6 Arkansas ATLAS

English Language Arts Practice Tests

for Grade 6

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

Grade 6 · Arkansas ATLAS

6 Realistic Arkansas ATLAS Grade 6 English Language Arts Practice Tests

Full-Length Practice for ATLAS Preparation and Academic Confidence

Built for steady confidence and dependable first-pass practice.

Reza Nazari

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The Big Day

Your Test Day Playbook.

Tear this page out in your head. Take it with you.

◯ The Night Before

- Pack your bag now, not in the morning. Sharpened pencils, eraser, water bottle, ID if needed.
- Do *not* cram. A short, easy review is fine. A four-hour panic session is not.
- Eat a normal dinner. Tonight is not the night to try something new.
- Go to bed the same time you do on a school night. A tired brain reads slower.

◯ The Morning Of

- Eat breakfast — something with protein, not just sugar. Your brain is about to work hard.
- Move a little. A walk, stretching, even bouncing on your toes wakes up your body.
- Arrive early. Rushing in a few minutes late sets a rattled mood for the whole test.
- Take one slow, deep breath at the door. *In for four, out for six.* Try it.

◯ 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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14) How do the story and poem approach a similar idea?

(A) Both texts treat strong feelings as more important than lasting consequences.
(B) Both texts suggest that quick results matter more than careful choices.
(C) Both texts show characters acting mainly to gain approval from others.
(D) Both texts show that careful choices can have lasting value.

Use both "Between Two Gardens" and "Moving Pollen" to answer this question.

15) **This question has two correct answers.** Choose the **two** details from the story and the poem that **together** best support the shared theme.

(A) "After considering the options, Ana rearranges the plan so the flowers bloom across the year instead of all at once." (story, paragraph 4)
(B) "Ana comes to the strip of soil along the library fence carrying a packet of planting labels sorted by season and expecting an ordinary afternoon." (story, paragraph 1)
(C) "What holds up past the opening cheer is the real shape, / and thoughtful labor leaves its mark." (poem, second stanza)
(D) "Between the noise and after-school light, / the work begins in common things." (poem, first stanza)
(E) "Even before the problem appears, Ana senses that finishing the task will require more than simply following directions." (story, paragraph 2)

Use both "Between Two Gardens" and "Moving Pollen" to answer this question.

16) Which sentence best summarizes the connection between the two texts?

(A) The story shows a practical choice, while the poem suggests that effort matters only when others notice it.
(B) Both texts connect thoughtful action with a result that lasts beyond the moment.
(C) Both texts suggest that immediate results matter more than what lasts over time.
(D) The story focuses on a specific decision, while the poem mostly recalls a moment from the past.

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.

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