

PRACTICE EXAM 13: EQAO GRADE 6 LANGUAGE SIMULATION (47 QUESTIONS)

READING SESSION A

Time: Approximately 35 minutes

Passage 1: "The Sketchbook"

A short story by Florencia Okafor

Imani and Theo had been best friends since the second grade.

For four years they had eaten lunch at the same table, walked home along the same street, and known each other in the comfortable, unspoken way that long friendships allow. They were not the kind of best friends who needed to announce it. They were just the kind who showed up.

When Theo's family had moved to a new house across the city in September, the friendship had not seemed to be in any danger. Theo took two buses to school every morning. He still ate lunch at the same table. He still walked partway home with Imani before turning back to catch his bus.

But something quiet had begun to change.

By November, Theo was leaving lunch early some days. He had made friends with a boy named Jules at his new bus stop, and the two of them sometimes met in the library before the afternoon bell. Imani noticed. She did not say anything.

On a Thursday in December, the sketchbook went missing.

The sketchbook was Imani's. It was thick, with a dark green cover, and it held more than a year of her drawings — character designs for a story she had been writing, a careful copy of her grandmother's old recipes in tiny print, and dozens of small sketches she had made on the bus, in waiting rooms, between classes. The sketchbook was, in a quiet but important way, the most personal thing Imani owned.

She had brought it to school that Thursday because she had wanted to show Theo a new character. She had set it on the table at lunch. She had gone to refill her water bottle. When she came back, the sketchbook was gone.

She looked for it everywhere. She asked her teacher. She checked the lost-and-found. By the end of the day, it had not turned up.

On Friday morning, Imani saw the sketchbook in Theo's hands.

He was sitting at the lunch table, showing one of the drawings to Jules. He was laughing. Jules was laughing. Imani stopped walking.

She did not say anything.

She walked over to the table. She held out her hand. Theo looked up. His face changed.

"Imani — I —"

She took the sketchbook out of his hands. She walked away. She did not look back.

For the next four days, Imani did not speak to Theo. She did not look at him in class. She did not sit at the lunch table. She ate in the library, alone, with her sketchbook closed on the table beside her.

On Tuesday afternoon, Theo was waiting at her locker after school.

"Can I talk to you?" he said quietly.

Imani did not say no. She did not say yes. She just stood and looked at him.

"I should not have taken it," Theo said. "I saw it on the table after you left. I was going to show Jules just one page — just one of the characters — because I thought he would like the drawing. But once I picked it up, I kept turning the pages. I forgot it was yours. And then the bell rang, and I had it in my bag, and I should have given it back. But I —"

He stopped. He looked down.

"I think I have been worried that you would not stay my friend if I made other friends," he said. "I think I wanted to show Jules the sketchbook because it would prove I knew you in a way he did not. That was wrong. The sketchbook was not mine to show."

Imani did not say anything for a long time.

"You read the whole thing," she said finally. Her voice was quiet.

"I did."

"That was the worst part."

"I know."

They were silent.

"I am sorry," Theo said. "I am really, really sorry."

Imani looked at him. She thought about four years of walking home together. She thought about the way Theo had laughed with Jules over a drawing she had made on the bus when she was lonely. She thought about the fact that some things, once broken, do not go back together exactly the way they were.

"It is going to take a while," she said.

"I know," Theo said again.

"But I am not — I am not done being your friend."

Theo's eyes filled. He blinked them clear.

"Thank you," he said.

Imani nodded. She picked up her backpack. She walked toward the door.

"Theo," she said, turning back.

"Yes?"

"Next time you want to show someone something about me, you can just tell them I am your best friend."

Theo smiled — a small, careful smile. The kind a person gives when they have been forgiven but know that forgiveness still needs to be earned.

"I will," he said.

Imani walked out of the school. The cold December air bit at her cheeks. The sketchbook was safe in her backpack.

It was not exactly the same.

But it would be again. Slowly. The way most important things are.

1. Why does the author **MOST LIKELY** describe Imani and Theo's friendship as "the comfortable, unsaid way that long friendships allow"?

- A. To suggest that Imani and Theo had stopped enjoying each other's company recently
- B. To explain that they communicated only through written notes left in their lockers
- C. To show that their friendship had grown deep enough that words were not always needed
- D. To prove that Imani was usually the quieter of the two friends at the lunch table

2. What does the phrase "something quiet had begun to change" **MOST LIKELY** suggest about the friendship?

- A. The friendship was shifting in small ways that no one was openly discussing
- B. The friendship had ended completely after Theo's family moved across the city
- C. The friendship had become better than it had been before because of Theo's move
- D. The friendship was being threatened by an argument that had begun on the bus

3. Why was the sketchbook MOST LIKELY so important to Imani?

- A. The sketchbook was an expensive gift that her grandmother had given her
- B. The sketchbook contained more than a year of her personal drawings and stories
- C. The sketchbook had pages that were valuable to a local museum or art gallery
- D. The sketchbook was the only one of its kind that her bookstore still sold

4. Read this sentence from the passage:

"Imani noticed. She did not say anything."

What does the author MOST LIKELY communicate through these two short sentences?

- A. Imani was waiting for Theo to apologize for moving across the city in September
- B. Imani was unsure about how she should respond to the changes at the lunch table
- C. Imani was tired of being told how she should feel about her best friend's new friends
- D. Imani was already feeling hurt but choosing not to bring up the change with Theo

5. What is the MOST LIKELY reason Imani walks away without speaking when she sees Theo with the sketchbook?

- A. She wants Theo to chase her down the hallway and apologize
- B. She is afraid that she will start crying if she tries to speak right then
- C. She is too hurt and too angry to find the words she would want to use
- D. She has decided that the friendship is over and not worth saving

6. When Theo says, "I have been worried that you would not stay my friend if I made other friends," what is he MOST LIKELY revealing?

- A. He has been carrying a quiet insecurity about the future of their friendship
- B. He blames Imani for not being more welcoming to his new friend Jules
- C. He believes that Imani is too possessive and controlling as a best friend
- D. He thinks Imani has been making new friends without telling him about it

7. Read this line from the passage:

"You read the whole thing," she said finally. "That was the worst part."

Why is the reading of the sketchbook MOST LIKELY the worst part for Imani?

- A. The sketchbook contained drawings of Theo that he was never meant to see
- B. The sketchbook contained something private, and Theo violated that privacy
- C. The sketchbook had been promised to a teacher and was not supposed to leave home
- D. The sketchbook required permission from her grandmother before it could be shown

8. What does Imani's line — "Next time you want to show someone something about me, you can just tell them I am your best friend" — MOST LIKELY communicate?

- A. Imani wants Theo to stop making new friends at his new school entirely
- B. Imani is asking Theo to introduce her to Jules at the next lunch period
- C. Imani is reminding Theo that she does not want to be the topic of conversation
- D. Imani is letting Theo know that he does not need a sketchbook to prove their friendship

9. (Open-Response)

Explain how Theo's apology shows that he understands what he did wrong. Use at least TWO specific details from the passage to support your answer.

(Write your response in the space provided.)

the puddle by my front step
holds the morning sky.

II.

A red cardinal lands
on the empty backyard fence —
small fire in the cold.

III.

Snow on a soft branch
slips quietly to the ground —
no one to notice.

11. How can the reader tell these poems are HAIKU?

- A. Each poem has three lines with a pattern of 5, 7, and 5 syllables
- B. Each poem rhymes carefully between the first and the last line
- C. Each poem tells a long story over many connected stanzas
- D. Each poem begins with a capital letter and ends with a question mark

12. What is the SHARED THEME across all three haiku in this sequence?

- A. The dangers of being outside in cold winter weather without proper clothing
- B. The way that childhood memories of winter eventually fade in adulthood
- C. Small, quiet moments of beauty in the natural world during the winter season
- D. The differences between the seasons in different parts of Canada

13. Read this line from the second haiku:

"small fire in the cold."

This line is an example of —

- A. personification — giving the cardinal a human emotional reaction
- B. onomatopoeia — using words that imitate the sound of the cardinal

- C. hyperbole — exaggerating the size of the cardinal in the backyard
- D. metaphor — comparing the bright red cardinal to a small fire

14. What does the third haiku — about snow falling from a branch with "no one to notice" — MOST LIKELY suggest?

- A. The speaker wishes that more people would visit the backyard in the winter
- B. Quiet beauty exists in nature even when no one is there to witness it
- C. The branches of the trees in the backyard have become dangerously weak
- D. The speaker is sad about being alone in the house during the cold months

15. (Open-Response)

The short story "The Sketchbook" and the haiku sequence "Three Haiku for Winter" both involve characters or speakers who notice small details that others might miss. 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.)

READING SESSION B

Time: Approximately 35 minutes

Passage 3: "Back from the Edge: The Return of the Peregrine Falcon"

An investigative article

In 1970, there were almost no breeding peregrine falcons left in eastern Canada. The species — once common across the entire continent — had nearly vanished. In Ontario, surveys found just a handful of breeding pairs in the wild. Some scientists feared the bird would soon be gone from the country altogether.

Today, the peregrine falcon is one of Canada's most remarkable conservation success stories. The species has recovered. It has spread back across its old range, and it has even moved into places it never lived before — including the tops of tall buildings in downtown Toronto, Hamilton, and Ottawa. Understanding

how this happened helps explain how careful science, public policy, and patience can sometimes bring a species back from the edge of disappearing.

What Went Wrong

The peregrine falcon is a small but powerful bird of prey. Adults are about the size of a crow, with sharp blue-grey wings and a distinct dark hood. They hunt by diving from great heights at incredible speeds — up to 350 kilometres per hour during a hunting dive, making them the fastest animal on Earth.

For most of human history, peregrines thrived. But in the middle of the twentieth century, something went badly wrong.

A pesticide called DDT had been used widely across North American farms beginning in the 1940s. DDT was effective at killing insects, but it also moved up the food chain. Small birds ate insects that contained traces of DDT. Peregrines ate the small birds. The chemical built up in the falcons' bodies.

Inside the peregrines, DDT caused a specific and devastating problem: it made their eggshells too thin. When the mother peregrines tried to incubate their eggs, the shells often cracked under her weight. Whole generations of falcon chicks never hatched.

By the 1970s, peregrine populations had collapsed across most of Canada and the United States. In Ontario, the species was officially listed as endangered.

What Was Done

In 1972, Canada banned most uses of DDT. The United States banned it in the same period. These bans were the first essential step. The chemical slowly disappeared from the environment, and the peregrines that survived began to lay eggs with stronger shells again.

But the population was so small that banning DDT alone was not enough. Scientists at the Canadian Wildlife Service and at universities across the country began a long, careful breeding program. Peregrines were raised in captivity. Young birds were released into the wild every year, at carefully chosen sites — including in the middle of large cities, where there were no natural predators and where the falcons could find pigeons to eat.

This work continued for nearly thirty years.

The Return

The results were slow at first. Then they accelerated.

By the 1990s, breeding pairs were appearing across Ontario for the first time in decades. By the early 2000s, peregrine pairs were nesting on the ledges of skyscrapers in downtown Toronto — a city that had not had wild peregrines for over fifty years. By 2007, the species was officially removed from Canada's federal list of endangered species. Today, peregrine falcons can be seen across most of their historical range.

Why This Matters

The peregrine falcon's return is more than a wildlife story. It is also a story about science, public policy, and what becomes possible when people are willing to work patiently over many years. The recovery did not happen by accident. It happened because a chemical was banned, because scientists raised birds in captivity, because volunteers monitored nests, and because cities welcomed the falcons onto their tallest buildings.

It is also a reminder that the damage humans cause can sometimes — though not always — be undone. The peregrine's recovery does not guarantee that every endangered species can be saved. Many species today face threats — habitat loss, climate change, pollution — that are even harder to address than DDT was. But the peregrine's story shows that recovery is possible when the right things are done at the right time.

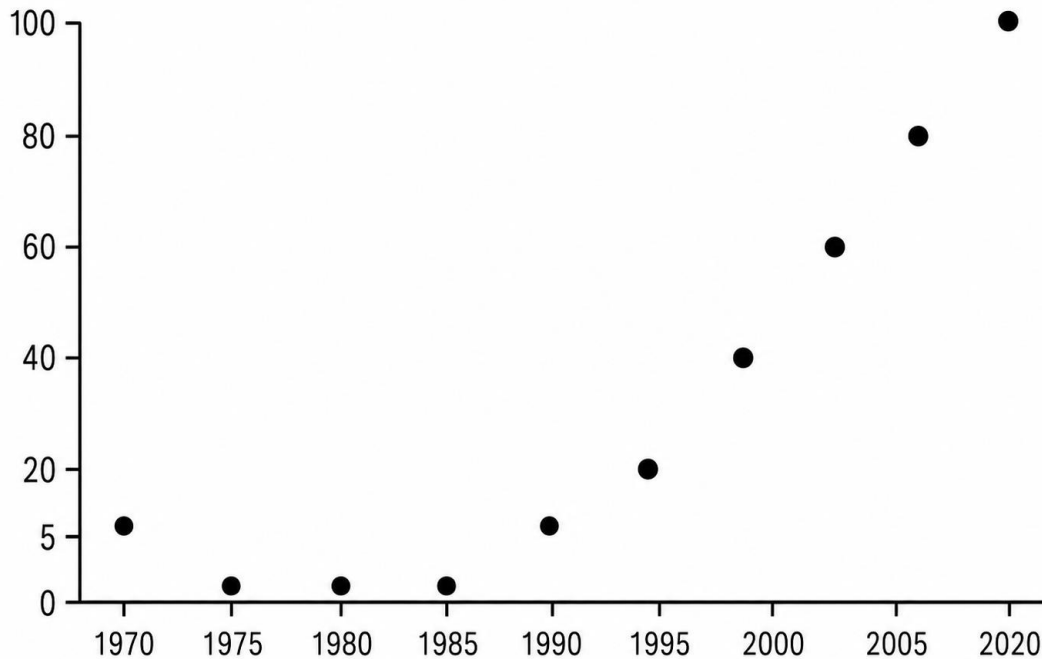
In the skies above Canadian cities, a fast-moving shadow sometimes crosses the windows of a tall office building. A blue-grey bird with a dark hood folds its wings and dives toward a pigeon below.

Fifty years ago, that shadow had almost disappeared.

Today, it is back.

Graphic Text 1: Peregrine Falcon Breeding Pairs in Ontario (Estimated)

BREEDING PAIRS IN ONTARIO



1970 1975 1980 1985 1990 1995 2000 2005 2020

Province	1970 (Before Recovery)	2020 (After Recovery)
Ontario	Almost no breeding pairs	Over 100 breeding pairs
Quebec	Very few breeding pairs	Healthy breeding population
British Columbia	Reduced but present	Recovered breeding population
Manitoba	Almost no breeding pairs	Active breeding pairs
Alberta	Very few breeding pairs	Recovered breeding population

16. What is the MAIN argument of this article?

A. Careful science, policy, and patience helped bring the peregrine falcon back from near disappearance in Canada

B. DDT should never have been used as a pesticide on North American farms during the twentieth century

C. The peregrine falcon is now the most common bird of prey in major Canadian cities like Toronto and Hamilton

D. Endangered species recovery programs around the world should be modelled exactly on the peregrine project

17. Why does the author MOST LIKELY open the article with the fact that "in 1970, there were almost no breeding peregrine falcons left in eastern Canada"?

A. To prove that scientists in 1970 did not understand the cause of the peregrine's decline

B. To convince readers that bird populations are still declining steadily in eastern Canada today

C. To suggest that the peregrine falcon was the only bird affected by DDT in Canada

D. To establish how serious the situation was, so the recovery becomes more meaningful

18. What was the PRIMARY problem caused by DDT inside the bodies of peregrine falcons?

A. DDT made the falcons fly more slowly when they were hunting their prey

B. DDT caused the falcons to lay fewer eggs each year during the spring season

C. DDT made the falcons' eggshells too thin and cracked easily during incubation

D. DDT poisoned the small birds the falcons ate and reduced their food supply

19. Why does the article say that banning DDT alone was NOT enough to save the species?

A. DDT had been banned much later than scientists had originally requested

B. The peregrine population was too small to recover quickly on its own

C. DDT remained in the environment for decades after the ban took effect

D. Farmers continued to use DDT in secret even after the official ban

20. Read this sentence from the article:

"Young birds were released into the wild every year, at carefully chosen sites — including in the middle of large cities, where there were no natural predators and where the falcons could find pigeons to eat."

What does this sentence MOST LIKELY reveal about how scientists approached the recovery?

A. Scientists chose release sites based on careful thinking about the falcons' chances of survival

30. Which sentence has correct subject-verb agreement?

- A. The basket of fresh apples on the counter are ready to be sliced for the pie
- B. The basket of fresh apples on the counter were ready to be sliced for the pie
- C. The basket of fresh apples on the counter have been ready to be sliced for the pie
- D. The basket of fresh apples on the counter is ready to be sliced for the pie

31. Which sentence is punctuated correctly?

- A. While the snow was falling steadily, we built a fire, made hot chocolate, and read by the window
- B. While the snow was falling steadily we built a fire made hot chocolate and read by the window
- C. While, the snow was falling steadily we built a fire, made hot chocolate, and read by the window
- D. While the snow was falling steadily, we built a fire made hot chocolate, and read by the window

32. Which sentence uses an apostrophe correctly?

- A. The mice nests were found behind the boxes in the basement of the old house
- B. The mices nests were found behind the boxes in the basement of the old house
- C. The mice's nests were found behind the boxes in the basement of the old house
- D. The mices' nests were found behind the boxes in the basement of the old house

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.

Last weekend, my younger brother and me went to the city library together. We spent the afternoon reading mystery novels and graphic novels in the quiet reading room. It was one of the most enjoyabe ways to spend a rainy saturday.

(Write your response in the space provided.)

Part 3: Extended Writing Prompt (Question 36)

36. (Extended Writing — Narrative)

Write a story about a moment when a small mistake led to an important lesson.

The mistake, the moment, and the lesson can be real or imagined. The mistake should NOT involve serious danger or harm. Instead, it should be a smaller mistake — saying the wrong thing, forgetting something important, breaking a small promise, or misunderstanding someone.

Your story should:

- Include a clear beginning, middle, and end
- Have at least one main character
- Describe the small mistake in specific detail
- Show how the mistake led to a moment of realization or learning
- Use correct grammar, spelling, and punctuation

(Aim for approximately three to five paragraphs.)

WRITING SESSION B

Time: Approximately 35 minutes

Part 1: Language Conventions (Questions 37-40)

37. Which sentence is a complete sentence (not a fragment or run-on)?

- A. Walking quietly through the empty corridor past the closed staff room door
- B. Although the rain had been pouring steadily all morning long that day
- C. The veterinarian gently examined the small kitten on the metal table
- D. The bell rang the students jumped up the teacher began collecting papers

38. Read the sentence:

By the time the movie ended, the audience ____ for nearly three hours.

Which phrase BEST completes the sentence?

- A. is sitting
- B. had been sitting
- C. sits
- D. will sit

39. Which sentence contains a spelling error?

- A. The students worked diligently on their reports about Canadian history
- B. The chef carefully prepared a beautiful meal for the visiting dignitaries
- C. The community gathered to celebrate the opening of the new music school
- D. The athletes practised every morning to prepare for the upcoming competition

40. Read the sentence:

The library will be closed on Monday, ____ all books due that day may be returned on Tuesday.

Which word BEST completes the sentence?

- A. so

42. (Open-Response)

Read the sentence below. Rewrite it as TWO complete sentences without changing the meaning.

The thunderstorm finally passed just after sunset the sky cleared completely and the first stars began appearing above the quiet neighbourhood.

(Write your response in the space provided.)

D. whose

45. Which sentence uses quotation marks correctly?

- A. Where did you leave the keys "asked Dad from the front hallway"
- B. "Where did you leave the keys asked Dad from the front hallway"
- C. "Where did you leave the keys?" asked Dad from the front hallway.
- D. "Where did you leave the keys, asked Dad from the front hallway"

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

46. (Extended Writing — Opinion)

Some people believe that students in Grade 6 should be encouraged to share their personal writing — such as stories, poems, or journal entries — with their classmates. Other people believe that personal writing should remain private and not be shared with other students.

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.)

Practice Exam 13: Answer Key and Explanations

- 1. C** — The phrase describes a friendship that had grown deep enough that the two friends did not need to declare or announce it — they "showed up" for each other in a way that words were not always needed. This characterizes a mature, secure friendship. The other options misread the phrase as a recent decline, a literal silence, or a comparison of personalities.
- 2. A** — The phrase "something quiet had begun to change" signals that small, unspoken shifts were happening — Theo leaving lunch early, making new friends — but no one was openly discussing them. The word "quiet" is the key: change was real but unspoken. The other options either contradict the story (friendship ending, becoming better) or invent a specific argument.
- 3. B** — The passage describes the sketchbook as holding "more than a year" of Imani's drawings — character designs, her grandmother's recipes, and personal sketches made in private moments. It was "in a quiet but important way, the most personal thing Imani owned." The other options invent reasons (expensive gift, museum value, rarity) not supported by the passage.
- 4. D** — The two short sentences communicate that Imani was already feeling the change at the lunch table but chose not to bring it up. The brevity and pairing of "noticed" with "did not say anything" capture the quiet hurt that begins to build before the sketchbook incident. The other options misread the lines as waiting for an apology, uncertainty, or weariness.
- 5. C** — When Imani sees Theo laughing with Jules over her private drawings, she is too hurt and too angry to find words she would want to use. She takes the sketchbook back and walks away because speaking in that moment would not have helped. The other options misread her silence as manipulation, fear of crying, or a final break.
- 6. A** — Theo's confession reveals a quiet insecurity he had been carrying — a worry that Imani would not stay his friend if he made other friends. His attempt to show off the sketchbook was driven by that insecurity. The other options misread his words as blame, criticism, or accusation toward Imani.
- 7. B** — The sketchbook contained Imani's most personal work — her stories, her grandmother's recipes, her private sketches. Theo reading the whole thing was a violation of privacy, not just of property. The other options invent specific contents (drawings of Theo, teacher promise, grandmother permission) that the passage does not support.
- 8. D** — Imani's line is a gentle but clear message — Theo did not need a sketchbook to prove their friendship; he could simply say "she is my best friend." This addresses the insecurity Theo confessed. The other options misread the line as a demand about Theo's friendships, a request for introduction, or a topic restriction.
- 9. Open-Response** — **Sample strong answer:** *Theo's apology shows that he understands what he did wrong because he takes full responsibility and names the deeper cause of his actions. He admits he should not have taken the sketchbook and acknowledges that he "kept turning the pages" and forgot it was Imani's. More importantly, he tells her honestly that he wanted to show Jules the sketchbook because "it*

would prove I knew you in a way he did not" — recognizing that his motivation came from insecurity, not malice. By naming both the action and the reason, Theo shows he has thought carefully about what he did and why. (Strong: claim + two specific details.)

10. Open-Response — Sample strong answer: *The ending suggests that important friendships can survive being hurt, but only with time and effort. Imani tells Theo, "It is going to take a while" and "I am not done being your friend," showing that she has chosen to keep the friendship even though something has been broken. The closing line — "It would be again. Slowly. The way most important things are" — suggests that meaningful relationships are not fragile but are also not instantly repaired. Real friendship requires patience after a mistake.* (Strong: clear interpretation + text evidence.)

11. A — Each of the three poems in the sequence has three lines, and the explanation in the passage notes the 5-7-5 syllable pattern that defines the haiku form. This is the most reliable way to identify a haiku. The other options describe forms that do not match (no rhyme requirement, no long narrative, no required question marks).

12. C — All three haiku focus on small, quiet moments of beauty in nature during winter — a frosted puddle reflecting the sky, a red cardinal on a fence, snow slipping from a branch. The shared theme is the quiet beauty of winter's small moments. The other options misread the theme as danger, memory, or regional comparison.

13. D — The cardinal is compared to a "small fire" — describing the bright red bird against the cold backyard. This direct comparison without "like" or "as" is a metaphor. It is not personification (no human qualities given), not onomatopoeia (no sound), and not hyperbole (no exaggeration of fact).

14. B — The haiku describes snow falling from a branch with "no one to notice" — pointing out that quiet beauty exists in nature even when no one is there to witness it. The third poem completes the sequence's meditation on small, easily missed moments. The other options misread the lines as social wishing, structural concern, or loneliness.

15. Open-Response — Sample strong answer: *Both pieces involve noticing small details that others might miss. In "The Sketchbook," Imani draws "dozens of small sketches" on the bus, in waiting rooms, and between classes — quietly capturing moments other people walk past without noticing. In "Three Haiku for Winter," the speaker notices a puddle that "holds the morning sky," a cardinal that looks like "small fire in the cold," and snow slipping from a branch when "no one [is there] to notice." Both pieces honour the act of seeing small, easily overlooked things.* (Strong: clear similarity + evidence from both texts.)

16. A — The article's central argument is that careful science (research on DDT), public policy (the ban), captive breeding, and patience over decades brought the peregrine falcon back from near disappearance. Every section supports this. The other options misread the argument as a criticism of DDT, a population claim, or a universal recovery model.

17. D — Opening with the dire state of the peregrine in 1970 — "almost no breeding pairs left" — establishes how serious the situation was. This setup makes the recovery story that follows much more

meaningful. The other options misread the opening as a comment on scientific ignorance, ongoing decline, or DDT exclusivity.

18. C — The article states directly that DDT "made their eggshells too thin" and that "when the mother peregrines tried to incubate their eggs, the shells often cracked under her weight." This was the central problem. The other options misread the effect as flight speed, egg-laying numbers, or food supply.

19. B — The article explains that even after DDT was banned, "the population was so small that banning DDT alone was not enough." The remaining birds could not recover quickly on their own — captive breeding was needed. The other options invent timing, persistence, or rule-breaking that the article does not support.

20. A — The sentence describes thoughtful, deliberate decision-making — release sites were "carefully chosen" based on factors like the absence of natural predators and the availability of pigeons as food. This shows scientists were planning carefully for the falcons' survival. The other options misread the sentence as habitat scarcity, public visibility, or legal force.

21. D — The article states that the recovery shows "what becomes possible when people are willing to work patiently over many years." This is the broader meaning the article wants the reader to take away. The other options misread the message as a speed claim, a national symbol, or a visibility statement.

22. Open-Response — **Sample strong answer:** *Between 1970 and 2020, the peregrine falcon population in Ontario went from nearly extinct to fully recovered. According to the article, in 1970 there were "almost no breeding pairs" left in eastern Canada, and the species was officially listed as endangered. The line graph shows that the population stayed near zero through the 1980s, slowly began increasing in the 1990s, and rose sharply through the 2000s to reach about 100 breeding pairs by 2020. The recovery happened gradually at first and then accelerated.* (Strong: claim + two specific details from both sources.)

23. B — Graphic Text 1 shows the highest data point at approximately 100 breeding pairs around the year 2020. This is the recovery peak the article describes. The other options misread the chart as still being at 1970 levels, below the 1990 estimate, or absent.

24. C — Graphic Text 2 lists five different provinces — Ontario, Quebec, British Columbia, Manitoba, and Alberta — all showing some level of recovery. This demonstrates that the recovery extended across Canada, not just within Ontario. The other options either claim a single-province recovery, invent a directional pattern, or restrict recovery to urban provinces.

25. Open-Response — **Sample strong answer:** *The peregrine's recovery happened because several actions worked together. First, the article explains that in 1972 Canada banned most uses of DDT, which slowly allowed the chemical to disappear from the environment so that peregrines could lay eggs with stronger shells again. Second, scientists at the Canadian Wildlife Service raised peregrines in captivity and released young birds at carefully chosen sites — including the tops of tall buildings in large cities where there were no natural predators and where pigeons provided food. The ban removed the original cause of the decline; the breeding program rebuilt the population.* (Strong: two specific actions + cause-and-effect explanation.)

26. A — The closing emphasizes that "the damage humans cause can sometimes — though not always — be undone" when the right actions are taken at the right time. This is the broader meaning of the recovery story. The other options overstate the message (every species, city-only safety) or contradict the article's stance on DDT.

27. Open-Response — **Sample strong answer:** *The description is appropriate because the peregrine falcon was once nearly gone from Canada and has now fully recovered. The article explains that by the 1970s, peregrine populations had "collapsed" and the species was listed as endangered in Ontario. After decades of careful work — banning DDT, raising birds in captivity, releasing them in cities — breeding pairs reappeared, and by 2007 the species was officially removed from Canada's federal list of endangered species. Few endangered species have recovered this completely, which is why the falcon's return is considered a true conservation success.* (Strong: clear justification + two specific details.)

28. Open-Response — **Sample strong answer:** *By 1970, the peregrine falcon had nearly disappeared from Canada because the pesticide DDT made their eggshells too thin to survive incubation. After Canada banned DDT in 1972 and scientists began raising young falcons in captivity and releasing them at carefully chosen sites — including the tops of skyscrapers in Canadian cities — the population recovered dramatically, reaching about 100 breeding pairs in Ontario by 2020. The story shows what becomes possible when science, policy, and patience work together over many years.* (Strong: captures full arc + specific detail + own words.)

29. B — "When" introduces a clause showing time — the audience clapped *when* the pianist finished. This time relationship fits the meaning of the sentence. "Unless" signals condition, "however" signals contrast, and "although" signals concession — none of which match a simple time relationship.

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

31. A — Option A correctly uses a comma after the introductory dependent clause ("While the snow was falling steadily,") and commas to separate three items in a list ("built a fire, made hot chocolate, and read by the window"). Option B has no commas at all. Option C misplaces the comma after "While." Option D omits a comma in the list.

32. C — "Mice" is already plural without an "s," so the possessive form is "mice's" — adding 's after the irregular plural. Option A omits the apostrophe. Option B incorrectly adds an "s" to "mice." Option D incorrectly adds an apostrophe after "mices." This follows the same rule as "children's," "women's," and "men's" — irregular plurals form possessives by adding 's.

33. Open-Response — **Sample strong answer:** *Last weekend, my younger brother and I went to the city library together. We spent the afternoon reading mystery novels and graphic novels in the quiet reading room. It was one of the most enjoyable ways to spend a rainy Saturday.* (Three errors fixed: "my younger brother and me" → "my younger brother and I"; "enjoyabe" → "enjoyable"; "saturday" → "Saturday.")

34. Open-Response — Sample strong answer: *As the fog rolled in from the harbour and the streetlights glowed softly through the mist, the fishermen began returning to the docks.* (Strong: combines all three ideas using subordination, flows smoothly, paints a coherent scene.)

35. Open-Response — Sample strong answer: *Last spring, a close friend told another classmate a private story I had shared with her in confidence. I had told her about a difficult week at home, and she had repeated the story at lunch as a joke. I felt embarrassed, but more than that, I felt like something I had trusted her with had been taken from me. It took a long time before I felt safe telling her important things again.* (Strong: specific situation, emotional honesty, no name used.)

36. Extended Writing — Sample Level 3 response benchmark: A strong narrative response builds around one specific small mistake — saying the wrong thing, forgetting something important, breaking a small promise, misunderstanding — and develops a clear arc: the mistake, the moment of realization, and the lesson that followed. Strong responses describe the mistake in sensory detail and show how the lesson emerged from the moment itself. Length: approximately three to five paragraphs. The strongest responses earn the word "lesson" through honest reflection rather than announcing it.

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

38. B — The sentence describes an action that had been ongoing before another past event ("By the time the movie ended"). This requires the past perfect continuous tense, "had been sitting." Options A, C, and D use present, simple present, or future tenses that do not match the past-before-past time relationship signalled by the sentence.

39. D — "Upcomming" is misspelled; the correct spelling is "upcoming" with a single "m." The other three sentences contain no spelling errors. This is a commonly misspelled word at the Grade 6 level because doubling the "m" looks plausible but is not correct.

40. A — "So" introduces a result clause — the library will be closed on Monday, *so* books due that day may be returned on Tuesday. This cause-and-result relationship fits the meaning. "Unless" signals condition, "although" signals concession, and "because" signals cause — none of which match the result relationship.

41. Open-Response — Sample strong answer: *Either the teacher or the students were responsible for cleaning up the classroom after the science experiment.* (Correction: "was" → "were." In "either/or" constructions, the verb agrees with the subject closer to the verb. "Students" is closer to the verb and is plural, so the verb must be plural — "were.")

42. Open-Response — Sample strong answer: *The thunderstorm finally passed just after sunset. The sky cleared completely, and the first stars began appearing above the quiet neighbourhood.* (Strong: run-on split cleanly into two complete sentences while preserving the full meaning.)

43. B — Option B correctly capitalizes "October" (month), "Ottawa" (proper city name), and "Canadian War Museum" (proper institution name), while leaving "family" lowercase (common noun). Option A

fails to capitalize "Ottawa" and "Canadian War Museum" and incorrectly capitalizes "Family." Options C and D miss multiple required capitalizations.

44. D — "Whose" is the possessive relative pronoun used to show ownership — the neighbour *whose* children play in the backyard. It connects the neighbour to the children belonging to her. "Who" is used for people doing an action. "Whom" is the object form. "That" refers to things, not people.

45. C — Option C correctly punctuates dialogue: opening quotation marks, the question mark inside the closing quotation marks before the speaker tag, and a period at the end of the sentence. Options A, B, and D either misplace the quotation marks, omit the question mark, or fail to handle the punctuation around the speaker tag correctly.

46. Extended Writing — Sample Level 3 response benchmark: A strong opinion response takes a clear stand (share personal writing OR keep it private OR a balanced position) in the opening paragraph, develops at least two well-reasoned arguments in body paragraphs with specific examples (building confidence, vulnerability and trust, classroom community, judgement and embarrassment, voluntary versus required sharing), 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 series-of-paragraphs response introduces a specific animal in the opening paragraph and explains how the writer became interested in it, develops at least two fascinating aspects in separate body paragraphs with concrete sensory or factual detail, and closes with a reflection on what the animal helps the writer understand about the natural world. Length: approximately four paragraphs. The strongest responses pick a focused, specific animal rather than a sweeping category, and let genuine curiosity show through the writing.