

PRACTICE EXAM 10: EQAO GRADE 6 LANGUAGE SIMULATION (47 QUESTIONS)

READING SESSION A

Time: Approximately 35 minutes

Passage 1: "Lunchroom"

A short story by Yara Demir

The lunchroom at Maple Ridge Public School was the loudest room Nia had ever been in.

She had been at the school for eleven days. Eleven mornings of walking through the front doors of a building that still felt unfamiliar. Eleven afternoons of sitting at a desk with her name written on a sticky note pressed to the corner — Nia M. — because the teacher had not yet learned to say her full name properly. Her real name was Onianagho. She had told her teacher this on the first day. Her teacher had repeated it twice, smiled apologetically, and then asked, would Nia be all right for now?

Nia had said yes.

She had not yet said no to anything.

At lunch, Nia carried her lunchbox into the lunchroom and looked for an empty seat. The room was a tangle of voices. Children sat in groups they had clearly known since kindergarten. They laughed at jokes Nia did not understand. They referenced shows she had not seen, places she had not been, words she did not know.

Nia found an empty seat at the end of a table where four other students were eating. She sat down. She opened her lunchbox.

Inside was the meal her mother had packed that morning — a small container of jollof rice, golden and warm, with a piece of grilled chicken on top. The smell rose from the open container, rich with tomatoes and peppers and the smoke of the chicken.

The boy across from Nia wrinkled his nose.

"What is that?" he asked. His voice was not unkind. Just curious.

The other three students at the table turned to look.

Nia felt her face grow warm. She looked down at her lunch. She had eaten this rice every Wednesday for as long as she could remember. Her mother made it on Tuesday nights and packed the leftovers in three small containers for the school week. It was the meal Nia loved most in the world.

"It is jollof rice," Nia said quietly.

"Jallo what?" the boy asked.

"Jollof," Nia said again. "It is from Nigeria. Where I am from."

"Oh," the boy said. He was still looking at her lunchbox. "It looks weird."

Nia closed her lunchbox.

She sat with it closed for the rest of the lunch period. She drank from her water bottle. She watched the other children eat their sandwiches and their pasta and their pizza slices. When the bell rang, she carried her unopened lunchbox back to her classroom and slid it into her backpack.

That afternoon she ate a granola bar from her teacher's snack drawer instead.

The next morning, Nia did not want to bring her lunch. Her mother noticed.

"What is wrong?" her mother asked, in Igbo.

Nia did not know how to answer. Her mother repeated the question gently.

Slowly, in pieces, Nia told her.

Her mother listened. She did not interrupt. When Nia was finished, her mother was quiet for a long time. Then she sat down at the kitchen table beside her daughter, and she put her hand over Nia's hand.

"My daughter," she said softly, in Igbo. "Listen to me carefully."

Nia listened.

"When I was your age," her mother said, "I had a friend named Adaeze. Her mother packed her moin-moin every Friday. The other girls did not know what it was. They laughed at the smell. Adaeze stopped bringing it. She stopped bringing all of her mother's food. She ate sandwiches like the other girls for years."

Her mother paused.

"Now Adaeze is forty-one years old," her mother said. "She lives in Lagos. She told me last year that she still misses her mother's moin-moin. She told me that she wishes she had not let other people take that from her. She told me she has been trying to learn to make it again — and that it is harder than she thought it would be, because her mother has been gone now for six years."

Nia did not say anything.

Her mother squeezed her hand.

"The food in our home is not strange," she said. "It is who we are. If they do not know it, that is for them to learn. Not for you to hide."

Nia nodded slowly.

That afternoon she carried her lunchbox into the lunchroom again. She sat at the same table. The same boy was across from her. She opened her lunchbox.

The smell of jollof rice rose from the open container.

She looked at the boy. The boy looked back at her.

This time, she did not look down.

"It is jollof rice," she said. Her voice was steady. "It is from Nigeria. Where I am from. It is one of the most loved foods in my country."

She paused.

"Do you want to try a piece?"

The boy looked surprised. He hesitated. Then, slowly, he nodded.

Nia handed him a small piece of chicken and a spoonful of rice on a folded napkin. He took it. He tasted it.

His eyes opened wider.

"That is really good," he said.

Nia smiled.

She ate her lunch.

Outside the window, the schoolyard was bright with the late September sun, and the lunchroom — the loudest room Nia had ever been in — felt, for the first time in eleven days, a little smaller, and a little warmer, and a little more like a place where she could be herself.

1. Why does the author MOST LIKELY include the detail that the teacher has not yet learned to say Nia's full name?

- A. To prove that the teacher is not a very skilled educator at her school
- B. To suggest that Nia's full name is too difficult for most people to pronounce
- C. To show that Nia has been making small compromises since arriving at the school
- D. To explain that Nia is planning to legally change her name in the near future

2. Read this sentence from the passage:

"She had not yet said no to anything."

What does this sentence MOST suggest about Nia's first eleven days at the school?

- A. Nia has been polite and helpful to all of her new classmates
- B. Nia has been trying to keep up with the schoolwork in her new class
- C. Nia has been waiting for someone to ask her about her home country
- D. Nia has been quietly going along with whatever is asked of her

3. Why did Nia MOST LIKELY close her lunchbox after the boy said her food "looks weird"?

- A. The food had become cold and was no longer enjoyable to eat
- B. She was embarrassed and did not want to be looked at any longer
- C. The lunchroom was too loud for her to focus on eating properly
- D. She had finished her lunch and wanted to put away the container

4. What does Nia's mother teach her with the story of Adaeze?

- A. Hiding parts of who you are can lead to losing things you love
- B. Children in Nigeria are usually more confident than children in Canada
- C. Friends from childhood always stay connected even when they grow apart
- D. Mothers should be careful about what they pack for their children's lunches

5. Read this sentence from the passage:

"The food in our home is not strange. It is who we are."

Why does Nia's mother MOST LIKELY say this?

- A. She wants Nia to convince the boy at the table to try her food
- B. She is angry that the children at the school have been unkind to Nia
- C. She is worried that Nia will refuse to eat dinner at home that evening
- D. She wants Nia to feel proud of the food that connects her to her family

6. Which line BEST shows the moment when Nia makes a different choice from the one she made the day before?

- A. "The smell of jollof rice rose from the open container."
- B. "The same boy was across from her."
- C. "She looked at the boy. The boy looked back at her. This time, she did not look down."
- D. "Outside the window, the schoolyard was bright with the late September sun."

7. What is the MOST LIKELY reason Nia decides to offer the boy a piece of her food?

- A. She is hoping that the boy will become her closest friend in the future
- B. She wants to share what she loves rather than hide it any longer
- C. She knows that the boy is hungry and has not packed a lunch that day
- D. She is following her mother's exact instructions from earlier that morning

8. What is the central THEME of this story?

- A. Holding on to who you are takes courage but is worth the effort
- B. New students at a school need a few weeks to make new friends
- C. Children should always share their food with the people around them
- D. Parents understand their children's struggles better than anyone else

9. (Open-Response)

How does Nia change between the first day she opened her lunchbox and the second day? Use specific details from the passage to support your answer.

(Write your response in the space provided.)

I am from the hands that taught me how to fold the dough.
This is who I am. This is where I am from.
I am from the songs my grandfather sang in his language,
From the sound of words I did not always understand.
I am from the names that take longer to say than other names.
This is who I am. This is where I am from.
I am from the porch where the cousins played at sunset,
From the long table that grew longer when guests arrived.
I am from the laughter that did not need to be translated.
This is who I am. This is where I am from.
I am from many places. I am still becoming.
I do not have to pick only one.
I carry all of them with me, the same way the river
Carries every stone from every place it has been.
This is who I am. This is where I am from.

11. What is the MAIN message of this poem?

- A. A person's identity is made up of many places and experiences
- B. Children should always live close to the place where they were born
- C. Cooking traditional foods is the most important way to keep a culture alive
- D. Grandparents are the most influential people in a young person's life

12. Read these lines from the final stanza:

"I carry all of them with me, the same way the river / Carries every stone from every place it has been."

These lines are an example of —

- A. personification — giving the river human emotions to express
- B. hyperbole — exaggerating the number of stones in the river
- C. simile — comparing the speaker's experiences to stones in a river

D. onomatopoeia — using words that imitate the sound of moving water

13. Why does the poet MOST LIKELY repeat the line "This is who I am. This is where I am from" at the end of EACH stanza?

- A. The poet was unable to think of new lines to end each stanza
- B. The poet wanted to make the poem easier for children to memorize
- C. The poet was running out of room at the bottom of the page
- D. The poet wanted to emphasize that identity is built from many parts

14. What does the speaker mean by the line "I am still becoming"?

- A. The speaker is planning to move to a new country in the near future
- B. The speaker's identity is still growing and being shaped over time
- C. The speaker is still learning to speak her grandfather's language
- D. The speaker is younger than the other people in her family

15. (Open-Response)

The short story "Lunchroom" and the poem "Where I Am From" both explore the idea of personal and cultural identity. Choose ONE specific way these two pieces are SIMILAR. Use details from BOTH pieces to support your answer.

(Write your response in the space provided.)

The bell rings. The students go to lunch. The conversation about the planet stops until the next time the topic appears on a test.

This article argues that this is not enough. If climate change is truly one of the most important issues of our time, then schools — and the students inside them — should be doing more than learning about it. They should be acting on it. And there is strong evidence that real action is possible, even at the elementary school level.

Three Ontario Schools Making a Difference

Across Ontario, several elementary schools have begun to move from learning about the environment to actively protecting it.

Hillcrest Public School in Toronto launched a "Zero Lunch Waste" program in 2022. Students were taught to pack lunches in reusable containers, with no single-use packaging. By the end of the first year, the school's lunch garbage had been reduced by approximately 78%. Hillcrest students have continued the program every year since.

Pine Valley Elementary in Sudbury planted a native-species food forest on a section of unused schoolyard in 2023. Students helped choose the plants, dig the holes, and tend the seedlings. Two years later, the food forest produces small harvests of berries, apples, and herbs that students can taste during recess.

Riverwood Public School in Ottawa eliminated bottled water from all school events in 2024 and installed water-bottle filling stations throughout the building. Within six months, the school reported a reduction of approximately 4,000 single-use plastic bottles per year — about 12 bottles per student.

These three schools are not unusual. They are simply schools where adults and students decided that learning about the planet was not the same as caring for it.

The Argument Against

Some people argue that elementary students are too young to take on environmental responsibilities. They suggest that students should focus on academics — reading, math, science — and leave environmental action to adults and to governments.

This argument has some merit. Students should learn the basics of school subjects well, and elementary students cannot solve climate change on their own. No one is suggesting they should.

But the argument also misses something important. Elementary students are not too young to develop habits. The decisions they make at ages nine, ten, and eleven — about whether to bring reusable containers, whether to refill water bottles, whether to plant something or eat what they have planted — become habits that last decades. Adults who care about the planet were often children who first noticed it.

A Question Worth Asking

The question this article asks is simple. If we agree that climate change is serious, and if we agree that students in Canada are among the most fortunate in the world, why are we treating environmental action as something that happens after school, on weekends, somewhere else?

Could every Canadian school adopt a Zero Lunch Waste program? Could every Canadian school plant a food forest? Could every Canadian school remove bottled water from its events?


These are not impossible questions. They are everyday questions.

This article is not arguing that students alone can save the planet. No one can save the planet alone. But three schools in Ontario have shown that real, measurable action is possible at the elementary level — and they have shown that students are not waiting for permission. They are simply beginning.

The question is whether the rest of us will join them.

Graphic Text 1: Pictograph — Hillcrest Public School Lunch Waste


Bags of lunch garbage per week

(each  = 1 large bag)

BEFORE program (2021):

 = 9 bags per week

AFTER program (end of 2022):

 = 2 bags per week

REDUCTION: about 78%

Graphic Text 2: Percentage Breakdown — Riverwood Plastic Reduction

Riverwood Public School	Before Program	After Program
Single-use plastic bottles per year	About 4,000	About 0
Plastic bottles per student per year	About 12	About 0
Filling stations installed	0	5

Graphic Text 3: Three Ontario Schools at a Glance

School	City	Action	Year Started
Hillcrest Public School	Toronto	Zero Lunch Waste program	2022
Pine Valley Elementary	Sudbury	Native-species food forest	2023
Riverwood Public School	Ottawa	Removed bottled water + filling stations	2024

16. What is the MAIN argument of this article?

- A. Climate change is the most important subject taught in elementary schools today
- B. Adults should be doing more to protect the planet for future generations
- C. Elementary students are too young to participate in environmental action programs
- D. Schools should move from teaching about the environment to taking real action on it

17. Why does the author MOST LIKELY open the article by describing a typical classroom lesson on climate change?

- A. To prove that Canadian teachers are not well-prepared to teach environmental topics
- B. To set up the contrast between learning about the planet and acting on it
- C. To explain why most students forget what they learn about the environment quickly
- D. To suggest that climate change should be removed from the curriculum entirely

18. Read this sentence from the article:

"They are simply schools where adults and students decided that learning about the planet was not the same as caring for it."

What does this sentence MOST LIKELY mean?

- A. Knowing about a problem is different from doing something to address it
- B. Teachers should not be required to teach about environmental issues in class
- C. Schools should focus only on caring for the planet, not learning about it
- D. Children naturally care more about the planet than the adults around them

19. Which detail from the article BEST supports the author's argument that real environmental action is possible at the elementary level?

- A. Students in Canada are taught the same basic facts about climate change
- B. The bell rings and students often leave the topic behind until the next test
- C. Three Ontario elementary schools have launched successful environmental programs
- D. Climate change is described by many adults as one of the most important issues

20. Read this sentence from the article:

"Some people argue that elementary students are too young to take on environmental responsibilities."

Why does the author MOST LIKELY include this argument in the article?

- A. To convince readers that elementary students should focus only on academics
- B. To address an opposing view directly and then respond to it
- C. To prove that most people in Canada disagree with the article's position
- D. To suggest that students should ask adults for permission before acting

21. What does the article say about the habits formed in elementary school?

- A. They are usually replaced by new habits formed in high school and beyond
- B. They are difficult to develop without strict supervision from adults
- C. They are mostly about academic skills like reading and math
- D. They can become long-lasting habits that continue into adulthood

22. (Open-Response)

23. According to Graphic Text 2, how many fewer plastic bottles did Riverwood Public School use per year AFTER its program started?

- A. About 4,000 fewer plastic bottles per year compared to before
- B. About 12 fewer plastic bottles per student per year compared to before
- C. About 5 fewer plastic bottles per filling station installed compared to before
- D. The chart does not provide enough information to determine this

24. What does Graphic Text 3 reveal about the actions taken by the three schools?

- A. All three schools chose the same kind of environmental program to begin
- B. All three schools are located in the city of Toronto in southern Ontario
- C. Each school chose a different kind of environmental action to focus on
- D. Each school launched its program in exactly the same year of 2022

25. (Open-Response)

The article quotes the argument that elementary students are "too young to take on environmental responsibilities." How does the author respond to this argument? Use at least TWO specific details from the article in your answer.

(Write your response in the space provided.)

WRITING SESSION A

Time: Approximately 35 minutes

Part 1: Language Conventions (Questions 29-32)

29. Read the sentence:

The artists ___ paintings were chosen for the exhibit arrived early to set up their work.

Which word BEST completes the sentence?

- A. whose
- B. who's
- C. whom
- D. which

30. Which sentence has correct subject-verb agreement?

- A. The bunch of grapes on the kitchen counter are starting to go bad
- B. The bunch of grapes on the kitchen counter were starting to go bad
- C. The bunch of grapes on the kitchen counter is starting to go bad
- D. The bunch of grapes on the kitchen counter have started to go bad

31. Which sentence uses commas correctly?

- A. Although the rain was pouring we still walked to the bakery, the post office and the library
- B. Although the rain was pouring, we still walked to the bakery, the post office, and the library

- C. Although, the rain was pouring we still walked, to the bakery the post office and the library
- D. Although the rain was pouring we still walked, to the bakery the post office, and the library

32. Which sentence is punctuated correctly?

- A. The author who wrote the bestselling novel, will be visiting our school next month
- B. The author, who wrote the bestselling novel will be visiting our school next month
- C. The author who wrote the bestselling novel, will be visiting, our school next month
- D. The author who wrote the bestselling novel will be visiting our school next month

Part 2: Short Writing Responses (Questions 33-35)

33. (Open-Response)

Read the paragraph below. It contains THREE errors in grammar, punctuation, or spelling. Rewrite the paragraph correctly.

Yesterday afternoon, my older brother and me visited our cousins in Mississauga. We spent the day playing basketball in there backyard and eating my aunts famous chocolate cake. It was one of the most enjoyable days I have had this summer.

(Write your response in the space provided.)

38. Which sentence is a complete sentence (not a fragment or run-on)?
- A. The carpenter measured the wood twice before making the careful cut
 - B. Running quietly through the crowded marketplace toward the river
 - C. Although the museum had been closed for renovations all summer long
 - D. The bell rang the children rushed outside to enjoy the warm afternoon

39. Which sentence uses an apostrophe correctly?
- A. The teachers desks were arranged in a circle for the staff meeting
 - B. The teachers' desks were arranged in a circle for the staff meeting
 - C. The teacher's desks were arranged in a circle for the staff meeting
 - D. The teachers's desks were arranged in a circle for the staff meeting

40. Which sentence contains a spelling error?
- A. The community gathered to celebrate the opening of the new public library
 - B. The students worked diligently on their reports about local history
 - C. The chef prepared an extrordinary meal for the special anniversary dinner
 - D. The athletes practised every morning to prepare for the upcoming competition

Part 2: Short Writing Responses (Questions 41-42)

41. (Open-Response)

Read the sentence below, which contains an error. Rewrite the sentence correctly, fixing the error.

The students were excited to recieve they're report cards before the long weekend began.

(Write your response in the space provided.)

43. Which sentence uses capitalization correctly?

- A. We studied french history during my visit to Montreal last winter
- B. We studied French history during my visit to Montreal last winter
- C. We studied french History during my visit to montreal last Winter
- D. We studied French History during my visit to montreal last winter

44. Read the sentence:

The runner trained for months ____ the marathon would be the hardest race of her career.

Which word or phrase BEST completes the sentence?

- A. unless
- B. however
- C. although
- D. because

45. Which sentence uses quotation marks correctly?

- A. "I think we should leave early," said Dad, "before the traffic gets bad."
- B. I think we should leave early "said Dad before the traffic gets bad"
- C. "I think we should leave early said Dad before the traffic gets bad"
- D. "I think we should leave early, said Dad before the traffic gets bad"

Part 4: Extended Writing Prompts (Questions 46-47)

46. (Extended Writing — Opinion)

Some people believe that students in Grade 6 should be encouraged to take on real environmental projects at school — such as reducing waste, planting gardens, or removing single-use plastics. Other people

believe that Grade 6 students should focus mainly on their academic subjects and leave environmental action to adults.

What do you think?

Write a response in which you:

- Clearly state your opinion
- Give at least TWO reasons that support your opinion
- Explain each reason with specific examples or details
- Briefly acknowledge an opposing view
- End with a strong concluding thought

(Aim for approximately four paragraphs.)

47. (Extended Writing — Narrative)

Write a story about a moment when you chose to be brave in a quiet way.

The moment of bravery should NOT involve fighting, danger, or rescuing someone from harm. Instead, it should be a small, personal moment of courage — speaking up, sharing something difficult, being yourself when it would have been easier not to.

Your story should:

- Include a clear beginning, middle, and end
- Have at least one main character
- Describe the quiet act of bravery in specific detail
- Show what made the moment feel brave
- Use correct grammar, spelling, and punctuation

(Aim for approximately three to five paragraphs.)

2. D — The sentence "She had not yet said no to anything" directly characterizes Nia's first eleven days as a period of quiet compliance with whatever was asked of her. This sets up her later choice to push back. The other options take the line as politeness, academic effort, or anticipation, missing the key meaning of accommodation.

3. B — The boy's comment that the food "looks weird" caused Nia's face to grow warm and led her to close the lunchbox and sit silently for the rest of the period. The closure is an embarrassed retreat from being judged. The other options invent reasons (cold food, noise, finishing) that the passage does not support.

4. A — Adaeze's story shows that hiding parts of who you are — like the *moin-moin* her mother packed — can lead to losing things you treasure. Adaeze is now forty-one and "wishes she had not let other people take that from her." The other options misread the story as a comparison of confidence levels, a friendship lesson, or a lunch-packing critique.

5. D — Nia's mother is telling her that the food connects her to her family, her home, and her identity. The line is meant to give Nia pride — to help her see her lunch as part of who she is rather than as something embarrassing. The other options misread the line as a strategy, anger, or a worry about dinner.

6. C — The line "This time, she did not look down" is the precise moment Nia chooses differently from the day before — when she had closed her lunchbox and looked down in embarrassment. The author marks the moment of change explicitly. The other options describe atmosphere or context rather than the choice itself.

7. B — Offering the boy a piece of her food is Nia's way of moving from hiding to sharing. She is no longer protecting her lunch from judgment — she is inviting the boy to know it. The other options misread the offering as friendship-seeking, charity, or strict obedience to her mother.

8. A — The story's emotional core turns on Nia finding the courage to hold on to her cultural identity rather than hide it. Her mother's words and Nia's choice to open the lunchbox a second time both build to this theme. The other options misread the message as friendship-making, food-sharing, or parental expertise.

9. Open-Response — Sample strong answer: *On the first day, Nia felt her face grow warm when the boy commented on her food and closed her lunchbox without eating. She ate a granola bar from her teacher's snack drawer instead. On the second day, after her mother's story about Adaeze, Nia opened her lunchbox again with a steady voice and even offered the boy a taste of the jollof rice. She moved from hiding her food in embarrassment to sharing it with pride.* (Strong: clear change + specific text evidence.)

10. Open-Response — Sample strong answer: *The line means that by choosing to be herself, Nia has changed her experience of the lunchroom. The room is the same loud space it was eleven days ago, but Nia no longer feels closed off from it. By opening her lunchbox, sharing her food, and speaking with steady pride about where she is from, Nia has made a small space within the lunchroom where she can belong as herself.* (Strong: clear interpretation + text evidence.)

11. A — The poem's central message — repeated through every stanza — is that a person's identity is built from many places, songs, foods, and experiences. The closing image of the river carrying every stone reinforces this. The other options misread the poem as being about geographic stability, food specifically, or grandparents alone.

12. C — The lines compare the speaker carrying her experiences to a river carrying stones, using the word "the same way" to make the comparison explicit. This is the definition of a simile. It is not personification (no human qualities given to the river), not hyperbole (no exaggeration), and not onomatopoeia (no sound imitation).

13. D — The repeated refrain emphasizes that identity is made up of many parts — each stanza adds another layer (the kitchen, the songs, the porch), and the refrain reminds the reader that all of these together make up who the speaker is. The other options misread the repetition as lack of ideas, memorization aid, or page space.

14. B — The line "I am still becoming" means that the speaker's identity is still being shaped — she is still growing, still adding stones to her river. The other options misread the line as relocation, language learning, or family age.

15. Open-Response — **Sample strong answer:** *Both pieces explore the importance of holding on to cultural identity. In "Lunchroom," Nia chooses to open her lunchbox a second time and share her jollof rice rather than hide it, because her mother taught her that "the food in our home is not strange — it is who we are." In "Where I Am From," the speaker celebrates the foods, songs, names, and family gatherings that have shaped her identity, and ends by saying "I do not have to pick only one." Both pieces show that being proud of where you come from is part of becoming who you are. (Strong: clear similarity + evidence from both texts.)*

16. D — The article's central argument is that schools should move from teaching about the environment to taking real action — and that real action is already possible at the elementary level. Every section of the article supports this case. The other options misread the argument as importance of curriculum, adult responsibility, or limitation by age.

17. B — The opening describes a typical lesson, the bell ringing, and the conversation stopping until the next test. This setup creates the contrast that the rest of the article addresses: learning about climate change is not the same as acting on it. The other options misread the opening as teacher criticism, memory commentary, or curriculum removal.

18. A — The sentence makes a direct distinction: knowing about the planet is not the same as caring for it. The author is contrasting passive knowledge with active responsibility. The other options misread the line as anti-teaching, an absolutist claim, or a generalization about children versus adults.

19. C — The most direct support for "real action is possible at the elementary level" is the article's central evidence — three Ontario schools running successful programs with measurable results. The other options describe the situation the article is criticizing, not the evidence for its argument.

20. B — The author includes the opposing argument directly so it can be addressed and refuted in the next paragraph. This is the persuasive structure of acknowledging an opposing view and responding. The other options misread the inclusion as agreement with the opposing view or as a sweeping claim.

21. D — The article states that "the decisions they make at ages nine, ten, and eleven... become habits that last decades. Adults who care about the planet were often children who first noticed it." The article emphasizes the long-lasting power of habits formed young. The other options either contradict the article or invent claims.

22. Open-Response — **Sample strong answer:** *Hillcrest Public School made a major impact through its Zero Lunch Waste program. The article explains that students were taught to pack lunches in reusable containers with no single-use packaging. The pictograph shows that before the program, the school produced about 9 bags of lunch garbage per week, and after one year, only about 2 bags per week — a reduction of about 78%. This shows that small daily changes by students can produce real measurable results.* (Strong: claim + two specific details from both sources.)

23. A — Graphic Text 2 shows the school went from about 4,000 single-use plastic bottles per year before the program to about 0 after — a reduction of about 4,000 bottles per year. The other options confuse the per-student figure with the school-wide figure, misread the chart, or claim the chart is insufficient.

24. C — Graphic Text 3 shows that Hillcrest focused on lunch waste, Pine Valley planted a food forest, and Riverwood eliminated bottled water. Each school chose a different kind of action. The other options misread the chart as identical programs, identical city, or identical year.

25. Open-Response — **Sample strong answer:** *The author responds by partially agreeing — elementary students "cannot solve climate change on their own" — but then argues that students are "not too young to develop habits." The article explains that decisions made at ages nine, ten, and eleven about reusable containers, water bottles, and planting can become habits that "last decades." The author also points out that "adults who care about the planet were often children who first noticed it," showing that early environmental action shapes long-term care.* (Strong: balanced acknowledgement + two specific details.)

26. D — The graphic texts work as evidence for the article's argument. The pictograph shows the lunch waste reduction at Hillcrest, the percentage breakdown shows the plastic bottle reduction at Riverwood, and the at-a-glance chart confirms that three real schools have taken different kinds of action. Together they make the argument harder to dismiss. The other options misread the graphics as contradictory, redundant, or off-topic.

27. Open-Response — **Sample strong answer:** *The author ends with questions to challenge the reader to imagine what could happen if every school took action — not just three schools in Ontario. The questions are described as "everyday questions" rather than impossible ones, which is the author's way of suggesting that real change is within reach. By asking rather than telling, the author invites the reader to be part of the answer instead of simply receiving the argument.* (Strong: clear interpretation + text evidence.)

28. Open-Response — **Sample strong answer:** *The article argues that schools should move from learning about the environment to actually taking action on it, even at the elementary level. The author*

points to three Ontario schools that have done this — including Hillcrest Public School in Toronto, which reduced its lunch garbage by about 78% in a single year. The article asks why every school could not do something similar. (Strong: captures main argument + uses specific detail + own words.)

29. A — "Whose" is the possessive form used to show ownership — the artists *whose paintings* were chosen. It connects the artists to the paintings that belong to them. "Who's" means "who is" (a contraction, not a possessive). "Whom" is the object form (incorrect because the pronoun is the subject of "were chosen"). "Which" refers to things.

30. C — The subject is "bunch" (singular), not "grapes" (which is part of the prepositional phrase "of grapes"). The singular verb "is starting" is correct. Options A, B, and D use plural verbs that incorrectly agree with the closer noun "grapes" rather than the actual subject. This is the classic subject-verb agreement trap.

31. B — Option B correctly uses a comma after the introductory dependent clause ("Although the rain was pouring,") and commas to separate three items in a list ("the bakery, the post office, and the library"). Options A, C, and D either omit needed commas, misplace them after "Although," or scatter them incorrectly throughout the sentence.

32. D — The clause "who wrote the bestselling novel" is restrictive — it identifies *which* author. Restrictive clauses introduced by "who" referring to a specific person do not take commas. Option D contains no unnecessary commas. Options A, B, and C all add commas that incorrectly break up the restrictive clause from the sentence.

33. Open-Response — **Sample strong answer:** *Yesterday afternoon, my older brother and I visited our cousins in Mississauga. We spent the day playing basketball in their backyard and eating my aunt's famous chocolate cake. It was one of the most enjoyable days I have had this summer.* (Three errors fixed: "my older brother and me" → "my older brother and I"; "there" → "their"; "aunts" → "aunt's.")

34. Open-Response — **Sample strong answer:** *As the orchestra began to play and the lights in the theatre dimmed slowly, the audience leaned forward in their seats.* (Strong: combines all three ideas using subordination, flows smoothly, paints a coherent scene.)

35. Open-Response — **Sample strong answer:** *Every Saturday morning, my grandmother and I make pierogi together in her small kitchen. She rolls the dough with a wooden pin that her mother used in Poland, and she lets me press the edges of each dumpling closed with the side of my thumb. The kitchen always smells of warm potato and onion by noon. It is one of the few hours of the week when I feel most connected to where my family came from.* (Strong: specific tradition, sensory detail, family connection.)

36. Extended Writing — **Sample Level 3 response benchmark:** A strong series-of-paragraphs response opens with a specific teaching or learning moment (a skill, a sport, a craft, a small life lesson), describes what was being taught or learned with concrete detail, develops a specific scene that captures the process, and closes with a reflection on what the experience meant. Length: approximately four paragraphs. The strongest responses pick a small, specific moment rather than a generic skill, and show real human interaction between teacher and learner.

37. C — The sentence describes an action that had been ongoing before another past event ("By the time the guests arrived"). This requires the past perfect continuous tense, "had been cooking." Option A is present continuous, option B is simple present, and option D is the base form. None matches the past-before-past time relationship.

38. A — Option A has a clear subject ("The carpenter"), a verb ("measured"), and a complete thought. Option B is a fragment (no main subject/verb). Option C is a fragment (a dependent clause alone). Option D is a run-on (two independent clauses fused without proper punctuation).

39. B — The sentence refers to multiple teachers whose desks are arranged in a circle, so the plural possessive "teachers'" is correct. Option A has no apostrophe at all. Option C ("teacher's") would mean one teacher owns multiple desks. Option D adds an unnecessary extra "s" after the apostrophe. For plurals ending in s, the apostrophe goes after the s.

40. C — "Extrordinary" is misspelled; the correct spelling is "extraordinary," with the "a" between the "tr" and the "o." The other three sentences contain no spelling errors. This is one of the more commonly misspelled words at the Grade 6 level because of the unusual letter sequence.

41. Open-Response — **Sample strong answer:** *The students were excited to receive their report cards before the long weekend began.* (Two corrections: "recieve" → "receive" (i before e except after c); "they're" (the contraction "they are") → "their" (the possessive). Both are common errors from Chapter 7.)

42. Open-Response — **Sample strong answer:** *The morning was unusually quiet for a Tuesday. No cars passed the house, and even the birds outside the kitchen window seemed to be holding their breath.* (Strong: run-on split cleanly into two complete sentences while preserving the full meaning.)

43. B — Option B correctly capitalizes "French" (always capitalized as an adjective derived from a country name) and "Montreal" (proper city name), and leaves "history" lowercase (common noun) and "winter" lowercase (seasons are not capitalized). Option A fails to capitalize "French." Options C and D incorrectly capitalize "History," fail to capitalize "Montreal," or incorrectly capitalize "Winter."

44. D — "Because" introduces a cause-and-effect relationship — the runner trained for months *because* the marathon would be the hardest race of her career. This cause-and-effect fits the meaning. "Unless" signals condition, "however" signals contrast, and "although" signals concession — none of which match the cause-and-effect relationship.

45. A — Option A correctly punctuates split dialogue: opening quotation marks before the first part, a comma inside the closing quotation marks before "said Dad," a comma after "Dad," and properly opened/closed quotation marks around the second half with a period at the end. The other options either omit quotation marks, misplace them, or fail to handle the speaker tag punctuation correctly.

46. Extended Writing — **Sample Level 3 response benchmark:** A strong opinion response takes a clear stand (encourage environmental projects OR focus on academics OR a balanced position) in the opening paragraph, develops at least two well-reasoned arguments in body paragraphs with specific examples (habit formation, civic responsibility, academic priorities, time pressure, real measurable results), briefly

acknowledges an opposing view, and closes with a thoughtful concluding sentence. Length: approximately four paragraphs. Wandering between both sides without committing loses marks on Ideas.

47. Extended Writing — Sample Level 3 response benchmark: A strong narrative response builds around one specific quiet moment of bravery — speaking up in class, admitting a mistake, sitting with someone alone, being honest when it was easier to lie, sharing something personal, saying no to a friend. Strong responses describe the moment in sensory detail, show the internal struggle that made it brave, and close with a reflection on what the choice meant. Length: approximately three to five paragraphs. The strongest responses earn the word "brave" through specific tension and emotional honesty, not by announcing it.