

PRACTICE EXAM 20: EQAO GRADE 6 LANGUAGE SIMULATION (47 QUESTIONS)

READING SESSION A

Time: Approximately 35 minutes

Passage 1: "The Diorama"

A short story by Lukas Fortescue

When Ms. Ahmadi assigned the partners for the social studies diorama project, Imran got Devon.

Imran tried very hard not to look disappointed.

It was not that Devon was a bad person. Imran had nothing against him. But Devon was the quietest student in their Grade 6 class. He sat at the back of the room near the bookshelves. He did not raise his hand. He did not talk during group activities. When the class was assigned to read out loud in pairs, Devon's partner usually ended up reading both parts. As far as Imran could tell, he had never heard Devon volunteer a single sentence in any class, ever.

The project was to build a diorama showing one important Canadian community from the past two hundred years. Each pair had to research the community, build a small model of it, and present their findings to the class. Imran had been hoping to be paired with his friend Beatrice, who had been planning a diorama of an early Halifax fishing village for two weeks.

Instead, he got Devon.

On Tuesday after school, the two of them sat in the library together for the first time. Imran had brought a notebook, three printed articles, a coloured pen, and a list of seven possible communities they could research. He had also brought a quiet sense of dread.

He set the list on the table between them.

"So," he said. "What do you think?"

Devon looked at the list. He did not say anything.

Imran tried again. "I was thinking maybe the Quebec coureurs des bois, or maybe Halifax, or maybe a coal mining town in Cape Breton. What do you think?"

Devon read the list again.

"I have a different idea," he said.

His voice was so quiet that Imran almost did not hear him.

"What?" Imran said.

"I have a different idea," Devon said, slightly louder. "If that is okay."

Imran was surprised. In the eight months that they had been in the same class, this was, possibly, the longest sentence Devon had ever spoken directly to him.

"Sure," Imran said. "What is it?"

Devon hesitated. Then he pulled a small notebook out of his backpack. He opened it carefully and turned it around so that Imran could see.

The page was covered in pencil drawings.

They were detailed. They showed small houses on stilts beside a river, drying racks for fish, what looked like a smokehouse, and a group of people standing near a long, narrow boat. Devon had written, in small careful printing, the words Wet'suwet'en fishing camp, Bulkley River, central British Columbia at the top of the page.

Imran stared at the drawings.

"Did you draw these?" he asked.

Devon nodded.

"Where did you get the information?"

"My grandmother is Wet'suwet'en," Devon said quietly. "She lives in Smithers. I spent two weeks with her last summer. I drew these the week I got back."

Imran did not know what to say.

He had spent two weeks researching the same kinds of communities Devon had drawn from memory and family knowledge.

"Why did you not just say this at the start?" Imran asked.

Devon shrugged.

"I do not always know how to say things in class," he said. "I think them. But I do not always say them."

Imran nodded slowly.

He looked again at the drawings. They were better than anything he had brought to the library.

"Devon," he said. "This is amazing. Can we do this?"

Devon looked up at him.

For a moment, Imran saw something that he had not seen on Devon's face in eight months — a small, careful smile.

"Yes," Devon said. "We can do this."

For the next three weeks, Imran and Devon worked on the diorama together after school. Imran did the research from Wet'suwet'en sources, including a few books Devon's grandmother had recommended by email. Devon did most of the drawing and design. Together, they built a small model of a Bulkley River fishing camp out of cardboard, balsa wood, modelling clay, and bits of dried grass Devon had brought from his backyard.

Imran learned that Devon, when allowed to work in his own quiet way, was one of the most thoughtful and careful people he had ever worked with. Devon did not waste motion. He did not waste words. But when he chose a colour, or shaped a piece of clay, or wrote a small label in his careful printing, he did each thing with full attention.

By the time they presented the diorama to the class, the model looked like something that belonged in a museum.

Devon let Imran do most of the talking during the presentation. That was something Devon had asked for, quietly, two days before. But when Ms. Ahmadi asked a question about why Wet'suwet'en families had built their fishing camps along the Bulkley River in particular — "Was it the geography? The fish runs? The travel routes?" — Devon answered her without raising his hand.

His voice was quiet, the way it always was.

But he answered for almost a full minute, in clear sentences, with details Imran had not known he knew.

The class listened to him.

When he was finished, no one said anything for a moment.

Then Ms. Ahmadi said, "Thank you, Devon. That was wonderful."

After class, Imran caught up with Devon in the hallway.

"You knew all of that," he said. "And you didn't tell me."

"You were doing the talking," Devon said. "I did not want to interrupt."

"You could have," Imran said. "I would have wanted you to."

Devon nodded.

He looked at the floor for a moment. Then he looked up.

"Next time," he said quietly, "I will."

1. Why does the author MOST LIKELY include the detail that Devon "did not raise his hand" and was "the quietest student in their Grade 6 class"?

- A. To establish what Imran expects from Devon before their partnership begins
- B. To prove that Devon's parents were not very involved in his school work
- C. To suggest that Devon's teacher had been ignoring him for the entire year
- D. To explain why Devon had been struggling academically since September

2. Read this sentence from the passage:

"Instead, he got Devon."

What does this short sentence MOST LIKELY communicate about Imran's reaction to his partner assignment?

- A. Imran was excited to work with someone he had not partnered with before
- B. Imran was quietly disappointed but was trying not to show it openly
- C. Imran was angry that the teacher had ignored his earlier requests
- D. Imran was confused about why he had not been paired with Beatrice

3. Why does the author include Imran's list of seven possible communities and his three printed articles?

- A. To suggest that Imran was the smarter member of the partnership at the start
- B. To prove that Imran was hoping to take charge of the project entirely
- C. To remind readers that social studies projects require careful preparation
- D. To show how much research Imran had done before he met with Devon

4. Read this part of the passage:

"His voice was so quiet that Imran almost did not hear him."

What does this detail MOST LIKELY suggest about Devon's first comment in the library?

- A. Devon was hoping that Imran would not actually hear him
- B. Devon had a sore throat that day and could not speak any louder
- C. Devon was speaking carefully and quietly even when sharing a real idea
- D. Devon was being deliberately rude to Imran during their first meeting

5. Why is Imran SURPRISED when he sees the drawings in Devon's notebook?
- A. The drawings reveal that Devon had been preparing thoughtfully without telling anyone
 - B. The drawings are of a community Imran has never heard about before that day
 - C. The drawings have been done in the wrong style for a Grade 6 social studies project
 - D. The drawings were made for a different teacher in a different class last year
6. When Devon says, "I think them. But I do not always say them," what is he MOST LIKELY explaining to Imran?
- A. Devon does not always understand what is happening during class discussions
 - B. Devon has ideas and thoughts but finds it difficult to express them out loud
 - C. Devon usually thinks about things long after the class discussion has ended
 - D. Devon does not enjoy speaking unless he has been given several minutes to prepare
7. Read this part of the passage:
- "Imran learned that Devon, when allowed to work in his own quiet way, was one of the most thoughtful and careful people he had ever worked with."
- What does this part of the passage MOST LIKELY suggest?
- A. Devon's thoughtfulness was something the rest of the class had already noticed
 - B. Imran was the first person at the school ever to give Devon a chance to work
 - C. Devon's quietness had hidden important strengths that others had not seen
 - D. Imran was beginning to feel jealous of how much Devon was contributing
8. Why does Devon answer Ms. Ahmadi's question during the presentation in his "quiet voice"?
- A. Devon was hoping that his teacher would not be able to hear him from the back
 - B. Devon had been told by Imran not to speak loudly during the presentation
 - C. Devon's quietness disappears entirely when he is talking about something he loves
 - D. Devon's quiet voice is simply his usual voice — the choice to speak was the change

9. (Open-Response)

How does Imran's view of Devon CHANGE between the day he is paired with him and the end of the story? Use at least TWO specific details from the passage to support your answer.

(Write your response in the space provided.)

10. (Open-Response)

At the end of the story, Devon says, "Next time, I will." What does this short statement suggest about how Devon has changed during the project? Use details from the passage to support your answer.

(Write your response in the space provided.)

Passage 2: "Two Voices Talking" — A Two-Voice Poem

By Roxanne Cabral

(A two-voice poem — written in two columns or two voices that take turns or speak together. Voice A is on the left, Voice B is on the right.)

Voice A: The quiet partner

I am the one who thinks.

I am the one who plans.

I have the picture in my head

long before anyone asks.

I do not always know

how to put it into words.

I am working on it.

I am working on it.

When the room is loud

I get quieter.

When the room is quiet

I begin to speak.

This is just how I am.

Voice B: The louder partner

I am the one who talks.

I am the one who fills

the silence

because someone needs to.

I assumed, for a long time,

that the people who did not talk

did not have anything to say.

I was wrong.

I was wrong.

When I learned to wait —

when I left small spaces
for someone else —
I heard things I had been missing.
This is what I am learning.

11. What kind of poem is this called, based on its structure?
- A. An acrostic poem — a poem in which the first letters spell a hidden word
 - B. A two-voice poem — written from two alternating perspectives
 - C. A ballad — a song-like poem that tells a long story with regular rhymes
 - D. A haiku sequence — three connected poems built from a 5-7-5 syllable pattern

12. What is the MAIN message of this poem?
- A. Quiet people are usually more intelligent than people who talk more often
 - B. Group projects should always be done in complete silence to avoid distractions
 - C. Loud people should learn to stop speaking and let others do all of the talking
 - D. Both quiet and loud people can change by learning to listen to each other

13. Read these lines from Voice A:

"When the room is loud / I get quieter. / When the room is quiet / I begin to speak."

What do these lines MOST LIKELY suggest about Voice A?

- A. Voice A needs space and silence to be able to share what is in her head
- B. Voice A is afraid of public speaking and avoids participating in groups
- C. Voice A is hoping that other people will stop speaking around her at school
- D. Voice A is criticizing classmates who talk too much during class discussions

14. What does Voice B mean by saying, "I assumed, for a long time, / that the people who did not talk / did not have anything to say. / I was wrong"?

- A. Voice B is apologizing for being mean to quieter classmates in the past
- B. Voice B has decided to stop speaking entirely in future group projects

- C. Voice B has realized that quietness does not mean a person has nothing to share
- D. Voice B is asking the school to assign quieter students to easier subjects

15. (Open-Response)

The short story "The Diorama" and the poem "Two Voices Talking" both involve a louder person learning something from a quieter person. 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: "The Igloo: A Canadian Engineering Marvel"

An informational article

Most Canadians have seen pictures of an igloo at some point — a dome-shaped house made entirely of snow. Many people assume that an igloo must be a cold, uncomfortable place to live. Others assume that igloos are no longer built in Canada at all.

Both assumptions are wrong.

The igloo is one of the most remarkable engineering achievements in human history. Designed over thousands of years by Inuit communities across what is now northern Canada, Greenland, and Alaska, the igloo is a structure that can be built with no tools other than a snow knife, no materials other than the snow on the ground, and no heat source other than the bodies and small lamps of the people inside. Properly built, an igloo can keep its occupants warm — even when outside temperatures drop below minus forty degrees Celsius — through one of the coldest environments on Earth.

This article explains how, and why, the igloo works.

A Building Material Made of Air

The first thing to understand about an igloo is that it is not built from ordinary snow.

Inuit builders search carefully for wind-packed snow — snow that has been compressed by wind into a dense, hard layer. This kind of snow holds together when cut into blocks. It does not crumble. It does not

melt easily under the warmth of a body. It is, in effect, a building material made of millions of tiny ice crystals separated by tiny pockets of air.

That air is what makes the igloo work.

Snow is approximately 95% trapped air by volume. Air is a poor conductor of heat — which is exactly why winter coats are filled with feathers or synthetic insulation. The igloo, by being built from a material that is mostly air, becomes one of the best-insulated structures a person can build by hand.

The walls of an igloo do not trap warmth because snow is warm. They trap warmth because the air inside the snow does not let body heat escape easily.

The Spiral

Inuit builders construct the igloo using a spiral technique that is itself a small engineering wonder.

The builder begins by cutting blocks of wind-packed snow with a snow knife. The first row of blocks is laid flat on the ground in a circle. The builder then shaves the top of the row at an angle, so that each subsequent block can lean slightly inward. As the walls rise, each block leans a bit further toward the centre.

A correctly built igloo is not a stack of layers. It is a single spiral — a continuous slope of blocks rising upward and inward — until the final block, called the keystone, is fitted into the very top.

This spiral structure is what allows the dome to support itself without any internal framework. The snow blocks press against each other and lock into place under their own weight. A skilled builder can complete a small igloo for two people in less than an hour.

Warm Air Rises

Inside the igloo, the design continues to do clever work.

A properly built igloo has a sleeping platform — a raised area of snow inside the dome — and a lower entrance tunnel that drops below the main floor. This arrangement uses a simple principle: warm air rises. The body heat of the people inside warms the air, which rises to the top of the dome. The colder air, which is denser, settles into the entrance tunnel and stays out of the sleeping area.

This means that the warmest part of the igloo is exactly where the people sleep — and the coldest part is far below them, where it does not matter.

The result is dramatic. Outside temperatures of minus forty degrees Celsius can be paired, inside the igloo, with sleeping-area temperatures that hover around zero degrees Celsius — a difference of forty degrees, created entirely by snow, air, and design.

A Living Tradition

The igloo is not a relic. It is a living part of Inuit culture and a survival skill that is still taught and used.

In many Inuit communities today, igloos are built for hunting trips, for temporary shelters during travel, and for cultural and educational purposes. The traditional knowledge — how to find wind-packed snow,

how to cut blocks at the correct angle, how to fit the keystone, how to ventilate the dome to avoid carbon dioxide buildup — has been passed down through generations of Inuit builders.

Scientists studying cold-weather survival continue to learn from Inuit construction techniques. Modern emergency shelters built in Arctic and Antarctic research stations often borrow from igloo design principles, including spiral block placement and the warm-air-rises principle.

The igloo is, in short, an example of careful knowledge built up over thousands of years — knowledge that the people who developed it have always known, and that the rest of the world is only now beginning to fully appreciate.

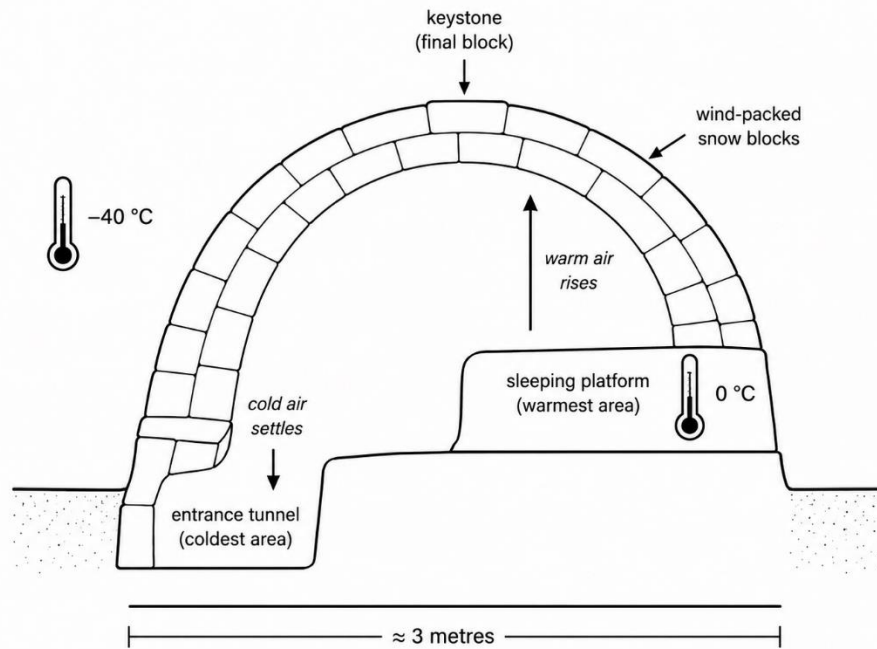
A small dome of snow on a frozen plain, built in under an hour by a single skilled hand, can keep a family warm through one of the coldest nights on Earth.

That is not magic.

That is engineering — passed down across generations, in the hands of the people who know the land best.

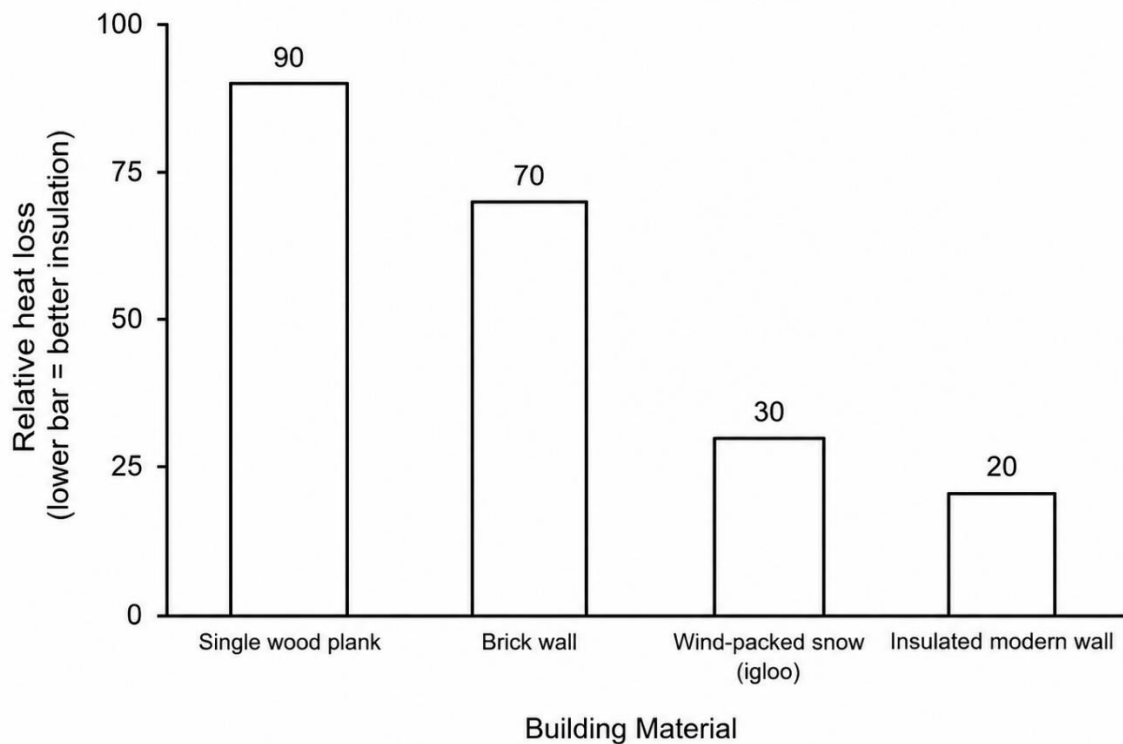
Graphic Text 1: Cross-Section of a Traditional Igloo

Figure PQ-1:



Graphic Text 2: Insulation Comparison — Materials and Heat Loss

Figure PQ-2



Lower bars indicate better insulation. Values are relative comparisons, not absolute measurements.

16. What is the MAIN purpose of this article?

- A. To convince Canadians to visit Inuit communities in the northern regions of Canada
- B. To compare igloos with modern Canadian houses built in southern Canadian cities
- C. To argue that all Canadian schools should teach students how to build a snow shelter
- D. To explain how the igloo works as an engineering achievement and a living tradition

17. Why does the author MOST LIKELY begin the article by mentioning two common ASSUMPTIONS that Canadians have about igloos?

- A. To suggest that Canadians who have never seen an igloo are uneducated about their own country
- B. To set up the contrast between what people often assume and what is actually true about igloos
- C. To explain why igloos are no longer commonly built in any part of Canada today

D. To recommend that more Canadians take vacations to the Arctic regions in the winter

18. What does the article say is the **FIRST** important thing about an igloo's building material?

- A. The igloo is not built from ordinary snow but from wind-packed snow
- B. The igloo is built from snow that has been heated to a specific temperature
- C. The igloo is built from a mix of snow and other natural materials
- D. The igloo is built from materials that are imported from southern Canada

19. Read this sentence from the article:

"The walls of an igloo do not trap warmth because snow is warm. They trap warmth because the air inside the snow does not let body heat escape easily."

What does this sentence **MOST LIKELY** communicate about the igloo's insulation?

- A. The igloo would work even better if it were built with denser snow blocks
- B. The igloo is not really cold inside because the snow itself contains heat
- C. The igloo works because of the air trapped within the snow, not the snow itself
- D. The igloo can be built from any type of frozen water if it is shaped correctly

20. Why does the article say that a correctly built igloo "is not a stack of layers" but "a single spiral"?

- A. The spiral shape is decorative and chosen for cultural reasons by the builder
- B. The spiral makes the igloo easier to take apart at the end of the winter season
- C. The spiral allows builders to take breaks between each completed layer of snow
- D. The spiral allows the blocks to press against each other and support the dome

21. What does the article say about Inuit knowledge of the igloo?

- A. The knowledge has been passed down through generations of Inuit builders
- B. The knowledge was first developed by Western scientists studying cold weather
- C. The knowledge has been kept secret from the rest of Canada for many years
- D. The knowledge is recorded only in formal books published by universities

23. According to Graphic Text 2, how does wind-packed snow compare to a single wood plank as a building material?

- A. Wind-packed snow allows more heat loss than a single wood plank does
- B. Wind-packed snow allows much less heat loss than a single wood plank
- C. Wind-packed snow and a single wood plank produce the same amount of heat loss
- D. The chart does not provide enough information to compare these two materials

24. What does Graphic Text 2 reveal about wind-packed snow as a building material?

- A. Wind-packed snow is the worst insulating material shown in the chart
- B. Wind-packed snow is significantly worse than a brick wall as an insulator
- C. Wind-packed snow performs almost as well as a modern insulated wall
- D. Wind-packed snow can only be used in temperatures below minus forty degrees

25. (Open-Response)

Use information from the article AND Graphic Text 1 to explain how Inuit knowledge has shaped the design of the igloo over thousands of years. Include at least TWO specific design features in your answer.

(Write your response in the space provided.)

26. Why does the author MOST LIKELY end the article with the words "in the hands of the people who know the land best"?

A. To suggest that everyone should learn to build an igloo before next winter arrives

B. To remind readers that scientists are now better at building igloos than Inuit builders

28. (Open-Response)

In two or three sentences, summarize the MAIN ideas of this article in your own words. Use at least ONE specific detail from the article or graphic texts in your summary.

(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 hikers brought extra layers of clothing ____ the temperature was expected to drop sharply during the night.

Which word BEST completes the sentence?

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

30. Which sentence has correct subject-verb agreement?

- A. The set of carved wooden tools on the workbench are arranged carefully by year
- B. The set of carved wooden tools on the workbench were arranged carefully by year
- C. The set of carved wooden tools on the workbench is arranged carefully by year
- D. The set of carved wooden tools on the workbench have been arranged carefully by year

31. Which sentence is punctuated correctly?

- A. Although the snow was deep we still walked, to the bakery the post office and the library
- B. Although the snow was deep, we still walked to the bakery, the post office, and the library
- C. Although, the snow was deep we still walked, to the bakery the post office and the library
- D. Although the snow was deep we still walked to the bakery the post office, and the library

32. Which sentence uses an apostrophe correctly?

- A. The childrens art was hanging on the walls of the school gymnasium yesterday
- B. The childrens' art was hanging on the walls of the school gymnasium yesterday
- C. The children's' art was hanging on the walls of the school gymnasium yesterday
- D. The children's art was hanging on the walls of the school gymnasium yesterday

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 winter, my older sister and me visited iqaluit during the school break. We spent three days learning about Inuit culture and seeing the northern lights. It was one of the most incredible trips we have ever taken together.

(Write your response in the space provided.)

34. (Open-Response)

Combine the following three short sentences into ONE longer sentence that flows smoothly. You may add or remove words as needed.

The snow began to fall heavily. The wind picked up across the open plain. The travellers turned back toward the village.

(Write your response in the space provided.)

35. (Open-Response)

Write a short paragraph (three to five sentences) describing a time when you worked with someone who was very different from you. Explain ONE specific way you learned something from that person.

(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 you discovered that someone was very different from what you had first assumed.

The moment, the person, and the discovery can be real or imagined. The person could be a classmate, a teammate, a neighbour, a teacher, or a relative. The discovery should be a small, positive one — not a dramatic surprise.

Your story should:

- Include a clear beginning, middle, and end
- Have at least one main character
- Describe your first impression in specific detail
- Show the moment when your impression turned out to be wrong

- 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 slowly across the frozen plain past the small wooden cabin that morning
- B. The Inuit builder carefully shaped each block of wind-packed snow before placing it
- C. Although the temperature had dropped sharply during the early morning hours that day
- D. The wind howled the snow blew the travellers pulled their coats more tightly closed

38. Read the sentence:

By the time the sun rose above the horizon, the builder ____ on the small igloo for nearly an hour.

Which phrase BEST completes the sentence?

- A. is working
- B. works
- C. had been working
- D. will work

39. Which sentence contains a spelling error?

- A. The committee discussed the new schedule with seperate groups of community members
- B. The students worked diligently on their reports about Canadian Arctic communities
- C. The chef carefully prepared a beautiful meal for the visiting government officials

D. The athletes practised every morning to prepare for the upcoming championship game

40. Read the sentence:

The students prepared carefully for the project, ___ they wanted to honour the community they were studying.

Which word BEST completes the sentence?

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

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.

Each of the builders were responsible for shaping they're own snow blocks before the dome could be completed.

(Write your response in the space provided.)

42. (Open-Response)

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

The wind finally died down just after sunset the small fishing village began to wake up slowly and the lamps in the windows began to glow against the long winter night outside.

(Write your response in the space provided.)

- B. Last January, my family travelled to Iqaluit to learn about Inuit traditions and the Arctic
- C. Last January, my family travelled to Iqaluit to learn about Inuit traditions and the Arctic
- D. Last January, my family travelled to Iqaluit to learn about Inuit traditions and the Arctic

44. Read the sentence:

The Inuit builder ___ designed the igloo had learned the technique from his grandfather many years earlier.

Which word BEST completes the sentence?

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

45. Which sentence uses quotation marks correctly?

- A. "Where did you put my notebook asked Dad from the front hallway last night"
- B. "Where did you put my notebook?" asked Dad from the front hallway last night.
- C. Where did you put my notebook "asked Dad from the front hallway last night"
- D. "Where did you put my notebook, asked Dad from the front hallway last night"

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

46. (Extended Writing — Opinion)

Some people believe that students in Grade 6 should learn more about Indigenous knowledge and traditions — including topics like Inuit survival skills, Haudenosaunee farming practices, or Wet'suwet'en relationships with the land. Other people believe that Indigenous knowledge should be a smaller part of the curriculum, with most class time focused on other subjects.

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 — Series of Paragraphs)

Think about a project or activity that you completed with another person — a classmate, sibling, friend, or family member. The project can be small (such as making a meal, building something, or putting on a small performance) or larger (such as a school assignment or a community event).

Write a piece in which you:

- Introduce the project and the person you worked with
- Describe at least TWO specific things you each contributed to the project
- Include specific details that show how the two of you worked together
- End with a reflection on what you learned from working with this person

(Aim for approximately four paragraphs.)

Practice Exam 20: Answer Key and Explanations

- 1. A** — The author establishes Devon's quietness — never raising his hand, never volunteering a sentence — to set up Imran's expectations going into the partnership. The whole story turns on the gap between what Imran expects and what Devon actually brings. The other options misread the detail as commentary on Devon's parents, his teacher, or his academic struggle.
- 2. B** — The two-word sentence "Instead, he got Devon" communicates quiet disappointment through restraint. The brevity mirrors Imran's effort to hide his reaction even from himself. The other options misread the line as excitement, anger, or confusion about Beatrice.
- 3. D** — Imran's seven possible communities, three printed articles, and prepared notebook show how much research he has done before meeting Devon. The detail establishes that Imran came in fully prepared — which makes Devon's contribution even more striking. The other options misread the detail as a comparison of intelligence, an attempt to take charge, or general project advice.
- 4. C** — Devon's quiet voice characterizes him — even when sharing a real idea, he speaks the same careful, quiet way he speaks everywhere else. The detail shows that his quietness is not avoidance of the idea but simply his usual register. The other options misread the line as deliberate hiding, illness, or rudeness.
- 5. A** — Imran's surprise is rooted in the realization that Devon had been preparing thoughtfully — drawings, family knowledge, careful labels — without telling anyone. Devon's thoughtful work had been

invisible to everyone in the class. The other options misread the surprise as the community being unfamiliar, drawings being wrong for the project, or being from another class.

6. B — Devon's words — "I think them. But I do not always say them" — explain that he has ideas and reflections but finds them difficult to voice out loud. The line characterizes him as thoughtful but not always able to express what he thinks. The other options misread the line as lack of understanding, slow processing, or a preparation requirement.

7. C — Imran's discovery is that Devon's quietness has hidden important strengths — thoughtfulness, care, attention — that the rest of the class has not seen. This reframes Devon for Imran. The other options misread the line as common knowledge, exclusive opportunity, or jealousy.

8. D — Devon's voice is "quiet, the way it always was" — his voice has not changed; what has changed is his choice to speak at all. The story emphasizes that the quietness is simply who he is, but the decision to answer Ms. Ahmadi without raising his hand is the real shift. The other options misread the moment as wanting to be unheard, following instructions, or sudden disappearance of quietness.

9. Open-Response — Sample strong answer: *At the beginning of the story, Imran sees Devon as a difficult partner — the quietest student in class, someone who "did not raise his hand" and whose voice was almost too soft to hear. By the end, Imran has come to see Devon as "one of the most thoughtful and careful people he had ever worked with." After working together on the diorama for three weeks — with Devon designing the model, drawing from family knowledge of the Wet'suwet'en fishing camp, and finally speaking confidently to Ms. Ahmadi during the presentation — Imran realizes that Devon's quietness had been hiding real strengths that no one in the class had seen. (Strong: clear before/after change + two specific details.)*

10. Open-Response — Sample strong answer: *Devon's short statement shows that he is willing to start sharing more of what he knows. During the presentation, he stayed mostly quiet because he had asked Imran to do the talking, and he only spoke when Ms. Ahmadi asked a question he could answer with detail. By saying "Next time, I will" interrupt Imran with what he knows, Devon is signalling a small but real change — that having a partner who would have wanted to hear from him has shifted what feels possible for him next time. (Strong: clear interpretation + text evidence.)*

11. B — A two-voice poem is written from two alternating perspectives, with one speaker on the left and another on the right (or with their parts clearly labelled). The note above the poem makes the form explicit. The other options describe forms that do not match (no hidden acrostic word, no ballad story, no 5-7-5 haiku pattern).

12. D — The poem's central message is that both quiet and loud people can grow by listening to each other. Voice A is "working on" putting thoughts into words; Voice B is "learning" to leave small spaces for others. The other options misread the message as a claim about intelligence, a silence rule, or a demand that loud people stop talking.

13. A — Voice A's lines describe needing quiet space to be able to share what is in her head — she gets quieter in loud rooms and begins to speak in quiet ones. This characterizes her communication needs, not

avoidance. The other options misread the lines as fear, hope for silence from others, or criticism of classmates.

14. C — Voice B is recognizing that her old assumption — that quiet people had nothing to say — was wrong. Quietness does not mean a person has nothing to share; she just had not been listening. The other options misread the lines as a public apology, a vow of silence, or a curriculum suggestion.

15. Open-Response — **Sample strong answer:** *Both pieces show a louder person learning something from a quieter person. In "The Diorama," Imran starts the project assuming Devon will be a difficult partner because he is so quiet in class, but he ends the three weeks recognizing Devon as "one of the most thoughtful and careful people he had ever worked with." In "Two Voices Talking," Voice B admits "I assumed, for a long time, that the people who did not talk did not have anything to say. I was wrong," and learns that leaving small spaces for someone else lets her hear "things I had been missing." Both pieces honour the discovery that quiet does not mean empty.* (Strong: clear similarity + evidence from both texts.)

16. D — The article's central purpose is to explain how the igloo works as an engineering achievement and a living tradition — from the wind-packed snow to the spiral construction to the warm-air-rises principle to the ongoing use of igloos in Inuit communities today. Every section supports this. The other options misread the purpose as travel promotion, comparison with houses, or a curriculum argument.

17. B — The article opens by naming two common assumptions — that igloos are uncomfortable and that igloos are no longer built — and immediately states that both are wrong. This sets up the contrast between assumption and reality that the rest of the article develops. The other options misread the opening as a critique of Canadians, a claim of disappearance, or a travel recommendation.

18. A — The article states directly: "The first thing to understand about an igloo is that it is not built from ordinary snow. Inuit builders search carefully for wind-packed snow." This is the article's first key point about the building material. The other options invent alternative materials (heated snow, mixes, imports) the article does not support.

19. C — The sentence makes clear that the insulation comes from the air trapped within the snow, not from the snow itself. Air is a poor conductor of heat, which is what allows the igloo to work. The other options invert the science (denser snow), confuse insulation with heat content, or misread the principle as a generic ice property.

20. D — The article explains that a spiral structure allows the blocks to "press against each other and lock into place under their own weight" — supporting the dome without internal framework. This is the engineering principle behind the spiral. The other options misread the spiral as decoration, disassembly, or builder breaks.

21. A — The article explicitly states that "the traditional knowledge — how to find wind-packed snow, how to cut blocks at the correct angle, how to fit the keystone, how to ventilate the dome to avoid carbon dioxide buildup — has been passed down through generations of Inuit builders." This is the article's direct statement. The other options invert the source of the knowledge.

22. Open-Response — Sample strong answer: *A properly built igloo stays warmer inside because of two design features that work together. According to the article, the walls are made of wind-packed snow that is about 95% trapped air, and that air is a poor conductor of heat — so body warmth inside the dome cannot easily escape through the walls. The cross-section diagram also shows that the sleeping platform is raised inside the igloo while the entrance tunnel dips below the main floor — this uses the principle that "warm air rises" so that the warmest air collects at the sleeping platform while the coldest air settles down into the tunnel and stays out of the sleeping area. Together, these features can keep the sleeping platform at around 0 °C even when the outside air is –40 °C. (Strong: claim + two specific details from both sources.)*

23. B — Graphic Text 2 shows wind-packed snow (igloo) at approximately 30 on the relative heat-loss scale, while a single wood plank reaches approximately 90. The igloo material allows much less heat loss than a single wood plank — meaning it is a much better insulator. The other options invert the comparison or claim insufficient information.

24. C — The bar chart shows wind-packed snow at about 30 and an insulated modern wall at about 20 — close values. Wind-packed snow performs almost as well as a modern insulated wall, which is a striking result for a material that is essentially compressed snow. The other options misread the chart by claiming worst performance, comparison to brick, or a temperature requirement.

25. Open-Response — Sample strong answer: *Inuit knowledge has shaped the igloo through thousands of years of careful design. According to the article, Inuit builders learned to search for wind-packed snow — snow compressed by wind into hard blocks that hold together and insulate well because they contain millions of tiny air pockets. They also developed the spiral construction technique shown in the cross-section diagram, where each block is shaved at an angle so that it leans slightly inward toward the centre, allowing the dome to support itself without any internal framework. Together, these features allow a small dome of snow to keep a family warm at sleeping-platform temperatures of about 0 °C while the outside reaches –40 °C. (Strong: claim + two specific design features from both sources.)*

26. D — The closing phrase "in the hands of the people who know the land best" honours the depth of Inuit knowledge — knowledge built up "over thousands of years" by the people who developed it on the land. This frames the article as a recognition. The other options misread the closing as a call to action, a comparison to scientists, or a funding explanation.

27. Open-Response — Sample strong answer: *This statement matters because it acknowledges that Inuit knowledge of the igloo is not new — it has existed for thousands of years — but that the rest of the world has only recently begun to recognize how sophisticated this engineering is. The article explains that scientists studying cold-weather survival now borrow from igloo design principles, including the spiral block placement and the warm-air-rises principle, in modern emergency shelters at Arctic and Antarctic research stations. By pointing this out, the author is reminding readers that the people who developed this knowledge have always known what they knew — and that the broader world has been slow to listen. (Strong: clear interpretation + text evidence.)*

28. Open-Response — Sample strong answer: *The igloo is one of the most remarkable engineering achievements in human history, designed over thousands of years by Inuit builders using only wind-packed snow and a snow knife. The structure works because snow is about 95% trapped air, which makes it an*

excellent insulator, and because the spiral construction and raised sleeping platform use the warm-air-rises principle to keep occupants warm — sleeping at around 0 °C even when outside temperatures reach –40 °C. The knowledge is still passed down and used by Inuit communities today and has influenced modern Arctic and Antarctic shelter design. (Strong: captures main ideas + uses specific detail + own words.)

29. A — "Because" introduces a cause-and-effect relationship — the hikers brought extra layers *because* the temperature was expected to drop sharply. This is the only conjunction that fits the meaning. "Unless" signals condition, "however" signals contrast, and "although" signals concession — none of which match the cause-and-effect relationship.

30. C — The subject is "set" (singular), not "tools" (which is part of the prepositional phrase "of carved wooden tools"). The singular verb "is arranged" is correct. Options A, B, and D use plural verbs that incorrectly agree with the closer noun 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 snow was deep,") 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 or scatter them incorrectly throughout the sentence.

32. D — "Children" is already plural without an "s," so the possessive form is "children's" — adding 's after the irregular plural. Option A omits the apostrophe entirely. Option B incorrectly places the apostrophe after "childrens." Option C adds an unnecessary extra apostrophe. This follows the same rule as "men's," "women's," and "geese's" — irregular plurals form possessives by adding 's.

33. Open-Response — **Sample strong answer:** *Last winter, my older sister and I visited Iqaluit during the school break. We spent three days learning about Inuit culture and seeing the northern lights. It was one of the most incredible trips we have ever taken together.* (Three errors fixed: "my older sister and me" → "my older sister and I"; "iqaluit" → "Iqaluit"; "incredibile" → "incredible.")

34. Open-Response — **Sample strong answer:** *As the snow began to fall heavily and the wind picked up across the open plain, the travellers turned back toward the village.* (Strong: combines all three ideas using subordination, flows smoothly, paints a coherent scene.)

35. Open-Response — **Sample strong answer:** *Last year I was paired with a classmate named Daniel for a science project about renewable energy. Daniel and I had different ways of working — he liked to plan every step in advance with a checklist, while I usually prefer to start building first and adjust as I go. I was frustrated at the start, but his careful planning kept us from making the same mistake twice with the solar panel circuit, and I learned that taking ten minutes to plan can save an hour of fixing things later.* (Strong: specific situation, specific person, clear lesson learned.)

36. Extended Writing — **Sample Level 3 response benchmark:** A strong narrative response builds around one specific small first impression — about a classmate, teammate, neighbour, teacher, or relative — and develops a clear arc showing how that impression turned out to be wrong. Strong responses describe the first impression in sensory detail, place the discovery inside a specific scene, and close with a quiet shift in understanding. Length: approximately three to five paragraphs. The strongest responses

pick a small, specific misreading rather than a dramatic one, and let the discovery emerge from honest detail.

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

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

39. A — "Seperate" is misspelled; the correct spelling is "separate" with an "a" between the "p" and the "r." The other three sentences contain no spelling errors. This is one of the most commonly misspelled words at the Grade 6 level because the "a" sound is easy to mistake for an "e."

40. D — "Because" introduces a cause-and-effect relationship — the students prepared carefully *because* they wanted to honour the community they were studying. This is the only conjunction that fits the meaning. "Unless" signals condition, "although" signals concession, and "however" signals contrast — none of which match the cause-and-effect relationship.

41. Open-Response — **Sample strong answer:** *Each of the builders was responsible for shaping their own snow blocks before the dome could be completed.* (Two corrections: "were" → "was" because the indefinite pronoun "each" is always singular; "they're" (the contraction "they are") → "their" (the possessive). Both are common errors from Chapter 7.)

42. Open-Response — **Sample strong answer:** *The wind finally died down just after sunset. The small fishing village began to wake up slowly, and the lamps in the windows began to glow against the long winter night outside.* (Strong: run-on split cleanly into two complete sentences while preserving the full meaning.)

43. C — Option C correctly capitalizes "January" (month), "Iqaluit" (proper city name), "Inuit" (proper noun for a people), and "Arctic" (proper noun for a region), while leaving "family" lowercase (common noun). Option A fails to capitalize "Iqaluit" and incorrectly capitalizes "Family." Option B fails to capitalize "January." Option D fails to capitalize "Iqaluit," "Inuit," and "Arctic."

44. A — "Who" is used to refer to people doing an action — the builder *who* designed the igloo. "Whom" is the object form (incorrect because the pronoun is the subject of "designed"), "which" refers to things, and "whose" indicates possession. "Who" is the only correct relative pronoun here.

45. B — Option B 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, C, and D either omit quotation marks, misplace them, 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 (more Indigenous knowledge in curriculum OR smaller role OR a balanced position) in the opening paragraph, develops at least two well-reasoned arguments in body paragraphs with specific examples (truth and reconciliation, practical knowledge of the land, time constraints, balance across subjects, civic understanding), 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 project and partner in the opening paragraph, develops at least two specific contributions each person made in separate body paragraphs with concrete detail, and closes with a reflection on what the writer learned from working with that person. Length: approximately four paragraphs. The strongest responses pick a focused, specific project and partner rather than a sweeping example, and let the working relationship itself drive the writing.