

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

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## READING SESSION A

**Time: Approximately 35 minutes**

### Passage 1: "The Wooden Box"

**A short story by Imani Brooks**

Lily was not supposed to be in her grandmother's study.

The rule had been clear for as long as Lily could remember. The small wood-panelled room at the end of the hallway, with its single window and its rows of dark-bound books, was Grandma Mira's private space. The door was usually closed. When it was open, it was because Grandma Mira was inside, reading or writing or sometimes simply sitting in the leather chair by the window with her eyes closed.

But on this Tuesday afternoon in November, the door was open. And Grandma Mira was not inside.

Lily had only meant to glance in. Her grandmother had gone to her doctor's appointment with Lily's mother, and the house was quiet in a way it almost never was. Lily had walked past the study, paused, and looked.

That was when she saw it.

On the small writing desk by the window, where Grandma Mira usually kept her notebook and a vase of dried lavender, sat a small wooden box. Lily had never seen it before. It was the size of a paperback novel, made of dark polished wood, with a brass clasp on the front. There was no name on the box. No label. Nothing to suggest what was inside.

Lily knew she should walk away.

She walked into the study instead.

The wooden box was lighter than she had expected. The clasp opened easily — too easily, as if it had been opened many times before. Inside, she found three things.

The first was a black-and-white photograph of a young girl, perhaps ten or eleven years old, standing on the steps of an old house. The girl was smiling at someone the photographer could not see. Her hair was dark and braided.

The second was a small folded piece of paper, yellowed at the edges, with handwriting Lily did not recognize. For Mira, on her tenth birthday. From your friend forever, Edith.

The third was a key. A small brass key, no longer than Lily's thumb, attached to a faded blue ribbon. Lily turned it over in her hand. There was no label on the key either. It did not match any lock she had ever seen in the house.

Lily heard the front door open.

She replaced the items carefully — photograph first, then note, then key — and closed the box. She set it back on the desk exactly where it had been. She walked out of the study, closed the door behind her, and went to her own room as if she had been there all afternoon.

That night at dinner, Grandma Mira said almost nothing. She picked at her food. She looked tired in a way Lily had not seen before. Lily's mother asked her gently if she was feeling all right. Grandma Mira only said: "I was thinking about old things today."

Lily looked down at her plate.

The next morning, Lily found Grandma Mira sitting in the kitchen alone, her hands wrapped around a cup of tea. The wooden box was on the table in front of her.

Lily stopped in the doorway.

"I saw you were curious about it," Grandma Mira said, without looking up. "You left the ribbon on the key turned a different way."

Lily's face grew hot. "I'm sorry," she whispered. "I should not have —"

"Come and sit down."

Lily sat. Grandma Mira opened the box. She took out the photograph and slid it across the table to Lily.

"This is Edith," her grandmother said. "She was my best friend when I was your age. We grew up next door to each other in a small town near Halifax. We spent every summer together for almost six years. And then, when I was twelve, my family moved away. We wrote letters for a long time. But we eventually lost touch."

She paused. She lifted the small brass key.

"Last week, I received a letter from Edith's daughter," she said quietly. "Edith passed away last month. Her daughter found this key in her belongings, with a note saying it belonged to me. I have not seen the key, or Edith, in over sixty years."

Lily looked at the small brass key. She looked at the photograph of the smiling girl with the dark braided hair.

"What does the key open?" she asked.

Grandma Mira smiled — a small, sad smile.

"I do not know yet," she said. "I am going to spend some time finding out."

She placed the key gently back in the box.

"I am not angry that you looked," Grandma Mira said. "Curiosity is not a crime. But I want you to know that some things matter more than they appear to."

Lily nodded. She did not say anything for a long moment.

Then she reached across the table and held her grandmother's hand.

1. Why does the author **MOST LIKELY** open the story with the line "Lily was not supposed to be in her grandmother's study"?

- A. To explain that Lily's grandmother is angry with her for entering the room
- B. To suggest that Lily's grandmother has dangerous items hidden in the study
- C. To create immediate tension by establishing that a rule is about to be broken
- D. To prove that Lily is usually a child who follows all the rules in the house

2. Read this sentence from the passage:

"The clasp opened easily — too easily, as if it had been opened many times before."

What does the phrase "too easily" **MOST LIKELY** suggest?

- A. The wooden box was not made very well by the person who built it
- B. The box has been opened so often that it carries a history of being used
- C. Lily was unusually strong for her age and opened the box without effort
- D. The clasp was broken and would not stay closed when she tried to shut it

3. What is the **MOST LIKELY** reason the author describes the brass key as "no longer than Lily's thumb"?

- A. To make the key seem small, ordinary, and easy to overlook
- B. To suggest that the key belonged to a very young child many years ago
- C. To prove that the key is too small to open any real lock in the house
- D. To explain why Grandma Mira had hidden the key for so many years

4. Why does Grandma Mira say almost nothing at dinner and pick at her food?

- A. She is angry at Lily for entering her study without permission
  - B. She is not feeling well after returning from her doctor's appointment
  - C. She is too tired from her long day to engage in any conversation
  - D. She is thinking about her childhood friend Edith and the news of her death
5. How does Grandma Mira figure out that Lily had looked inside the box?
- A. She heard footsteps coming from the study during her appointment
  - B. She noticed that the ribbon on the key had been turned a different way
  - C. She found Lily's hair on the chair near the small writing desk
  - D. She saw that the wooden box had been moved slightly on the desk
6. When Grandma Mira says, "Curiosity is not a crime," what is she communicating to Lily?
- A. Lily should feel proud of herself for being a curious person
  - B. Lily will be punished, but not as severely as she might fear
  - C. Lily's curiosity is understandable, even though she broke a rule
  - D. Lily was right to enter the study because the box was important
7. What is the central THEME of this story?
- A. Some objects hold meanings and memories that are not visible on the surface
  - B. Children should always follow the rules their grandparents have set
  - C. Old friendships often fade and cannot be recovered later in life
  - D. Curiosity is dangerous and usually leads to serious consequences
8. What does Lily's final action — reaching across the table and holding her grandmother's hand — MOST LIKELY suggest?
- A. Lily is asking her grandmother to forgive her for going into the study
  - B. Lily wants her grandmother to give her permission to keep the key
  - C. Lily is afraid her grandmother will tell her mother what she did yesterday
  - D. Lily has understood that her grandmother is carrying grief and wants to comfort her





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**Passage 2: "The Brook in Autumn" — A Poem**

**By Henrietta Caldwell**

The brook is brown with fallen leaves today,  
Its silver voice gone husky in the cold.  
The maple by its edge has turned to gold,  
And cast its coins along the muddy way.  
The squirrels in their branches do not play  
The careless games they played when leaves were green.  
They tuck their treasures where they can be seen  
Only by them, against a winter's stay.  
The brook still murmurs, low and slow and clear,  
A patient story told to no one near —  
Except the listening child who stops to hear.  
And I, the child, who stopped on yesterday,  
Came back this morning, half afraid to find  
The brook had finished what it had to say.

11. What is the MAIN feeling or mood of this poem?
- A. Excited and energetic, like a celebration of autumn
  - B. Frightened and tense, like something dangerous is about to happen
  - C. Angry and frustrated, like someone has been wronged
  - D. Quiet and reflective, like a private moment in nature

12. Read these lines from the poem:

"The maple by its edge has turned to gold, / And cast its coins along the muddy way."

This is an example of —

- A. metaphor — comparing fallen leaves to gold coins
- B. personification — giving the maple human feelings
- C. onomatopoeia — using words that imitate the sound of leaves
- D. hyperbole — exaggerating the value of the maple tree

13. What does the poet MOST LIKELY mean by writing that the brook's "silver voice gone husky in the cold"?

- A. The brook has become silent and is no longer flowing through the woods
- B. The brook's clear, bright sound has become quieter and rougher in autumn
- C. The brook has frozen completely and cannot produce any sound at all
- D. The brook is making a louder noise than usual because of the cold weather

14. What is the MOST LIKELY reason the speaker says she came back "half afraid to find / The brook had finished what it had to say"?

- A. The speaker is worried that the brook might be in danger of freezing
- B. The speaker thinks her friends will not believe she heard the brook speak
- C. The speaker has formed a bond with the brook and fears its story might end
- D. The speaker is hoping the brook will tell her a different story this time

15. (Open-Response)

Both the short story "The Wooden Box" and the poem "The Brook in Autumn" describe characters who pay close attention to something others might overlook. 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.)

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In the long history of organized sport in Canada, few stories are as surprising as the story of lacrosse. Today, hockey is the sport most people associate with Canada. But for much of the country's early history, the sport that defined Canadian summers — the sport that drew tens of thousands of fans to stadiums, that produced national heroes, that was even briefly considered the official national sport of Canada — was lacrosse.

Then, almost without warning, it nearly vanished.

### **The Origins of the Game**

Lacrosse is one of the oldest team sports played in North America. Long before European settlers arrived, Indigenous peoples — particularly nations of the Haudenosaunee (also known as the Iroquois Confederacy) and others — played a sport that they called by many names in many languages. The Haudenosaunee word *deyhontsigwa'ehs* roughly translates to "they bump hips." The Anishinaabe and other nations had their own names and their own versions. The game involved teams of players using sticks with small nets to carry, pass, and throw a hard ball into a goal. Games could last days. Hundreds of players might participate. The sport had deep spiritual meaning — many nations considered it a gift from the Creator and a form of medicine.

When French missionaries first observed the game in the 1600s, one of them — Jean de Brébeuf — noted that the sticks reminded him of a bishop's staff, called *la crosse* in French. The name stuck.

### **The Golden Age**

In the 1800s, settler Canadians began to organize formal lacrosse leagues, often borrowing rules from the Indigenous game while restricting Indigenous players from joining the new "amateur" associations. By the 1860s, lacrosse had exploded in popularity. The National Lacrosse Association of Canada was founded in 1867 — the same year Canada became a country. Cities across Canada built lacrosse fields and stadiums. Newspapers wrote about lacrosse heroes the way they would later write about hockey stars.

By the early 1900s, professional lacrosse teams drew enormous crowds. A single championship game in Vancouver in 1908 reportedly attracted over 14,000 fans — at a time when the city's total population was less than 100,000. Lacrosse was considered, by many, the national sport of Canada in fact if not in law.

### **The Sudden Decline**

Then, between the 1920s and the 1940s, lacrosse nearly disappeared.

There were many reasons. Professional leagues collapsed during the Great Depression. The rules of the outdoor game had become controversial and rough — leading some leagues to ban professional play. The introduction of indoor "box lacrosse" in the 1930s helped, but the sport never recovered its earlier audience. Meanwhile, hockey — which could be played all winter and required less land — grew explosively across the country. Radio broadcasts of NHL games brought hockey into Canadian living rooms. Lacrosse, once dominant, faded into a regional sport played mostly in specific communities.

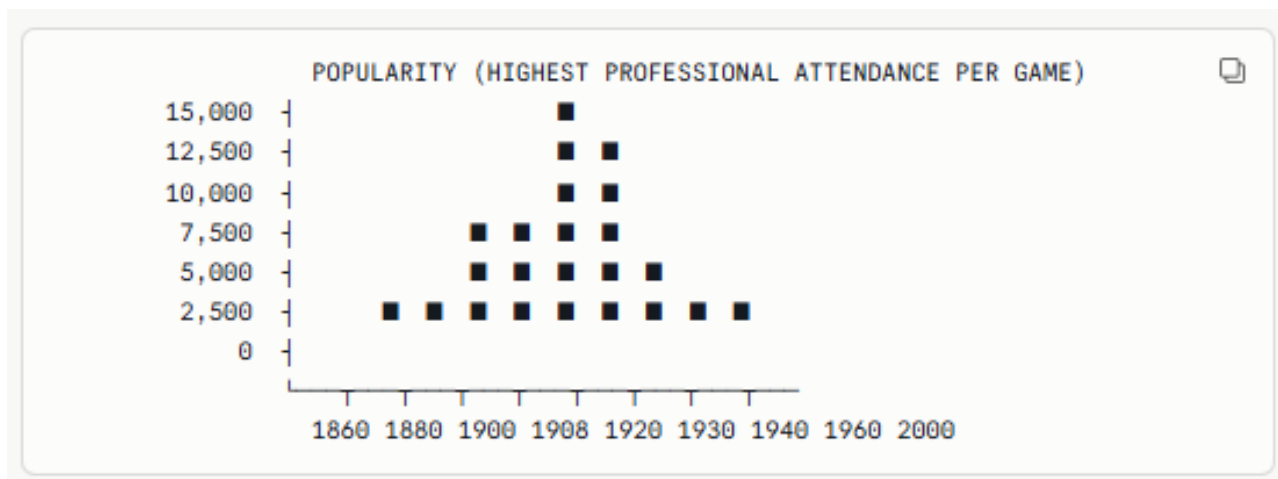
### **A Living Tradition**

Lacrosse never disappeared entirely. Indigenous communities continued to play the game throughout its decline, and in many ways they preserved the spirit and skill that other communities lost. The

Haudenosaunee Nationals — the official team of the Haudenosaunee Confederacy — competes in international lacrosse tournaments today and is consistently among the top teams in the world. The sport remains deeply meaningful in many Indigenous communities.

Canada finally settled the long-standing debate about the national sport in 1994. That year, federal legislation declared hockey the official national winter sport and lacrosse the official national summer sport. Lacrosse — once nearly lost, never truly gone — had been formally honoured at last.

**Graphic Text 1: Lacrosse Popularity Over Time (Approximate)**



**Graphic Text 2: Lacrosse Timeline in Canada**

Year	Event
Pre-1600s	Indigenous nations play traditional versions of the game
1600s	French missionaries observe the game and call it "la crosse"
1867	National Lacrosse Association of Canada founded
1908	Championship game in Vancouver draws over 14,000 fans
1920s-1940s	Professional lacrosse declines sharply
1930s	Box lacrosse (indoor version) introduced
1994	Canada officially declares lacrosse the national summer sport

16. What is the MAIN idea of this article?

- A. Lacrosse is an ancient North American sport that nearly disappeared and was eventually restored to recognition
- B. Hockey replaced lacrosse as the most popular sport in Canada during the 1920s and 1930s
- C. The Haudenosaunee Nationals are one of the best international lacrosse teams in the world today
- D. French missionaries were the first Europeans to write descriptions of the lacrosse game

17. Why does the author MOST LIKELY include the Indigenous name deyhontsigwa'ehs and note that it translates to "they bump hips"?

- A. To suggest that the modern game of lacrosse is no longer played the same way
- B. To remind readers that lacrosse has Indigenous roots that go back far before European contact
- C. To compare the Haudenosaunee version of the game to the Anishinaabe version
- D. To explain why settler Canadians eventually changed the name of the sport

18. Read this sentence from the article:

"Settler Canadians began to organize formal lacrosse leagues, often borrowing rules from the Indigenous game while restricting Indigenous players from joining the new 'amateur' associations."

What does this sentence MOST LIKELY suggest about the early settler leagues?

- A. They worked closely with Indigenous communities to develop fair rules together
- B. They preferred a simpler version of the game than the one Indigenous nations played
- C. They believed the original game was too dangerous to be played at a professional level
- D. They benefited from the Indigenous game while excluding the people who originated it

19. Which statement BEST describes what happened to lacrosse between the 1920s and the 1940s?

- A. Lacrosse was permanently banned by the Canadian government for being too violent
- B. Lacrosse moved entirely indoors and changed all of its original outdoor rules
- C. Lacrosse declined sharply as the Great Depression and the rise of hockey reshaped Canadian sport
- D. Lacrosse was replaced by basketball as the most popular summer sport in Canada

20. According to the article, why is the Haudenosaunee Nationals team significant?







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26. Which statement BEST describes how the article presents the role of Indigenous communities in the history of lacrosse?

- A. Indigenous communities created the sport and preserved it through periods when others abandoned it
- B. Indigenous communities only became involved in lacrosse after the Canadian government recognized it
- C. Indigenous communities adopted the game from French missionaries who had brought it from Europe
- D. Indigenous communities played only box lacrosse and were not part of the original outdoor game

27. (Open-Response)

The article says that lacrosse had "deep spiritual meaning" for many Indigenous nations and that some considered it "a gift from the Creator and a form of medicine." Why is it important for the author to include this information in an article about a sport? Use details from the article to support your answer.

(Write your response in the space provided.)

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29. Read the sentence:

The students worked carefully on their projects, \_\_\_\_ they wanted to win the science fair.

Which word or phrase BEST completes the sentence?

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

30. Which sentence has correct subject-verb agreement?

- A. The list of upcoming concerts have been posted on the bulletin board this week
- B. The list of upcoming concerts were posted on the bulletin board this week
- C. The list of upcoming concerts are posted on the bulletin board this week
- D. The list of upcoming concerts is posted on the bulletin board this week

31. Which sentence is punctuated correctly?

- A. When the rain finally stopped we went outside, to play soccer in the field
- B. When the rain finally stopped, we went outside, to play soccer in the field
- C. When the rain finally stopped, we went outside to play soccer in the field
- D. When, the rain finally stopped we went outside to play soccer, in the field

32. Which sentence uses quotation marks correctly?

- A. "Please remember to bring your gym shoes tomorrow," the teacher reminded the class.
- B. "Please remember to bring your gym shoes tomorrow the teacher reminded the class"
- C. Please remember "to bring your gym shoes tomorrow," the teacher reminded the class
- D. "Please remember to bring your gym shoes tomorrow, the teacher reminded the class"





Write a short paragraph (three to five sentences) describing a small object that has special meaning to you. Explain why the object is important and include at least ONE sensory detail in your description.

(Write your response in the space provided.)

**Part 3: Extended Writing Prompt (Question 36)**

36. (Extended Writing — Opinion)

Some people believe that students should be required to learn a musical instrument in school. Other people believe that learning music should be a choice, not a requirement. 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.)

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- C. whom
- D. who

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

- A. After the long performance ended and the audience applauded enthusiastically
- B. The wind howled the windows rattled we hurried to close them tightly
- C. The architect designed a beautiful new addition for the elementary school
- D. Sitting quietly in the back row of the auditorium during the assembly

39. Which sentence uses an apostrophe correctly?

- A. The mens hockey team practised every Tuesday and Thursday evening
- B. The men's hockey team practised every Tuesday and Thursday evening
- C. The mens' hockey team practised every Tuesday and Thursday evening
- D. The men's' hockey team practised every Tuesday and Thursday evening

40. Which sentence contains a spelling error?

- A. The athletes celebrated their hard-earned victory after the championship game
- B. The restaurant was famous for its unusual but delicious dessert selection
- C. The historian carefully examined the ancient documents in the museum's archive
- D. The neighbours apologized for the noise from there party the previous evening

#### 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.

Neither of the players were ready when the coach called them onto the field.

(Write your response in the space provided.)





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Part 3: Conventions Continued (Questions 43-45)

43. Which sentence uses capitalization correctly?

- A. On Thanksgiving, we visited my Aunt Sarah and her family in Ottawa
- B. on thanksgiving, we visited my Aunt Sarah and her family in Ottawa
- C. On Thanksgiving, we visited my aunt Sarah and her family in ottawa
- D. On thanksgiving, we visited my Aunt sarah and her Family in Ottawa

44. Read the sentence:

The athlete was exhausted after the race, \_\_\_ she still smiled for the photographers at the finish line.

Which word BEST completes the sentence?

- A. so
- B. but
- C. because
- D. and

45. Which sentence uses commas correctly?

- A. My older sister, who lives in Calgary visits us, every December for the holidays
- B. My older sister who lives in Calgary visits us, every December for the holidays
- C. My older sister, who lives in Calgary, visits us every December for the holidays
- D. My older sister who lives in Calgary, visits us, every December for the holidays

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









## Practice Exam 6: Answer Key and Explanations

- 1. C** — The opening sentence immediately introduces a rule that is about to be tested, creating tension and signalling the central choice Lily will face. This is a classic narrative opening that pulls the reader in by establishing a forbidden boundary. The other options misread the sentence as a result, a warning about danger, or a character description.
- 2. B** — The phrase "too easily, as if it had been opened many times before" suggests a long history of use — implying the box has been a meaningful object in Grandma Mira's life for some time. The detail subtly foreshadows that the box matters. The other options take the phrase too literally as construction quality, strength, or a broken clasp.
- 3. A** — Describing the key as "no longer than Lily's thumb" makes it seem small and easy to overlook — yet by the end of the story, this small object turns out to hold enormous meaning. The author is deliberately contrasting the key's small appearance with its emotional weight. The other options misread the detail as a child-size implication, lock incompatibility, or reason for hiding.
- 4. D** — Grandma Mira reveals the next morning that she received news of Edith's death and is processing grief and memory. Her quiet behaviour at dinner — picking at food, looking tired, saying "I was thinking about old things today" — is grief-related, not about anger or fatigue from a doctor's appointment. The other options misread the cause.
- 5. B** — Grandma Mira says directly: "You left the ribbon on the key turned a different way." This is the specific clue she noticed. The other options invent details (footsteps, hair, moved box) that the passage does not mention.
- 6. C** — The phrase recognizes Lily's curiosity as understandable and not a serious wrong — while still acknowledging that a rule was broken. It is a gentle, forgiving response from a grandmother to a child. The other options misread the line as praise, punishment, or full approval.
- 7. A** — The story's emotional core — a small wooden box holding an old photograph, a faded note, and an unexplained key — embodies the idea that ordinary objects can carry meaning far beyond their appearance. Grandma Mira tells Lily directly: "Some things matter more than they appear to." The other options misread the theme as a rules lesson, a friendship lament, or an anti-curiosity warning.
- 8. D** — Lily's silent gesture of taking her grandmother's hand is an act of comfort. By this point, Lily understands her grandmother is grieving and reaches out wordlessly. The other options misread the gesture as apology, request, or fear.
- 9. Open-Response** — **Sample strong answer:** *One clue is that Grandma Mira "said almost nothing" at dinner and "picked at her food," which foreshadowed that something was weighing on her. Another clue is when she said quietly, "I was thinking about old things today" — a hint that she had been remembering the past. Both clues prepared the reader for the next morning's revelation that her childhood friend Edith had recently passed away. (Strong: two specific clues + clear foreshadowing connection.)*

**10. Open-Response — Sample strong answer:** *Lily learns that small objects can carry enormous meaning that is not visible on the surface. The wooden box looked plain, and the brass key seemed small enough to overlook, but they turned out to hold sixty years of friendship and the news of Edith's death. Lily's grandmother teaches her directly: "Some things matter more than they appear to," and Lily responds by quietly reaching for her grandmother's hand.* (Strong: clear lesson + specific text evidence.)

**11. D** — The poem is quiet and reflective throughout — a child stopping to listen to a brook in autumn, returning the next morning, watching nature slow down for winter. There is no excitement, fear, or anger in the tone. The other options misread the mood.

**12. A** — The maple's golden leaves are compared to "coins" cast on the ground — a direct comparison without "like" or "as." This is a metaphor. It is not personification (no human qualities given), not onomatopoeia (no sound imitation), and not hyperbole (no exaggeration).

**13. B** — The brook's "silver voice" — its clear, bright sound when full of water in summer — has become "husky" (rougher, quieter) in the cold. The poet is using the human voice as a comparison to describe how the brook sounds different in autumn. The other options misread the line as silence, freezing, or louder noise.

**14. C** — The speaker has formed a kind of personal relationship with the brook, listening to its "patient story." Her fear that it might be "finished" suggests an emotional attachment — the worry that its story might end. The other options misread the line as concern about freezing, social disbelief, or wanting a new story.

**15. Open-Response — Sample strong answer:** *Both pieces show that paying close attention to small things can reveal deeper meaning. In "The Wooden Box," Lily notices the box on her grandmother's desk and discovers it contains a photograph, a note, and a key that hold sixty years of friendship. In "The Brook in Autumn," the speaker stops to listen to a small brook in the woods and hears "a patient story told to no one near." Both pieces suggest that meaning is often found by people who slow down enough to notice it.* (Strong: clear similarity + evidence from both texts.)

**16. A** — The article tells the full arc of lacrosse — its ancient Indigenous origins, its golden age in Canada, its near-disappearance in the early 20th century, and its 1994 recognition as the national summer sport. This sweep is the main idea. The other options are supporting details, not the central thesis.

**17. B** — Including the Indigenous name and translation grounds the reader in the fact that lacrosse predates European contact by centuries. This is essential context for understanding the sport's history. The other options misread the inclusion as comparison, replacement, or change.

**18. D** — The phrasing "borrowing rules from the Indigenous game while restricting Indigenous players from joining" plainly suggests that settler leagues benefited from the Indigenous origins of the sport while excluding the people who created it. The other options misread the sentence as cooperation, simplification, or safety.

**19. C** — The article explicitly describes professional leagues collapsing during the Great Depression and hockey's explosive growth taking over Canadian sport during the 1920s–1940s. The combination of

economic and cultural pressures caused the decline. The other options invent events (banning, indoor-only conversion, basketball) not supported by the article.

**20. B** — The article describes the Haudenosaunee Nationals as the official team of the Haudenosaunee Confederacy competing in "international lacrosse tournaments today" and being "consistently among the top teams in the world." The other options misread the role as indoor-only, political, or commercial.

**21. A** — In context, "dominant" describes lacrosse's leading position in Canadian sport before it declined — the strongest and most popular sport. The other options misread the word as financial, physical, or fashionable.

**22. Open-Response** — **Sample strong answer:** *The article shows that lacrosse survived because Indigenous communities continued to play it even when settler interest faded. The article explains that "Indigenous communities continued to play the game throughout its decline, and in many ways they preserved the spirit and skill that other communities lost." The Haudenosaunee Nationals team is a living example — they compete internationally today and are among the top teams in the world. (Strong: claim + two specific details.)*

**23. C** — The bar chart shows attendance peaking at approximately 14,000 around 1908, which matches the article's reference to the Vancouver championship game that drew over 14,000 fans. This is the highest point on the chart. The other options point to years where attendance was lower or had already declined.

**24. D** — The article ends with the line that lacrosse was "formally honoured at last" when Canada declared it the national summer sport in 1994. This timeline entry directly supports the article's closing claim. The other timeline events represent earlier stages (decline, peak attendance, founding) rather than the formal honour.

**25. Open-Response** — **Sample strong answer:** *Between 1867 and 1994, lacrosse rose sharply, fell, and was finally honoured. The timeline shows that the National Lacrosse Association of Canada was founded in 1867, and the article explains that the sport then exploded in popularity, with the 1908 Vancouver championship game drawing over 14,000 fans. After the decline of the 1920s–1940s, lacrosse remained a smaller sport until 1994, when Canada officially declared it the national summer sport. (Strong: rise + fall + recognition with two specific events.)*

**26. A** — The article emphasizes that Indigenous nations originated the sport (with names like *deyhontsigwa'ehs*) and "continued to play the game throughout its decline." Indigenous communities are presented as both the creators and the preservers of lacrosse. The other options misread or invert the article's account.

**27. Open-Response** — **Sample strong answer:** *Including this detail is important because it shows that lacrosse was not just a game — it carried deep cultural and spiritual meaning for Indigenous nations. The article explains that some considered it "a gift from the Creator and a form of medicine," which gives the sport a significance far beyond entertainment. Without this information, a reader might assume lacrosse was just an early version of modern professional sport, missing the cultural importance the game held — and still holds — in Indigenous communities. (Strong: explanation of significance + text evidence.)*

**28. Open-Response — Sample strong answer:** *Lacrosse is one of the oldest team sports in North America, created by Indigenous nations long before European settlers arrived. The sport became enormously popular in Canada in the 1800s and early 1900s — a championship game in Vancouver in 1908 drew over 14,000 fans — but it nearly disappeared between the 1920s and 1940s as hockey rose. Lacrosse survived in Indigenous communities and was officially named Canada's national summer sport in 1994.* (Strong: captures full arc + specific detail + own words.)

**29. B** — "Because" introduces a cause-and-effect relationship — the students worked carefully *because* they wanted to win. 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. D** — The subject is "list" (singular), not "concerts" (which is part of the prepositional phrase "of upcoming concerts"). The singular verb "is" 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. C** — Option C correctly uses a comma after the introductory dependent clause ("When the rain finally stopped,") and avoids unnecessary commas elsewhere. Option A omits the comma after the introductory clause. Option B incorrectly adds a comma before "to play." Option D misplaces multiple commas.

**32. A** — Option A correctly punctuates dialogue: opening quotation marks, a comma inside the closing quotation mark before the speaker tag, and a period at the end of the sentence. Option B omits the comma and period. Option C misplaces the quotation marks. Option D omits the closing quotation marks.

**33. Open-Response — Sample strong answer:** *Last summer my family travelled to British Columbia for two weeks. We hiked through forests, visited the ocean, and saw a black bear from a safe distance. It was one of the most memorable vacations we have ever taken together.* (Three errors fixed: "british columbia" → "British Columbia"; missing commas in list; "memorable" → "memorable.")

**34. Open-Response — Sample strong answer:** *When the clock struck midnight and the lights in the old house began to flicker, everyone in the room turned slowly toward the staircase.* (Strong: combines all three ideas using subordination, flows smoothly, builds tension.)

**35. Open-Response — Sample strong answer:** *The small wooden frog on my desk was the last gift my grandfather gave me before he moved across the country. It is no bigger than my thumb, carved from dark wood that still smells faintly of the cedar shop where he found it. Whenever I am working on something difficult, I rub my finger along its smooth back and feel less alone.* (Strong: specific object, sensory detail, personal voice.)

**36. Extended Writing — Sample Level 3 response benchmark:** A strong opinion response takes a clear stand (musical instruction should be required OR should be optional OR a balanced position) in the opening paragraph, develops at least two well-reasoned arguments in body paragraphs with specific examples (cognitive benefits, equity of access, student choice, time constraints), 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.

**37. D** — "Who" is used to refer to people doing an action — the volunteers *who* planted the trees. "Which" refers to things, "whose" indicates possession, and "whom" is the object form (incorrect because the pronoun is the subject of "planted"). "Who" is the only correct relative pronoun here.

**38. C** — Option C has a clear subject ("The architect"), verb ("designed"), and complete thought. Option A is a fragment (a dependent clause alone). Option B is a run-on (three independent clauses fused). Option D is a fragment (a participial phrase with no main subject/verb).

**39. B** — "Men" is already plural without an "s," so the possessive form is "men's" (adding 's after the irregular plural). Option A omits the apostrophe entirely. Option C incorrectly places the apostrophe after the s. Option D adds an extra apostrophe. This follows the same rule as "children's" and "women's."

**40. D** — "There" is misused; the sentence requires the possessive "their" (the party belonged to the neighbours). "There" indicates location or existence, while "their" is the possessive form. The other three sentences contain no spelling errors. This is one of the most commonly tested homophones at the Grade 6 level.

**41. Open-Response** — **Sample strong answer:** *Neither of the players was ready when the coach called them onto the field.* (Correction: "were" → "was." The pronoun "neither" is always singular, so it requires the singular verb "was," not the plural "were." This is the indefinite-pronoun rule from Chapter 7.)

**42. Open-Response** — **Sample strong answer:** *The power went out unexpectedly during the storm. We lit candles in every room and listened to the rain falling steadily against the windows.* (Strong: run-on split cleanly into two complete sentences while preserving the full meaning.)

**43. A** — Option A correctly capitalizes "Thanksgiving" (holiday), "Aunt Sarah" (proper noun + title used as part of the name), and "Ottawa" (proper city name). Option B fails to capitalize "Thanksgiving." Option C fails to capitalize "Aunt" (because it is part of the name "Aunt Sarah") and "Ottawa." Option D misses "Thanksgiving" and "Sarah" and incorrectly capitalizes "Family."

**44. B** — The two halves of the sentence describe a contrast — the athlete was exhausted *but* still smiled. "But" is the conjunction that signals contrast. "So" signals result, "because" signals cause, and "and" signals simple addition — none of which fit the contrasting meaning.

**45. C** — Option C correctly uses commas to set off the non-essential descriptive clause "who lives in Calgary." The clause adds information about the sister but can be removed without changing the basic meaning, so it must be enclosed in commas on both sides. The other options misplace or omit the commas, breaking the sentence's structure.

**46. Extended Writing** — **Sample Level 3 response benchmark:** A strong narrative response builds a clear arc: a person the writer thought they knew, a discovery (an overheard conversation, a found letter, an unexpected act of kindness or struggle), and the changed understanding that follows. Strong responses contrast the BEFORE picture (how the person seemed) with the AFTER understanding (what the writer now sees), using specific detail in both. Length: approximately three to five paragraphs. The strongest responses end with a moment of emotional insight rather than just announcing the change.

**47. Extended Writing — Sample Level 3 response benchmark:** A strong series-of-paragraphs response introduces an overlooked but meaningful community place (an old library, a small park, a corner store, a community garden, a bridge), describes it with sensory detail, explains its importance through a specific story or memory, and closes with a reflection on why others should notice it too. Length: approximately four paragraphs. The strongest responses choose a small, specific place rather than a famous landmark and let the meaning emerge from quiet detail.