best summarizes the story?

(A) Imani loses her phone while waiting for the bus at Gate Four.
(B) After noticing an older man writing about the transit center, Imani learns to see the quiet waiting area at Gate Four as a place full of detail and meaning.
(C) A transit employee teaches Imani how to repair a typewriter.
(D) The waiting area closes after the route schedule changes.