

Grade 6

Assessment of Reading, Writing and Mathematics, Junior Division

Student Booklet Language 1

SPRING 2010

RELEASED SELECTIONS AND ASSESSMENT QUESTIONS

Record your answers on the Multiple-Choice
Answer Sheet.

Education Quality and
Accountability Office



Please note: The format of
this booklet is different from
that used for the assessment.
The items themselves remain
the same.

Language 1

Section A

Overcome

Caleb was brimming with excitement as the cool air entered his lungs. It reminded him of the hours of dedication that had brought him to this point.	1
Hockey had become a passion for Caleb at the age of five. He was first introduced to the sport curled up beside his father, watching Hockey Night in Canada.	2
Later that winter, they went to the local arena to watch the town team play in the championship game. He could still remember the excitement he had felt as he watched the players. They were extremely skilled. The players moved like cats, gracefully, with speed and agility. When they passed the puck, it moved like lightning from one stick to another. Just remembering it gave Caleb a thrill.	3
Now Caleb stood preparing to play in his own championship game. The thought of it brought various emotions—excitement and anticipation mixed with queasiness brought about by fear. There was the fear of losing, of making a mistake, which could cost the team the game.	4
As Caleb entered the dressing room, he was greeted by a few of his teammates.	5
“Ready for the game tonight, Caleb?” asked Aidan.	6
“We need you to be stellar!” stated Ravi.	7
“Yeah, I’m ready,” replied Caleb, in a tone that was lacking confidence.	8
As the team was making their way to the ice, Coach MacDonald stopped Caleb at the door.	9
“Feeling nervous, Caleb?” he inquired.	10
“Truthfully, Coach, I feel like I’m going to be sick.”	11
“It’s normal to be anxious, Caleb. Just remember what you did to get here. This is just a game, like any other. Win or lose, you’ll know you performed your best.”	12
As the referee dropped the puck, Caleb’s fear intensified. He kept thinking, <i>What if they score on the first shot?</i>	13
Suddenly, the other team had the puck and was skating toward the goal. <i>This is it!</i> Caleb thought.	14
The player attempted to fake to the right, but Caleb didn’t fall for it. The crowd roared as Caleb made a phenomenal glove save.	15

As Caleb handed the puck to the referee and listened to the sounds of approval from the crowd, he knew that this was going to be a great night.

16



-
- 1** What advice does Coach MacDonald give Caleb before the game?
- a Play tremendously well.
 - b Do whatever it takes to win.
 - c Pass the puck to other players.
 - d Treat this game like previous ones.
- 2** The word “queasiness” as used in paragraph 4 means a feeling of
- a sadness.
 - b sickness.
 - c readiness.
 - d happiness.
- 3** The words in italics in paragraphs 13–14 help create
- a humour.
 - b suspense.
 - c embarrassment.
 - d disappointment.
- 4** How does Caleb increase his confidence during the championship game?
- a He stops the first shot.
 - b He imagines he is five.
 - c He scores the first goal.
 - d He listens to his teammates.

-
- 5** Describe how Caleb’s emotions about his championship game change between paragraphs 4 and 16. Use specific examples from the text and your own ideas to support your answer.

- 6** Explain how the title “Overcome” relates to the text. Use specific details from the text to support your answer.

Husky Team



The dogsled sped past icy caverns.
 The driver bellowed commands
 as the huskies struggled
 and the wind screamed past.
 Tucked in the sled was a precious bundle, 5
 Riches found in the snow and ice:
 food to feed family and dogs.
 Would she get home before darkness fell?

A polar bear, scenting the snarling huskies,
 Shambled and wobbled away. 10
 The dogs dashed along,
 and the moon rose, full and pale.
 Deep in the belly hunger growled,
 As fingers grew cold and toes numb.
 But the team knew home was near. 15
 Could they reach home before darkness fell?



Northern Lights flickered in the darkening sky,
 Shimmering blue, green and yellow.
 And the driver raised a hand,
 shouting the names of her trusty team. 20
 Close in the deepening night a wolf howled
 As hungry as any tame husky.
 The driver gripped the sled tighter.
 Would they reach home?

Out of the gathering darkness, a flicker. 25
 Out of the fearsome gloom, what glimmers?
 There it is! Light from an opening door
 spilling its welcome across silvery snow.
 Curving in graceful harmony, driver and team together,
 Huskies and sled carving a path toward warmth. 30
 Food and fire await them.
 So they reached home.

- 7** What is the “precious bundle” in line 5?
- a ice
 - b food
 - c a child
 - d a puppy
- 8** The use of questions in lines 8, 16 and 24
- a indicates a change in time.
 - b signals the conclusion of a topic.
 - c creates uncertainty for the reader.
 - d provides a summary of the events.
- 9** The word “shambled” as used in line 10 means
- a moved clumsily.
 - b climbed quickly.
 - c walked carefully.
 - d marched proudly.
- 10** What is the driver’s most likely reaction to the flicker? (lines 25–28)
- a fear
 - b relief
 - c concern
 - d admiration

11 Explain two challenges that the driver and her dogs face. Use examples from the text and your own ideas to support your answer.

12 Describe one characteristic of the dogsled team that allows it to get home safely. Use specific details from the text and your own ideas to support your answer.

- 13** Write a description of your favourite school day in Grade 6 for a teacher you will have next year. Use specific details in your description.

Ideas for My Description

Remember:

- Check over your work.
- Check your spelling, grammar and punctuation.

Write your description here.



Language 1

Section B

Gordon Lightfoot, Canadian Musician



Canadian musician Gordon Lightfoot was born on November 17, 1938, in Orillia, Ontario. He made his performing debut at age five singing in a church choir. Lightfoot claims that it was the choirmaster who taught him how to enjoy and sing great music. He took piano and voice lessons and began winning amateur singing competitions. Just before he turned 13, Lightfoot performed on stage at Massey Hall in Toronto as one of the winners in the Kiwanis Music Festival.

1

As a teenager, Lightfoot continued to study the piano and taught himself how to play drums. He soon became a paid musician, travelling throughout Canada and playing with different bands. Lightfoot played numerous styles of music and began writing songs with lyrics about Canadian nature and history.

2

While he still enjoyed performing, by 1964 Lightfoot began gaining recognition as a songwriter, and other musicians started recording his songs. One of the most famous musicians to play his music was Elvis Presley.

3

He continued to write, perform and record his songs as he grew older. In 1970, Lightfoot was presented with the Order of Canada, Canada's highest national civilian honour. In 1975, Lightfoot wrote and recorded one of his most famous songs, about a shipping disaster in the Great Lakes, called "The Wreck of the Edmund Fitzgerald." This song is still played and is one of the most famous Canadian songs ever recorded.

4

Gordon Lightfoot has won many awards for his 20 original albums. He has been awarded 15 Juno Awards, Canada's top prize for music. In 1986 Lightfoot was inducted into the Canadian Music Hall of Fame. He also received a Governor General's Award in 1997 and had his name added to the Canadian Country Music Hall of Fame in 2001. In Ontario, he was awarded the highest provincial prize, becoming a member of the Order of Ontario.

5

Gordon Lightfoot's musical style changes depending on the story of each song. His music has a beautiful tone that helps the listener understand the meaning of his songs. Today all of Gordon Lightfoot's songs are referred to as classic Canadian music.

6

- 14** The fact that Gordon Lightfoot “taught himself” (paragraph 2) indicates that he
- a could not afford lessons.
 - b did not like playing piano.
 - c had natural musical ability.
 - d travelled throughout Canada.
- 15** What is the importance of calling Gordon Lightfoot a “paid musician” (paragraph 2)?
- a It demonstrates that his talent turned into a career.
 - b It shows that his songs are known throughout Canada.
 - c It emphasizes his desire to become a famous Canadian.
 - d It illustrates the fact that all musicians make a lot of money.
- 16** What prompted Gordon Lightfoot to write one of his most famous songs?
- a the Juno Awards
 - b a historical event
 - c the Order of Ontario
 - d a songwriting contest
- 17** The word “Order” as used in the phrases “Order of Canada” (paragraph 4) and “Order of Ontario” (paragraph 5) refers to
- a a songwriting prize.
 - b a special group of citizens.
 - c recognition by other artists.
 - d membership in the hall of fame.

18 Explain why Gordon Lightfoot is an important Canadian. Use specific details from the text and your own ideas to support your answer.

19 Explain how Gordon Lightfoot became successful. Use specific details from the text and your own ideas to support your answer.



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2 Carlton Street, Suite 1200, Toronto ON M5B 2M9
Telephone: 1-888-327-7377 Web site: www.eqao.com

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