7 Full-Length Florida FAST

English Language Arts (ELA) Practice Tests

A Complete Guide to Building Mastery and Excelling on the English Test

Grade 6



Practice Master Achieve

Reza Nazari

Grade 6 · Florida FAST

7 Realistic Florida FAST Grade 6 Reading Practice Tests

Full-Length Practice for FAST 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!

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

(A) The story focuses on a specific decision, while the poem mostly recalls a moment from the past.

(B) The story shows a practical choice, while the poem suggests that effort matters only when others notice it.

(C) Both texts suggest that immediate results matter more than what lasts over time.

(D) Both texts show how a difficult choice can lead to something lasting.

Read the article. Then answer questions 17–23.

Why Seed Banks Matter

1 Hidden in quiet buildings around the world are vaults that hold millions of seeds. These seed banks keep crop varieties safe from disease, drought, war, and other disasters. Some have been operating quietly for more than fifty years.

2 The most famous is the Svalbard Global Seed Vault in Norway, built deep inside a mountain. Cold, dry conditions and a secure door mean that seeds stored inside can stay alive for decades or even centuries. Countries can deposit copies of their seed collections there, much like storing important papers in a safe.

3 Seed banks matter because crop diversity matters. A single disease can sweep through a single type of wheat or rice. If all farmers grow the same variety, a failure in one place can become a disaster everywhere. But when scientists can reach back into a bank of thousands of related varieties, they often find a form of the crop that resists the disease.

4 Seed banks also preserve crops that farmers would otherwise abandon. Many traditional varieties, bred over generations, do not produce the biggest yields. As markets shifted toward a few high-yielding types, older varieties nearly disappeared. Banks protect those stories and the genes they carry.

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5 Running a seed bank is quieter work than it sounds. Scientists check moisture levels, test seed viability every few years, and plant small sample plots to refresh the collection. Volunteers and local farmers contribute by sharing regional varieties that would not otherwise make it into a bank.

6 The work of seed banks reminds us that the future of food depends on choices made today. A vault full of seeds is both a quiet archive and a kind of insurance policy, one that may prove essential as climates and demands continue to change.

17) What is the central idea of the article?

(A) Seed banks are mainly important because they are located in cold places.
(B) Seed banks protect crop diversity so that farmers and scientists can respond to future problems.
(C) Seed banks exist only to store varieties that farmers have already abandoned.
(D) Seed banks make it easier for countries to share new kinds of food with each other.

Use the article "Why Seed Banks Matter" to answer this question.

18) Why does the author include the comparison to "storing important papers in a safe"?

(A) To argue that seed banks are less secure than bank vaults.
(B) To help readers picture how the vault protects copies of seeds from many countries.
(C) To explain why seeds must be kept warm at all times.
(D) To suggest that most countries do not trust each other with their seeds.

Use the article "Why Seed Banks Matter" to answer this question.

19) Which sentence from the article best supports the idea that crop diversity helps prevent disasters?

(A) Some have been operating quietly for more than fifty years.
(B) A vault full of seeds is both a quiet archive and a kind of insurance policy.
(C) When scientists can reach back into a bank of thousands of related varieties, they often find a form of the crop that resists the disease.
(D) Volunteers and local farmers contribute by sharing regional varieties.

Use the article "Why Seed Banks Matter" to answer this question.

20) How does paragraph 4 contribute to the article?

(A) It introduces seed banks for the first time.
(B) It shows a second purpose of seed banks: preserving traditional varieties that markets no longer support.
(C) It argues that farmers should stop growing high-yield crops entirely.
(D) It summarizes the earlier information about the Svalbard vault.

Use the article "Why Seed Banks Matter" to answer this question.

21) Based on the article, what can the reader infer about seed banks?

(A) They work quickly and without any human effort.
(B) They are only important for countries that experience drought.
(C) They depend on careful, ongoing work by scientists and volunteers.
(D) They are no longer needed because farming has become more modern.

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