

Grade 6

Assessment of Reading, Writing and Mathematics, Junior Division

Student Booklet Language 2

SPRING 2008

**RELEASED SELECTIONS AND
ASSESSMENT QUESTIONS**

Education Quality and
Accountability Office



Please note: The format of these booklets is slightly different from that used for the assessment. The items themselves remain the same.

The Green Detective



Autumn was coming. It was the middle of September, and the days were getting shorter. Sam noticed that he needed a sweater at night and that some of the leaves were starting to turn red and brown. Summer already seemed far away.

1

“I know a way to keep summer with us all winter,” Mrs. Quincy told Sam’s class. Sam imagined having a beach in the school gym.

2

“It’ll be a great science project, too,” Mrs. Quincy winked. The class groaned.

3

4

“I want you to collect as many different kinds of leaves as you can. Then we’ll press them—lie them flat between two sheets of waxed paper and close them inside a really heavy book. After two weeks or so, they’ll be waxed and pressed, and they’ll stay green all winter. We can study them, and you’ll have them to look at when it snows!”

5

Sam liked the idea of keeping leaves green all through the cold, white winter. He collected the best leaves he could find—maple, elm, birch and oak—and spread them out on his waxed paper. He wandered down to the school library.

6

“Mr. Torani,” he said to the librarian, “I need the biggest book you’ve got.”

7

“That would be the 12-volume encyclopedia.” Mr. Torani pointed to the reference section.

8

Sam went to the very last volume, thinking that would be the one people would be least likely to need, and tucked the leaves between two pages—he avoided the page that had the word “yellow jacket” on it, because he didn’t want his leaves to get any ideas, and chose the page with “xylophone.”

9

Two weeks later, Mrs. Quincy reminded the students to bring their leaves so they could study them. Even though the project wasn’t as good as a beach in the school, Sam was excited to see how his leaves turned out. The trees outside were almost all yellow and red and brown, so Sam was especially looking forward to seeing green.

10

But when he and his friend Erin went to the library to pick up Sam’s leaves, they found only an empty slot where volume 12 of the encyclopedia should have been.

11

“Mr. Torani!” Sam yelled. “I thought that encyclopedias couldn’t leave the library. Where’s volume 12? Where are my leaves?”

12

“Oh-oh.” Mr. Torani looked worried. “I let three different classrooms take some of them. The books are scattered all over the school while students work on projects.”	13
“Oh no!” groaned Sam.	14
“What are their projects about?” Erin asked.	15
“What does it matter? What am I going to do?” Sam put his head in his hands.	16
Erin turned to Mr. Torani. “What subjects?”	17
“Uh,” said Mr. Torani, trying to remember. “Grade 3 is doing sound, Grade 4 is doing mammals, and Grade 5 is doing electricity.”	18
Now Erin turned to Sam. “Quick! List some words at the end of the alphabet.”	19
“Xylophone?” Sam said hesitantly. And then he realized why Erin was asking. “Oh! ‘Yo-yo,’ ‘X-ray,’ ‘zoo.’”	20
“Hm—nope,” said Erin.	21
Then the librarian figured out what Erin was trying to do. “‘Youth,’ ‘zipper,’ ‘yam,’” he said. Erin shook her head.	22
All three of them started calling out words: “zigzag,” “yodel,” “yellow jacket,” “zebra,” “zither.”	23
Erin gasped. “Repeat that second-last one, Sam!”	24
“‘Zebra?’” he said, puzzled. “Oh, ‘zebra!’” he exclaimed.	25
Mr. Torani pointed his finger in the air as if to say “Aha!”	26
“Mammals!” all three of them said in unison. “Grade 4!”	27
Sam and Erin ran up to the Grade 4 classroom.	28
Miss Linton looked surprised to see them. “Yes?”	29
Sam and Erin were out of breath. “Mammals,” said Erin. “Encyclopedia,” said Sam.	30
Miss Linton was confused. “What—?” she started to say, but just then Sam saw, on one student’s desk, a drawing of what looked like a horse—with black and white stripes on it.	31
“Zebra!” he pointed.	32
The student whose drawing it was nodded. “I’m doing a project on them.”	33
Sam saw the encyclopedia on the student’s desk. He opened it to “xylophone.”	34
There were his perfect green leaves. He and Erin smiled.	35
“Thanks, Green Detective,” he said to Erin. “It’s summer again!”	36

- 1** This piece of writing is an example of a
- a play.
 - b story.
 - c poem.
 - d journal.
- 2** In this selection, the seasons are changing from
- a winter to spring.
 - b autumn to winter.
 - c spring to summer.
 - d summer to autumn.
- 3** In paragraph 4, why does the class groan?
- a They are not ready for summer to end.
 - b They do not want to do another project.
 - c They wanted a beach in the school gym.
 - d They want to choose their own science project.
- 4** How does the class plan to preserve summer?
- a by planting trees
 - b by pressing leaves
 - c by reading about leaves
 - d by putting a beach in the school
- 5** What colour leaves is Sam looking forward to finding in the encyclopedia?
- a red
 - b green
 - c brown
 - d yellow

- 6** Why does Sam choose to place the leaves in the encyclopedia that has the word “xylophone”?
- a because it is the biggest book
 - b because the word appears at the back
 - c because classes are not studying xylophones
 - d because that encyclopedia is unlikely to be used
- 7** Which word means the same as “scattered” as used in paragraph 13?
- a spread
 - b placed
 - c thrown
 - d missing
- 8** What is the best meaning for the phrase “in unison” as used in paragraph 27?
- a alone
 - b loudly
 - c quietly
 - d together
- 9** In this selection, the sentence “It’s summer again!” indicates that Sam is
- a surprised that the time has passed.
 - b happy that he has found the leaves.
 - c relieved that the weather is getting warmer.
 - d disappointed that the leaves have changed colour.
- 10** The main idea of this selection is how to
- a do a library project.
 - b find missing leaves.
 - c use an encyclopedia.
 - d make summer last longer.

11 Explain Sam’s reaction when he realizes the encyclopedia is no longer in the library. Use specific details and examples from the text to support your answer.

12 Explain how the main problem in this selection is solved. Use specific details from the selection to support your answer.

Writing Multiple-Choice

- 13** Choose the words that correctly complete the sentences.

_____ your coat. ____ cold outside.

- a Wear, Its
- b Ware, Its
- c Wear, It's
- d Ware, It's

- 14** Choose the word in the following sentence that describes how the evidence is examined.

Sherlock Holmes closely examined the tiny piece of evidence.

- a tiny
- b piece
- c closely
- d evidence

- 15** Choose the answer that best combines the following sentences.

Manuel likes to play after school.

Manuel goes to the park to play.

He plays with his friend at the park.

- a After school, Manuel plays at the park with a friend.
- b After school, Manuel likes to play at the park with his friend.
- c Manuel plays with his friend and goes to the park after school.
- d Manuel likes to play after school at the park and with his friend.

- 16** Read the paragraph below. Choose the best closing sentence for the paragraph.

Many years ago people believed that Earth was the centre of the universe. Some of the earliest astronomers began to question this based on their observations of planetary movement.

Today the sun is seen as the centre of the solar system. _____

_____.

- a All planets, including Earth, orbit the sun.
- b The Earth's moon reflects light from the sun.
- c Jupiter is another large planet in the solar system.
- d Many modern students study astronomy at universities.

Rain

Students read a poem titled “Rain” and then answered questions 17 through 22, which follow on pages 9–10 of this document.

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“Rain” from *Complete Poems for Children* by James Reeves. Text © 1994 the Estate of James Reeves. Reprinted in the assessment with permission of the James Reeves Estate.

- 17** This poem is about how the rain
- a makes the earth soggy.
 - b keeps people awake in bed.
 - c renews the world of nature.
 - d attracts singing birds and the sun.
- 18** In line 12, “low and lulling” means the rain sounds are
- a exciting.
 - b comforting.
 - c frightening.
 - d overpowering.
- 19** Where is the speaker listening to the rain?
- a on the lawn
 - b near the brook
 - c in the bedroom
 - d by the farmhouse
- 20** The words at the end of each line form a pattern based on
- a length.
 - b rhyme.
 - c meaning.
 - d importance.

21 How does rain affect nature? Use specific details and examples from the poem and your own ideas to support your answer.

22 Describe the speaker's thoughts and feelings about the rain. Use specific details and examples from the selection to support your answer.

23 “One day my friends and I went on a walk.”



Write a story describing your adventure.

Ideas for My Story

Remember:

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

Micah's Morning



Micah was excited about spending the summer at his aunt's fishing lodge. It was going to be a lot of fun. Of course, there'd be chores too—like cleaning the fish house and cutting the grass. He'd be delivering morning coffee to the guest cabins as well. His aunt had told him that. 1

During the first few days, Micah practically jumped out of his skin when the alarm jangled him awake. What his aunt *hadn't* told him was that at the lodge, mornings started at five o'clock. As far as Micah was concerned, that was still the middle of the night. But somehow he managed to drag himself out of bed, pull on his clothes and stumble his way through his deliveries. 2

Then one morning, something happened. As Micah sleepily towed his red coffee wagon along the path to the guest cabins, a swallow appeared out of nowhere and swooped under his nose. Instantly wide awake, Micah watched the bird flit across the clearing and disappear into the woods. Expecting it to burst through the treetops, he looked up. 3

The night had leaked out of the sky. Micah knew the blue would come later, with the sun, but for now the sky was pale and golden. Micah took a deep breath. The heavy morning air was so sweet with the smells of dew and grass and peppery black earth that it filled his whole body. 4

He looked toward the lake. A smoky mist hovered over the gently breathing water. Soon shimmering fish would jump and dive, leaving echo rings in the water. Blue dragonflies with plastic-wrap wings would skim its surface for mosquitoes. Hawks would circle overhead. The lodge would spring to life. 5

Micah smiled. For now, the morning belonged only to him. 6

- 24** The main idea of “Micah’s Morning” is to show
- a how Micah spends time with his aunt.
 - b Micah’s morning routine at the fishing lodge.
 - c how Micah develops an appreciation for nature.
 - d Micah’s responsibility to complete chores at the fishing lodge.
- 25** In paragraph 2, the phrase “Micah practically jumped out of his skin” indicates that he is
- a happy.
 - b relaxed.
 - c energetic.
 - d surprised.
- 26** In paragraph 3, the word “flit” means
- a flow.
 - b flutter.
 - c pounce.
 - d scamper.
- 27** How does Micah respond to the morning described in paragraphs 3–6?
- a He discovers nature’s beauty.
 - b He decides to sleep in from now on.
 - c He delivers coffee to the guest cabins quickly.
 - d He determines that birds are the most interesting animals.

28 Using specific details and examples from the selection to support your answer, explain why “Micah’s Morning” is an appropriate title for this selection.

29 Explain why Micah may or may not want to return to the fishing lodge next summer. Use specific details and examples from the selection to support your answer.

Writing Multiple-Choice

30 Choose the correct answer to fill in the blanks.

It was _____ that the _____ student was selected to be a monitor.

- a understandable, responsible
- b understandable, responsible
- c understandable, responsible
- d understandable, responsible

31 Choose the correct answer to fill in the blank.

Spencer wants to play soccer _____.

- a eventuale
- b eventually
- c eventually
- d eventchally

32 Choose the best answer to fill the blank.

Sarah had _____ lunch than Jeffrey today because her class was going on an afternoon field trip.

- a a late
- b a latest
- c an early
- d an earlier

33 Choose the sentence that does **not** belong in the paragraph.

The best chocolate sundae I ever had was delicious. It had chocolate ice cream and whipped cream with a cherry on top. Vanilla ice cream is good too. The best part was licking the bowl when I was finished. Chocolate sundaes are delicious.

- a Vanilla ice cream is good too.
- b Chocolate sundaes are delicious.
- c The best part was licking the bowl when I was finished.
- d It had chocolate ice cream and whipped cream with a cherry on top.

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Accountability Office**



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