5 ACT Aspire

English Language Arts

Grade 6

Practice Tests



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Small Steps, Big Gains! Small Steps, Big Gains!

Practice Master Achieve

Reza Nazari

Grade 6 · ACT Aspire

5 Realistic ACT Aspire Grade 6 English Language Arts Practice Tests

Full-Length Practice for ACT Aspire Preparation and Academic Confidence

Built for steady confidence and dependable first-pass practice.

Reza Nazari

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During the Test

- **Skim the questions first**, then read the passage with purpose.
- **Never leave a question blank.** A careful guess can be right; empty is always wrong.
- **Stuck? Circle it and move on.** Easier points are waiting. Come back when your brain is fresh.
- **Trust your first read.** Changing answers without a real reason almost always hurts.
- **Watch the clock but do not stare at it.** Glance every few questions. That is enough.

One last thing.

When you sit down on test day, remember: you are not starting this test alone. Every passage you read, every question you untangled, every morning you chose to open this book — all of it is sitting there in your head, on your team. Now go show it what you can do.

— Reza Nazari

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Grade 6 English

English Language

1

Questions: Varies by section **Duration:** No time limit

Important Test Information

These practice items are designed for Grade 6 English Language practice. Expect close reading, vocabulary in context, evidence-based reasoning, and language-revision work throughout the book.

Test-Taking Tips:

- Read the question stem carefully before you compare answer choices.
- Return to the passage whenever the best answer depends on evidence.
- Use a second pass for the hardest items instead of forcing a rushed guess.

Remember: Take your time, stay calm, and do your best. You've prepared well for this practice—you've got this!

Scan Me

Read the article. Then answer questions 17–23.

Neighborhood Air, Neighborhood Science

1 Until recently, measuring air quality required costly equipment and full-time staff. Detailed reports were often limited to large cities and a few busy highways. Whole neighborhoods in between had almost no data of their own.

2 That began to change as small, low-cost sensors reached the market. A box about the size of a paperback book can now report on tiny particles of dust, soot, and smoke. The sensors are not as precise as professional equipment, but the story they tell, repeated across many streets, is often surprisingly clear.

3 Middle schools have joined these projects in a natural way. Students mount sensors outside classroom windows, along bike paths, or on a friend's front porch. They check the readings online and compare what they see to what the weather and the traffic are doing each day.

4 One sixth-grade class in Sacramento discovered that air quality near their school was worst during morning drop-off, not in the middle of the day. When they shared the data with their principal, drop-off traffic was rerouted, and later measurements showed improvement.

5 Skeptics have raised fair concerns. Low-cost sensors drift over time and can give false readings in very humid weather. Citizen data should not replace official networks. But when student data points in the same direction as professional data, it often strengthens the case for action.

6 Citizen science in air quality shows how small, shared efforts can turn fuzzy claims into sharper ones. The maps built from these sensors may not reach every home yet, but they already show what neighborhoods have known for years: air quality is not the same on every street.

17) Which sentence best states the central idea of the article?

(A) Low-cost sensors have made it possible for neighborhoods to collect their own air-quality data.
(B) Schools should buy only professional equipment to study air quality.
(C) Air quality rarely changes from street to street within a city.
(D) Most air-quality studies now take place far away from schools.

Use the article "Neighborhood Air, Neighborhood Science" to answer this question.

18) As used in paragraph 2, what does *detailed* most nearly mean?

(A) guessed
(B) careful and specific
(C) traveled
(D) repeated

Use the article "Neighborhood Air, Neighborhood Science" to answer this question.

19) How does the Sacramento example in paragraph 4 support the article?

(A) It shows why schools should not study air quality.
(B) It shows a concrete case where student data led to a change that improved air quality.
(C) It proves that air quality is always better in the middle of the day.
(D) It suggests that low-cost sensors should never be trusted.

Use the article "Neighborhood Air, Neighborhood Science" to answer this question.

20) Which sentence from the article best supports the idea that low-cost sensors have limits?

(A) Middle schools have joined these projects in a natural way.
(B) A box about the size of a paperback book can now report on tiny particles of dust, soot, and smoke.
(C) Low-cost sensors drift over time and can give false readings in very humid weather.
(D) Citizen science in air quality shows how small, shared efforts can turn fuzzy claims into sharper ones.

Use the article "Neighborhood Air, Neighborhood Science" to answer this question.

21) What can the reader infer about the author's view of citizen science?

(A) The author thinks it cannot be trusted at all.
(B) The author believes it works best alongside official data.
(C) The author thinks professional data is no longer needed.
(D) The author believes only professional scientists should study air.

Use the article "Neighborhood Air, Neighborhood Science" to answer this question.

22) **This question has two correct answers.** Choose the **two** sentences from the article that **together** best support the idea that student-led air-quality projects can change both what a community knows and what its leaders decide to do.

(A) "Until recently, measuring air quality required costly equipment and full-time staff."
(B) "When they shared the data with their principal, drop-off traffic was rerouted, and later measurements showed improvement."
(C) "Low-cost sensors drift over time and can give false readings in very humid weather."
(D) "The maps built from these sensors may not reach every home yet, but they already show what neighborhoods have known for years: air quality is not the same on every street."
(E) "A box about the size of a paperback book can now report on tiny particles of dust, soot, and smoke."