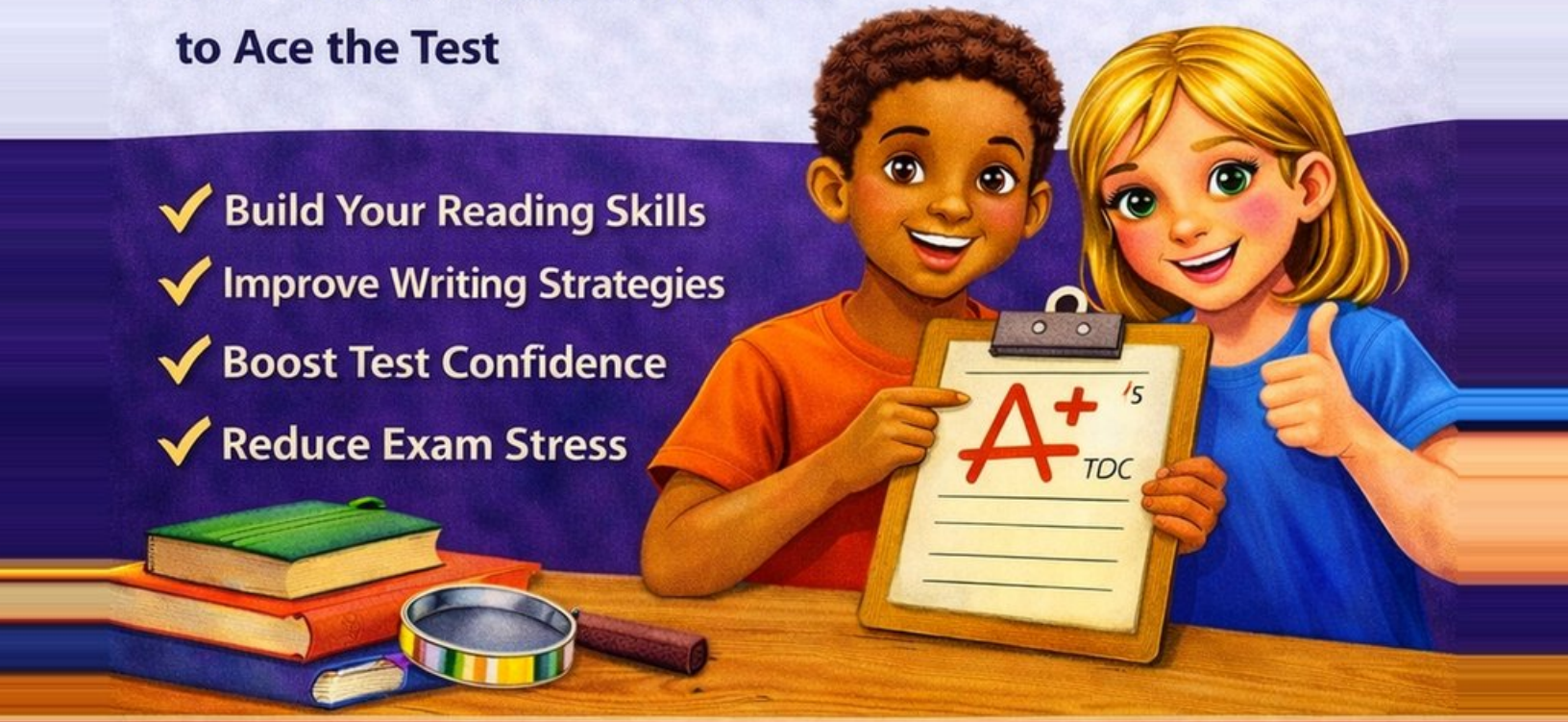
Everything You Need to Help Achieve an Excellent Score

8 Maine Grade 8

English Language Arts (ELA)

Practice Tests

The Proven Practice You Need to Ace the Test



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- ✓ Improve Writing Strategies
- ✓ Boost Test Confidence
- ✓ Reduce Exam Stress

✓ **Includes Detailed Answer Explanations**

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Tests

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Smart Practice

The Difference Between Busy and Better.

Busy practice fills time. Better practice changes you. The quiet truth: the thirty minutes after a test matters more than the ninety minutes of the test itself. That is where real learning lives — in the review, not the rep. Here is what separates a score plateau from a score climb:

✓ Six Moves That Raise Real Scores

1. **Simulate the pressure.** One seat, one timer, no phone, no interruptions. Stamina is its own skill and you can only train it by using it.
2. **Preview the questions, then attack the passage.** Skim the question stems first. That turns reading from passive intake into a directed search.
3. **Annotate with purpose.** Circle transitions (*however*, *therefore*, *in contrast*). Bracket claims. Underline evidence. These marks become your map back to the answer.
4. **Do a miss audit after every test.** Sort your wrong answers into four piles: *knowledge gap*, *careless misread*, *time pressure*, *trap answer*. Each one demands a different fix.
5. **Upgrade one skill per week.** Pick one weakness — inference, vocabulary in context, claim-and-evidence writing — and make it the focus. Narrow practice beats broad review.
6. **Protect sleep like it is part of the test.** Working memory, focus, and stamina all collapse on less than seven hours. You cannot out-study exhaustion.

⋆ The Rewrite Habit

After each test, pick one short response and rewrite it — cleaner claim, tighter evidence, sharper analysis. Do this just three times across this book and your writing will visibly level up. The rewrite, not the first draft, is where eighth-grade writing becomes high-school-ready.

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.

Read the story and the poem. Then answer questions 9–19.

Borrowed Weather

1 When Hana's uncle offered her his old field notebook before the summer storm-tracking program began, she expected something impressive. Instead she received a small, faded book with warped corners and a cover softened by years of rain. Inside, the pages were crowded with dates, cloud sketches, wind directions, and short observations written in pencil so dark they seemed pressed into the paper.

2 On the first day of the program, the other students opened sleek tablets loaded with radar maps and satellite loops. Hana opened the notebook. For a few minutes she felt ridiculous comparing penciled notes to animated weather models. Then the instructor asked everyone to step outside and describe the sky without using a screen. Hana looked down at one of her uncle's entries: *Before the storm, the light flattens.* She glanced up and saw exactly what he meant.

3 Over the next two weeks, Hana kept adding her own notes beside his. She recorded how the air felt before rain, how tree leaves turned pale underneath when wind shifted, how distant thunder could arrive long before the first drop. The program still relied on technology, but the notebook taught her to notice what the instruments measured. Data no longer felt separate from experience. It felt rooted in attention.

4 On the final afternoon, the students compared forecasts for a fast-moving front. The radar suggested the storm would arrive after sunset. Hana, studying the sky and the restlessness of the birds over the field, quietly disagreed. She was not certain enough to announce it loudly, but she wrote *earlier than expected* in the margin. Rain began forty minutes later.

5 That evening she returned the notebook to her uncle only long enough for him to shake his head and hand it back. *Keep it*, he said. Hana understood then that the notebook was not a set of answers. It was permission to pay attention the way someone else once had, and then to continue the record herself.

Forecast Margin

A map can show the storm's direction,
but not the way the air changes its mind
before the first branch moves.

Someone wrote that down once
and left space beside the sentence
for another pair of eyes.

Now the page carries two weather systems:
the one crossing the sky,
and the one passing from notice to notice,
until attention becomes inheritance.

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9) What does the word *inheritance* mean as it is used in the last line of the poem?

(A) a prediction that is usually wrong
(B) something passed from one person to another
(C) a tool for measuring rainfall
(D) a type of cloud pattern

Use the story and poem to answer this question.

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

(A) She begins as an expert forecaster and ends less interested in storms.
(B) She decides notebooks are more accurate than every digital tool.
(C) She moves from doubting the old notebook to valuing it as a way of learning how to notice weather directly.
(D) She abandons the program because the technology is too complicated.

Use the story and poem to answer this question.

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

(A) Older methods should always replace modern technology.
(B) Weather is impossible to understand without satellite images.
(C) Students learn best when they work alone.
(D) Careful observation can deepen knowledge in ways that tools alone cannot.

Use the story and poem to answer this question.

12) What does the author suggest by saying data no longer felt separate from experience in paragraph 3?

(A) Hana began connecting measurements with what she could observe in the world around her.
(B) Hana stopped using any scientific information at all.
(C) The program decided to cancel its use of instruments.
(D) Hana found the notebook easier to read than maps.