

8th Grade Common Core English Language Arts

This Test Review Booklet was designed for Grade 8 Common Core English Language Arts Test. It provides examples of the format and types of questions that may be on the actual test as administered by the State Education Department.

Test Design for the English Language Arts Test					
	Book 1	Book 2		Book 3	Total
		Reading	Writing		
Passages	6	1	2	3	12
Multiple Choice Questions	42	7	X	X	49
Short Response Questions	X	X	3	5	8
Extended Response Questions	X	X	1	1	2

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TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you READ THE WHOLE PASSAGE. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review BOTH the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before choosing a response.
- Plan your time.

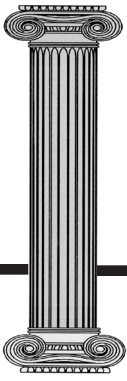
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TEST 1

Book 1

In this part of the test, you are going to do some reading. Then you will answer questions about what you have read. You will have 90 minutes to read the passages and answer the 42 questions. You will mark your answers in the space provided. You may look back at the passages as often as you like.

Directions

Read this article. Then answer questions 1 through 8.

(Adapted from)

THE DUCK STAMP STORY

1 When the explorers first set foot upon the continent of North America, the skies, marshes and lands teemed with a variety of wildlife. Native Americans had been wise guardians of these precious natural resources. Unfortunately, it took the explorers and the settlers who followed only a few decades to greatly reduce these resources. Millions of waterfowl were destroyed, some species to the point of
5 extinction, at the hands of hunters and sportsmen. Millions of acres of wetlands were drained to feed and house the ever-increasing populations, greatly reducing waterfowl breeding and nesting habitats.

Not to be outdone by man, Mother Nature often takes her toll by providing droughts and floods. During these periods, migration rest areas and wintering grounds are severely impacted. As recent as 1993, record-breaking floods hit the fertile Midwest, leaving more destruction in their wake. A large part of
10 this catastrophe could have been avoided had many of the national wetlands of that area not been drained and filled in for farming and housing and industrial development. Many people do not realize that wetlands help to maintain ground water supplies, act as a filtration system for pollutants, store floodwaters, protect shorelines from erosion, and modify climatic change.

In 1934, with the passage of the Migratory Bird Hunting Stamp Act, an increasingly concerned nation
15 took firm action to stop the destruction of migratory waterfowl and the wetlands so vital to their survival. Under this Act, all waterfowl hunters 16 years of age and over must annually purchase and carry a Federal Duck Stamp. Most hunters willingly pay the stamp price to ensure the survival of our natural resources.

Approximately 98 cents of every duck stamp dollar goes directly into the Migratory Bird Conservation
20 Fund to purchase wetlands and wildlife habitat for inclusion into the National Wildlife Refuge System. This system ensures that this land will be protected and available for all generations to come. Since 1934, more than \$500 million has gone into the Fund to purchase more than 5 million acres of land. Little wonder the Federal Duck Stamp Program has been called one of the most successful federal programs.

In recent years, with the hunter population getting smaller, three groups of Americans have had an increasingly role in filling the gap in the purchase of Federal Duck Stamps—collectors, art enthusiasts and other conservationists. Collectors and art enthusiasts consider these stamps “miniature pieces of art.”

The collection of duck stamps is growing and has become very popular. A stamp collector who had purchased each of the current stamps when issued would have spent around \$300. This investment today would be worth well over \$4000. Other conservationists buy the stamps as a way of ensuring that these wild places will be around for all generations. Furthermore, owning a Federal Duck Stamp entitles one to free admission into all National Wildlife Refuges.

In addition, each year the US Fish and Wildlife Services sponsors an art competition at its headquarters in Washington DC. Wildlife artists, both professional and amateur all across the US vie for the coveted title of Federal Duck Stamp Artist. **The wildlife artist who wins this competition knows that his or her career and fortunes will take wing!** This winning design becomes the next annual Federal Duck Stamp. The Top 20 scored entries from each competition are exhibited around the country at various museums, festivals and expositions during the next year.

1 Closely reread this sentence from lines 30 and 31.
Furthermore, owning a Federal Duck Stamp entitles one to free admission into all National Wildlife Refuges.

According to this passage, the word **Refuges** most nearly means

- A** areas that are safe for hunters to shoot waterfowl.
- B** areas that are used to store the waste produced in wetlands.
- C** areas that are safe for endangered species.
- D** areas that need to be developed for future conservation of important habitats.

1 _____

2 How does the information presented in lines 27 through 37 reinforce the information presented in lines 24 through 27?

- A** The information in lines 24 through 27 describes the text-based details found in lines 27 through 37.
- B** The information in lines 27 through 37 describe how the United States Government has compensated for having fewer hunters.
- C** The information in lines 27 through 37 give us extensive text-based details reinforcing the central ideas within lines 24 through 27.
- D** The information in lines 24 through 27 reinforces the abstract concepts in lines 27 through 37.

2 _____

3 Which of the choices below **best** describes the author’s point of view about the information discussed in this passage?

- A The author is negative because the passage mainly describes how poor conservation efforts are reducing the waterfowl population.
- B The author is positive because the passage mainly describes how collectors have become rich by purchasing Duck Stamps.
- C The author is worried since recent floods have destroyed certain areas because of lack of waterfowl conservation efforts.
- D The author is neutral because the author mostly gives facts and details about the history and success of Duck Stamps.

3 _____

4 Which lines develop the idea that not only man has contributed to the reduction of waterfowls and their habitats?

- A Lines 1 through 6
- B Lines 7 through 13
- C Lines 14 through 18
- D Lines 19 through 23

4 _____

5 What was the author’s main purpose in writing this article?

- A To give information about how Duck Stamps have contributed to waterfowl and wetland conservation efforts.
- B To persuade the reader to be active in the waterfowl conservation movement to prevent erosion of the waterfowl habitats.
- C To make sure the reader understands how the entertainment industry has contributed to the conservation of waterfowl environments.
- D To determine the causes and effects of waterfowl endangerment in the United States.

5 _____

6 How do lines 14 through 18 support the ideas discussed in the lines 1 through 13?

- A The background history in lines 14 through 18 describe the solution to various problems in lines 1 through 13.
- B Lines 14 through 18 summarize the information given in lines 1 through 13.
- C Lines 14 through 18 describe how the federal money is acquired to solve the problems that were discussed in the first two paragraphs.
- D Lines 14 through 18 are in the wrong place and should be added to lines 1 through 6 because lines 7 through 13 support the idea mentioned in lines 14 through 18.

6 _____

7 Read the following sentence:

“The wildlife artist who wins this competition knows that his or her career and fortunes will take wing!” (lines 34 and 35)

This sentence contains an example of

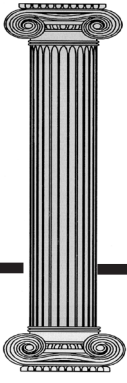
- A a simile
- B personification
- C metaphor
- D idiomatic expression

7 _____

8 Where will a reader **most likely** find this article?

- A in a national news magazine
- B in a list of government periodicals
- C in the local news section of a newspaper
- D as part of a webinar produced by the National Housing Association.

8 _____



Book 2

TEST 1

In this part of the test, you are going to do some reading. Then you will answer questions about what you have read. You will have 90 minutes to read the passages and answer the 11 questions. You will write your answers in the space provided. You may look back at the passages as often as you like.

Directions

Read this article. Then answer questions 43 through 49.

The Influence our Constitution and Bill of Rights had on Europe

1 Today, people tend to take for granted our Constitution and the civil rights that are guaranteed under our Bill of Rights. This Bill of Rights, which is included in the first ten amendments to the Constitution, states that all Americans have freedom of speech, press, and religion. However, in late 1780, these freedoms were considered radical ideas to most European leaders. With the exception of Great Britain, 5 which was beginning to evolve into a constitutional monarchy by this time, most countries of Europe were ruled by absolute monarchs, including France, Spain, the Holy Roman Empire, and Russia. **Even the kingdoms of Sweden and Denmark had absolute monarchies.** To the landed aristocracies who ruled these countries, the idea of a republican government that allowed citizens to disagree, petition, and organize political parties, was considered the most dangerous type of extremism.

10 To get a sense of how radical our Bill of Rights was considered, just take the concept of religious freedom. Most European countries had state religions at that time. In Great Britain, to be a Member of Parliament, one had to belong to the Church of England. Depending on the country, one had to be either Catholic or Protestant to hold any type of government position. Even the Netherlands, which for a century had allowed religious toleration, only allowed members of the Dutch Reformed Church to 15 participate in government at that time. Interestingly, it wasn't until the 1860s before non-Protestants were allowed to sit in the British Parliament. Prime Minister Benjamin Disraeli, a Protestant convert of Jewish origin, was the first to pass a law that allowed Jews and Catholics to become part of Britain's government.

Even more extreme was the idea that people were allowed to criticize the United States government 20 in newspapers, journals and books. Although some European countries did allow some measure of freedom of speech and press, it was only in our Bill of Rights that this concept was the law of the land. No one would flinch when a newspaper or pamphlet would criticize politicians. Even the highly regarded George Washington was widely criticized by newspapers which supported Thomas Jefferson. One

46 Read the following sentence:
“**Even the kingdoms of Sweden and Denmark had absolute monarchies.**”

It is not clear why the author includes this sentence in the first paragraph. What type of details could the author have added after this sentence to justify its use?

- A** The author could have shown that today these countries have strong democracies that allow a lot of freedom.
- B** The author could have described how these governments put down revolutions in the early 19th century.
- C** The author should have compared the monarchies of these two countries to those of France, Prussia and Spain in the late 18th century.
- D** The author should have alluded to the revolutions that overthrew the monarchies in these two countries.

46 _____

47 Text-based details were used to support all of the following information in the passage **EXCEPT**

- A** at least one or more effects of the French Revolution.
- B** how the Bill of Rights came to be included in the United States Constitution.
- C** how Great Britain began to extend political freedom in the 18th and 19th centuries.
- D** some basic right within the first amendment to the United States Constitution.

47 _____

48 The evidence presented in lines 29 through 36 lead to which central idea?

- A** The American revolution happened before the French Revolution.
- B** The French Revolution led to stable democratic institutions in that country.
- C** The French Revolution had a lasting influence in America.
- D** The French and American revolutions led to different outcomes.

48 _____

49 The author of this article makes several important claims when he compares the development of our constitutional government to various 18th and 19th century democratic revolutions that occurred in Europe. Which of the following claims is **not** backed up by the evidence the author presented?

- A** The French Revolution led to a strong and stable constitutional system in that country.
- B** It would take until the middle of the 20th century before Europe had the same type of stable democratic institutions we take for granted.
- C** Americans have a long tradition of publicly criticizing elected and government officials.
- D** The Revolutions that occurred in Europe during the last two centuries often led to negative outcomes.

49 _____

51 If Mr. Peabody read the "Declaration of Sentiments" from the first Woman's Rights Convention in 1848, which two grievances would he most disagree with and why? Use at least **two** text based details to support your answer.

52 Compare and contrast the structures of "The Disagreement" and "The Declaration of Sentiments". Using text based evidence, describe how the passages are similar and how they are different.

Lined writing area for student responses.

TEST 1