

Introduction

Reading comprehension is the ability to read text and understand its meaning. It relies on being able to read the letters and words on the page and being able to understand the meaning of the words and sentences.

Many students wonder, “How can I get better at reading comprehension?” Parents often ask, “How can I help my child improve at reading comprehension?”

The purpose of this resource is to help students improve their reading comprehension by focusing on the skills that will help them be successful when reading.

This resource describes how to group reading comprehension questions into five different skill categories. This will help students to figure out which skills they are already good at, and which ones need more practice.

The five skill categories are:

- Identify and Interpret Ideas and Details
- Interpret Text Organization
- Associate Meaning
- Make Connections
- Evaluate

There are short lessons for the skills in each of the reading skill categories, with examples and activities, as well as extra questions for practice. For each question, there are detailed explanations to help students understand why the answer is correct.

This resource also includes writing exercises to help students apply what they have learned to their own writing. Being able to better understand what you read also makes you a better writer.

There are three main sections in this resource:

- A skills-based assessment to see which skills students need to review and practice the most
- Lessons, examples, exercises, and practice questions for each reading comprehension skill category
- A second assessment to see how much students have improved after learning and practicing the skills in section two

The goal is to make reading comprehension easier and to help students enjoy reading and learning.

Dear Parent or Guardian,

By focusing on these skills with your child, you are helping your child become not just a better reader, but a better learner and thinker. You are giving your child tools that will help in school and beyond, in every subject and in life. It is about making reading a fun, engaging, and empowering activity that opens doors to knowledge, understanding, and imagination.

Remember, you are your child's first and most important teacher. Your support in their reading journey can make a huge difference in building confidence, curiosity, and love for learning. Let's turn reading into an adventure they look forward to every day!

Dear Educator,

The five reading comprehension skill categories are:

1. **Identify and Interpret Ideas and Details (III)** – find the answer based on ideas and details of the text
2. **Interpret Text Organization (ITO)** – understand how the author organizes and presents the text; apply your knowledge of literary devices and literary techniques; look for figurative language and writing techniques; know the genres of texts
3. **Associate Meaning (AM)** - use context clues to determine the meaning of words and phrases such as dictionary definitions, associated emotional meaning, and figurative language meaning
4. **Making Connections (MC)** – link a detail or quotation to the author's purpose or the main ideas of the text; look for text linked to themes, main idea, purpose, or stated or implied meaning
5. **Evaluate (EV)** – known as the “**best answer**” question. These questions have bolded words and phrases in the question such as **best, most likely, probably, or most clearly**. Evaluate questions are always matched with one of the other skill categories.

By helping students develop these skills, you are not just teaching students to read: you are equipping them with the tools to become lifelong learners. Improving reading comprehension can make reading a more dynamic and enriching experience. It lays a solid foundation for success across all subjects.



First Assessment

1

FIRST ASSESSMENT

This assessment will help you discover which of the reading comprehension skill categories you are already successful at and those that need more attention, focus, and practice. Try your best to answer each question correctly.

Once you are done the assessment, mark your answers using the answer key and detailed explanations. Then complete the chart that is located after the assessment. For each question, check off whether you answered it correctly or incorrectly. The chart will tell you which skill category each of the questions is testing.

The chart will show you which reading comprehension categories you most need help with. Whether you need help in one or all categories, this book will help you.



Read the following passage and answer questions 1 to 4.

THE SERPENT OF ROCKY LAKE

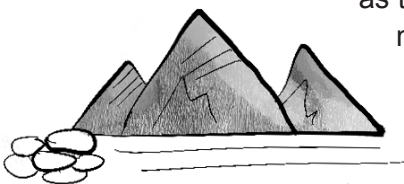
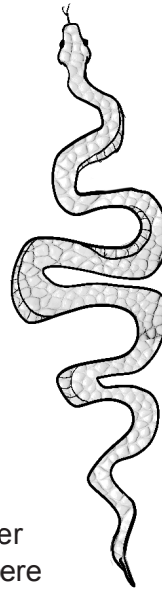
At one time, long, long ago, there was a woman living on a farm in the Rocky Lake district, close by the stream where it broadens into a lake. She had a grown daughter. Once, she gave her daughter a gold ring. The girl said to her mother, "Mother, how can I make the most out of this gold?"

"Put it under a snake," said the woman.

So, the girl secured a snake and put it in her linen chest, with the gold underneath it. There it lay for a few days. But when the girl went to look at her ring again, the snake had grown so large that the chest was beginning to come apart. Then the girl was frightened, and she picked up the chest with everything in it and threw it into the lake. A long time passed.

Gradually, people became aware that there was a serpent in the lake, for it was beginning to attack both people and animals crossing the waters. Sometimes it would reach up on the banks, **spewing** its venom around most fearfully. It was soon obvious that this was a potentially big problem, but no one knew how to solve it.

Finally, two trappers were summoned to capture the serpent and recover the gold. They had dived into the lake but soon came back up again. The task, they declared, was totally beyond them. Neither could this serpent be captured, said the trappers, nor the gold retrieved, for there was another snake beneath the gold, half again as fierce as the first. So, they did the next best thing: chained the serpent down with two fetters, one behind the flippers and another



WORD POWER

Spew: To cause something to flow out in a fast and forceful way

around the tail. The serpent, therefore, can no longer attack man or beast, but sometimes it will arch its back, and when this is seen, it is always taken to augur disaster.

1. In the following phrase, “At one time, long, long ago, there was a woman living on a farm in the Rocky Lake district,” the words “long, long ago” are an example of
 - A. repetition
 - B. hyperbole
 - C. alliteration
 - D. onomatopoeia
2. The girl **most likely** put her gold under a snake because she believed
 - A. that snakes create more gold
 - B. the snake would be good luck
 - C. the snake would protect her valuables
 - D. no one would look for the gold under a snake
3. As it is used in the phrase, “the girl secured a snake,” the word “secured” means
 - A. injured
 - B. caught
 - C. tied up
 - D. trapped

4. The overall message of this text could **best** be described as
- A. greed never leads to happiness and success
 - B. it is important to respect and understand nature
 - C. problems should be avoided rather than confronted
 - D. material possessions should be cherished and protected



Read the following passage and answer questions 5 to 9.

CANDY LAND

Another dull, rainy Saturday morning...I'll be honest. Life was boring. What was there to do, with my friends somewhere in the country for the weekend, and no company except Alicia and Susan, my little sisters? Wondering what they were up to in their room, I wandered next door, where I nearly tripped over the Candy Land board game they had left lying on the floor. Without thinking, I bent over to lift it from the floor when...WH-AA-AT?? I found myself zooming down a red licorice slide!

Where would I land? I was flying at an incredible speed, the scenery whizzing past in fuzzy confusion. Thump! I had landed hard on my backside, on a deserted beach. I marvelled at the soft sand that had broken my fall, so soft it reminded me of...No! How could it be? But wait a minute! Just in case, I raised a finger with a few grains on it to my mouth and hesitantly licked the end. It was! Icing sugar, that soft powdery stuff that Mother uses for icing our birthday cakes. How she loved baking cakes for all her daughters. I must look around. I knew I was going to love this place!

As I headed toward the sparkling waves lapping at the shoreline, I became aware of shells dotting the sand. They lay everywhere, in every colour of the rainbow, some half buried in the sugary sand. Thinking I would add some souvenirs to the shell collection in my room at home, I stooped to grab the nearest shell. Why did it feel so sticky? I am a naturally curious person, so you can guess what happened next.

I probably contained my curiosity for a whole 10 seconds before I just



had to taste the shell.

Just as I had expected, the shell was even yummier than the sand! And it was chocolate, my favourite! That shell was headed for my stomach, not my collection. As a matter of fact, the shell collection in my tummy increased quite rapidly for the next few moments, for the first shell had pushed my “starving” button. As I satisfied the edge on my hunger, I cut back my devouring pace to enjoy each shell’s unique flavour, for the flavours were many: peppermint, butterscotch, chocolate, raspberry, pineapple...I knew there were more, if I had the time and the tummy for tasting.

As you probably know, chocolate, especially as much as I had chowed down, makes a person thirsty. My **parched** throat reminded me that my most recent drink had been a small glass of apple juice with breakfast. Those little waves looked so inviting, cool, and refreshing, but I knew all about salt water at the seashore. Hmm...could I possibly be so lucky that the water was as drinkable as the sand was **edible**? Just the tiniest swig, and I would know for sure. Instead of salt, I swallowed the tangy flavour of lemon-lime juice, just sweet and sour enough to rinse out the **lingering** taste of the candy shells. What an amazing meal for a candy lover, and what a weird day this was turning out to be!

It was time for a thinking pause. My mom calls that “the pause that reflects us” (instead of “refreshes”). How on Earth had I ended up in this extraordinary place? **Vaguely**, I recalled something to do with a board game—of course! It came back to me with a jolt! I had reached down to pick up my sisters’ Candy Land game, and then...I had found myself zipping down that licorice slide into an actual land of candy.

So...how was I supposed to get home? Wouldn’t my family start missing me? My two annoying sisters were looking pretty good at this point, and I was a bit sick of all the sweet treats. I could see why mothers say stuff like “No dessert till you finish



Parched: Very thirsty

Edible: Suitable or safe to eat

Lingering: Continue to exist as time passes

Vaguely: In a way that is not clearly stated or expressed

your meat and veggies!” Where was that licorice slide, anyway? Checking both directions down the beach, I saw some swings in the distance. I began to run.

Sure enough, the slide loomed to one side of the playground, but climbing it did nothing but provide me with a lifeguard’s view of the icing sugar beach. Oh no! What was I going to do? Maybe I would have to stay here forever, until I grew old and wrinkled and my teeth rotted and fell out from all the sugar. And my family! How could they go on without me? Tears of self-pity poured down my sticky cheeks and were falling unheeded to the sand below when suddenly...WHIRRRR! WHUPP! I had dropped through an opening melted through the sand by my cloudburst of tears and landed on something soft.

It was my very own bed in my very own room. There was my shell collection. Hurray! I was back! I could hear my sisters playing in the next room as if I had never been away. As I pulled my legs to the edge of the bed and prepared to stand up, I glanced down and realized that my lap was full of...finely powdered, glimmering white, icing sugar sand.

- 5.** Which of the following lists gives events from the story in the order in which they occurred?
- A. the narrator’s hand touched the board, she nibbled the edge of the shell, she was lying on her bed
 - B. the narrator woke up, she licked her fingers clean, she was no longer hungry
 - C. the narrator was bored, she slid back down the slide, she licked her finger clean
 - D. the narrator licked her finger clean, she woke up, she was ravenous

6. As used in the sentence “I had landed hard on my backside, on some kind of deserted beach,” the word “deserted” means

- A. lost
- B. moved
- C. forgiven
- D. abandoned

7. When the narrator first arrived in Candy Land, she probably felt like she was

- A. in jail
- B. in a fantasy land
- C. having a nightmare
- D. sorry that the sisters left the game out

8. The reason that the narrator began to cry is that she

- A. did not like candy
- B. wanted to return home
- C. heard her sisters arguing
- D. needed nourishment and healthy snacks

9. This text can be described as

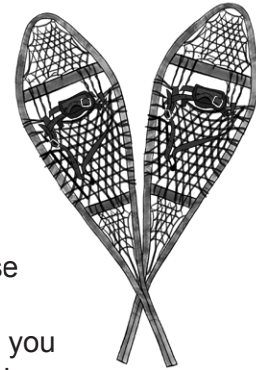
- A. fictional writing
- B. a non-fiction article
- C. informational writing
- D. a personal recollection



Read the following passage and answer questions 10 to 14.

INDIGENOUS INVENTIONS!

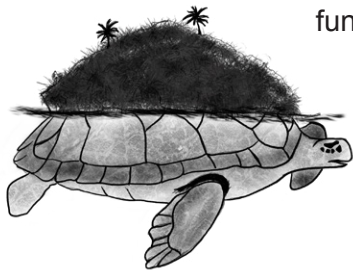
Across Turtle Island (North America), Indigenous Peoples (First Nations, Inuit, and Métis) have many different ways of life, speak many different languages, and observe distinct and varied protocols relating to food, medicine, ceremony, and all sorts of cultural practices.



Some Indigenous people live on reserves and others in big cities; we may approach daily life strictly traditionally, or choose modern, fast-paced, skyscraper-type lives. Maybe because of media images, however, when you think of Indigenous people you might picture feathers, moccasins, and dreamcatchers. A problem with this is that these images might feel like they're *from the past*. Indigenous people are here and now, working in science and technology as well as going to powwow!

Engineering and innovation are not new to Indigenous people; for example, there are words for every constellation in Anishinaabemowin due to long-lived astronomy practices. We also invented some items you might expect (like canoes and snowshoes), and some you might not (like rubber and sunglasses). You have seen – and maybe enjoyed long ago—an invention patented in 1957 called the “Jolly Jumper.”

Susan Olivia Davis Poole was born in North Dakota in 1889 and grew up on the White Earth Reservation (the American term), where she saw *dikinaaganan* all the time. That's Anishinaabemowin for cradle board, on which babies would be bounced. She remembered the fun sproing and being to create a product from which all babies could dangle their legs and bounce in today's doorways, watching their parents cook or whatever—but always safe and happy.



—by Heather Lash

- 10.** The focus of this passage is the description of
- A. various Indigenous ceremonies
 - B. Susan Olivia Davis Poole's childhood
 - C. the urban lifestyle of Indigenous people
 - D. specific Indigenous inventions and contributions
- 11.** The term *dikinaaganan* as used in the passage refers to
- A. a cradle board
 - B. medical instruments
 - C. Indigenous languages
 - D. Indigenous traditional clothing
- 12.** The quotation used in the passage that is an example of onomatopoeia is
- A. "Maybe because of media images, however, when you think of Indigenous people you might picture feathers, moccasins, and dreamcatchers."
 - B. "She remembered the fun sproing and boing to create a product from which all babies could dangle their legs and bounce in today's doorways."
 - C. "Engineering and innovation are not new to Indigenous people; for example, there are words for every constellation in Anishinaabemowin due to long-lived astronomy practices."
 - D. "Susan Olivia Davis Poole was born in North Dakota in 1889 and grew up on the White Earth Reservation (the American term), where she saw *dikinaaganan* all the time."

13. The significance of the phrase “feathers, moccasins, and dreamcatchers” in the passage is that it

- A. suggests that these items are no longer relevant
- B. represents outdated stereotypes of Indigenous people
- C. symbolizes the diversity of Indigenous cultural practices
- D. highlights the author’s personal preferences for traditional items

14. The purpose for mentioning Susan Olivia Davis Poole’s background is to

- A. provide historical context
- B. criticize the lack of innovation in Indigenous communities
- C. emphasize the author’s personal connection to Indigenous culture
- D. showcase a specific invention and its connection to Indigenous heritage



Read the following passage and answer questions 15 to 18.

I GOT STUNG BY A BEE!

Yellow jackets, wasps, hornets, and bees all sting when they're angry. Their stings hurt! It feels like getting a needle from the doctor.



When you get stung by one of these insects, you will have a bump that turns white and has a red centre. It might also feel hot and itchy.

It's very important to tell your parent or a teacher if you've been stung by a bee. If you are allergic to bees, you might feel dizzy or sick to your stomach. You might also have a tight feeling in your throat. Hives are also a symptom of an allergic reaction. They are lumpy, red spots that are itchy. If you notice these problems, you might need to see a doctor right away!

If you go to the doctor, you might get something called an antihistamine. Antihistamines help calm the symptoms of bee stings. You might be given something for the pain if it's really bad. The doctor will make sure you get the right medicine if you have redness, itchiness, or swollen spots on your skin. The doctor will know if you are allergic to bee stings, so will give you a shot if you are.

There are many things you can do to avoid being stung by bees, wasps, hornets, and yellow jackets. These insects like gardens and orchards when they are in bloom, so avoid these places if you can. You should also keep your shoes on when you're outside and try not to wear any kind of perfume.

Shirts with long sleeves and pants also help you to not get stung. It's also a good idea not to wear shirts with flowery prints or bright colors.

Bees like those!



If you're having a picnic, be sure to cover the food. Make sure you also have drinks with lids because wasps like to climb inside cans and open bottles. If you see a bee near your food, drink, or a garbage can, don't panic. If you run around or try to hit it, you might get stung. Move away slowly, and the bee will leave you alone.

15. Another title that would **best** represent this passage is
- A. That Hurts!
 - B. Yellow Jackets
 - C. Bees and Wasps
 - D. Insects and Their Stings
16. The passage suggests that bees **most likely** sting humans when the bees
- A. are upset
 - B. are very tired
 - C. have not eaten in awhile
 - D. have collected too much pollen
17. The **main** purpose of this passage is to inform the reader
- A. about the importance of being around adults when there are bees
 - B. about the attraction bees have towards brightly coloured clothing
 - C. about avoiding being around garbage cans that can attract bees
 - D. about the best ways to avoid being stung by bees as well as other insects
18. To express the ideas in the story, the author describes
- A. what bees and wasps are like
 - B. what he would do if stung by a bee
 - C. what it would feel like being stung by a bee
 - D. what to do and what not to do during bee season



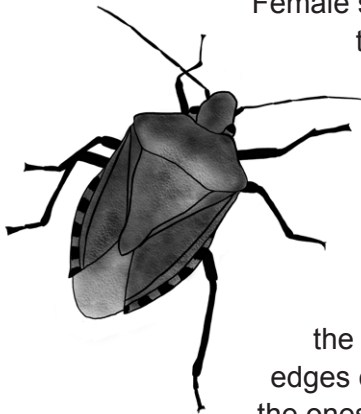
Read the following passage and answer questions 19 to 21.

STINK BUGS

No doubt about it. Stink bugs are stinky—and for good reason. Foul odours turn away some **predators**. **Glands** near the bugs' rear ends produce a liquid that smells and tastes bad. It seldom causes any harm, but it often repels others. Still, predators such as spiders and assassin bugs might eat the stink bugs anyway.

Stink bugs are a family of “true bugs” (insects known for their beaklike mouthparts). Most stink bugs are green or brown, but many are brightly coloured. Several harlequin bugs, for instance, are stink bugs with red or orange and black spotted backs.

Although most stink bugs feed on plants, many eat a variety of insects. All use their beaks to pierce the source of their food and inject digestive juices that liquefy their prey's insides. Then it's just a matter of sucking up the food.



Female stink bugs usually lay their barrel-shaped eggs in batches on the undersides of leaves. The mothers of some species rest on top of their eggs, protecting them until they hatch. This doesn't do much to guard the eggs along the outside edges of a batch, but it helps save the ones in the middle.

WORD POWER

Predator: An animal that lives by killing and eating other animals

Glands: An organ in the body that makes a substance (such as saliva, sweat, or bile) that is used by the body

19. As used in the sentence “Foul odours turn away some predators,” the word “foul” means

- A. evil
- B. unfair
- C. offensive
- D. dishonest

20. The females of some stink bug species rest on top of their eggs to

- A. keep them warm
- B. ensure they hatch
- C. provide them with nourishment
- D. keep as many as possible from harm or injury

21. The writer states that stink bugs are classified as “true bugs” because they have

- A. antennae
- B. glands
- C. beaks
- D. wings



Read the following passage and answer questions 22 to 25.

MY SHADOW

I have a little shadow that goes in and out
with me,
And what can be the use of him is more
than I can see.

He is very, very like me from the heels up
to the head;
And I see him jump before me
when I jump into my bed.

The funniest thing about him is the way
he likes to grow—
Not at all like proper children, which is
always very slow;
For he sometimes shoots up taller like a
bouncy-rubber ball,
And he sometimes gets so little
that there's none of him at all.

He hasn't got a notion of how children
ought to play,
And can only make a fool of me in every
sort of way.
He stays so close beside me, he's a
coward you can see;
I'd think shame to stick to **nursie**
as that shadow sticks to me!

One morning, very early, before the sun
was up,
I rose and found the shining dew on every
buttercup;
But my lazy little shadow, like an arrant
sleepy-head,
Had stayed at home behind me
and was fast asleep in bed.

—by Robert Louis Stevenson



WORD POWER

nursie: A babysitter
or a nanny

22. According to the speaker, the funniest thing about the shadow is the way that he

- A. likes to grow
- B. jumps into bed
- C. is such a sleepy-head
- D. sticks so close to the speaker

23. In the line “He hasn’t got a notion of how children ought to play,” the word “notion” means,

- A. flair
- B. idea
- C. talent
- D. ability

24. Which of the following lines from the poem does NOT provide a comparison of the shadow with something else?

- A. “very, very like me from the heels up to the head”
- B. “the funniest thing about him is the way he likes to grow”
- C. “shoots up taller like a bouncy rubber ball”
- D. “He stays so close behind me, he’s a coward”

25. Which of the following lines from the poem **best** provides the main idea of the poem?

- A. “And what can be the use of him is more than I can see.”
- B. “The funniest thing about him is the way he likes to grow.”
- C. “He hasn’t got a notion of how children ought to play.”
- D. “He stays so close behind me, he’s a coward you can see.”

THE READING COMPREHENSION SKILL CATEGORIES

Every question that is testing reading comprehension is also testing one of four skill categories. As you work through this book, you will find more detailed information about each category.

1. **Identify and Interpret Ideas and Details (III)** – find the answer based on ideas and details of the text
2. **Interpret Text Organization (ITO)** – understand how the author organizes and presents the text; apply your knowledge of literary devices and literary techniques; look for figurative language and writing techniques; know the genres of texts
3. **Associate Meaning (AM)** - use context clues to determine the meaning of words and phrases such as dictionary definitions, associated emotional meaning, and figurative language meaning
4. **Making Connections (MC)** – link a detail or quotation to the author’s purpose or the main ideas of the text; look for text linked to themes, main idea, purpose, or stated or implied meaning

There is one more reading comprehension skill category to learn about and practice.

5. **Evaluate (EV)** – known as the “**best answer**” question. These questions have bolded words and phrases in the question such as **best, most likely, probably, or most clearly**. Evaluate questions are always matched with one of the other skill categories.

To evaluate something means to make a judgement about it or come to a conclusion about it. In the case of reading comprehension, the reader makes an evaluation based on what they read in the passage. With these questions, you need to evaluate what the best answer is.

These questions also always test one of the other four skill categories. For example, you may be given a question that is testing Associate Meaning and Evaluate. A reading comprehension question will never only be testing the Evaluate skill category.

HOW DID YOU DO?

Complete the chart. The correct answers are on page 166.

Question #	Skill Category	Correct	Incorrect	Overall Understanding: Low/Average/Great
1.	ITO			
2.	III/EV			
3.	AM			
4.	MC/EV			
5.	III			
6.	AM			
7.	III			
8.	III			
9.	ITO			
10.	MC			
11.	AM			
12.	ITO			
13.	III			
14.	ITO			
15.	MC/EV			
16.	III/EV			
17.	ITO/EV			
18.	MC			
19.	AM			
20.	III			
21.	III			
22.	III			
23.	AM			
24.	ITO			
25.	MC/EV			
Total Correct		/25		

Fill in how many you scored correctly for each skill category.

III	(Questions 2, 5, 7, 8, 13, 16, 20, 21, 22)
Number correct:	
ITO	(Questions 1, 9, 12, 14, 17, 24)
Number correct:	
AM	(Questions 3, 6, 11, 19, 23)
Number correct:	
MC	(Questions 4, 10, 15, 18, 25)
Number correct:	
EV	(Questions 2, 4, 15, 16, 17, 25)
Number correct:	

STUDENT REFLECTION

Circle your answer. You can circle more than one.

1. I am already doing well in these skill categories:

III ITO AM MC EV

2. I need extra help and practice in these skill categories:

III ITO AM MC EV

NEXT STEPS

The next few units will focus on each of the reading comprehension skill categories.

If you only need help in one or two of the skill categories, you can flip to those units and work through the lessons. Then go through the practice questions.

You can also learn about each of the skill categories. Working through the lessons and practice questions will help to strength the skills you already have.

Towards the back of the book is another skills assessment. After working through the lessons, you can use this assessment to see how much you have improved.



Identify and Interpret Ideas and Details

2

IDENTIFY AND INTERPRET IDEAS AND DETAILS

The Identify and Interpret Ideas and Details (III) skill category requires you to use the ideas and details in the text to gain a better understanding of the meaning of the text. You need to focus on elements in the text, such as character, plot, setting, event, and atmosphere.

When a question is testing you on the III skill category, you will be asked to

- locate and interpret supporting details
- make inferences
- draw logical conclusions
- paraphrase and summarize information and ideas accurately

LOCATING INFORMATION IN A TEXT

Skimming and scanning are useful reading strategies, especially when you are trying to locate information in a text.

Skimming is quickly looking over all parts of the text.

For example, when you look at pictures, headings, and bold text, but do not read the whole text, you are skimming. This is a useful strategy to use before and after reading in detail. It is a helpful way to read newspaper articles, textbooks, and websites. Skimming just part of a story or report to find information will save time.

You will get better at skimming the more you read. Skimming is useful when you quickly want to:

- find out what a passage is about
- decide if it is something you want to take the time to read more carefully

Some of the ways skimming a passage can help you are:

- You notice important words. Before reading a passage all the way through, you may want to skim over it to look for important words or ideas.
- It prepares your brain for what you are about to read.
- It can help you make research choices. There are a lot of research situations in which skimming can be very useful and more effective, such as searching the Internet.

Scanning is a lot like skimming, except that you are looking for specific words relating to the information you need. You should scan starting from the first sentence. Scanning is not reading but searching.

On a test you will see questions like:

In the passage below, the author explains that the smallest bone in the body is found in the

- A. ear
- B. foot
- C. skull
- D. hand

ANSWER KEY

UNIT 1 - SKILLS BASED ASSESSMENT

1. A

Repetition is when a word or idea is repeated to emphasize an idea. In this phrase, the word “long” is repeated to let the reader know this is a very old story.

2. C

The girl most likely put her gold under a snake because she believed the snake would protect her valuables. This is evident from the passage in which the woman advises her daughter to “put it under a snake.” This suggests that the girl believed the snake would serve as a guardian or protector for her valuable possession (the gold ring).

3. B

The word “secured” means to prevent something from moving, which is often done by tying up the thing. In this context, the word “secured” is used as a synonym for catching the long snake.

4. B

The overall message of the passage is that it is important to respect and understand nature.

5. A

According to the order of events in the story, the narrator’s hand touched the board, she picked up a sticky shell and nibbled on it, and finally she woke up to find herself on her own bed.

6. D

A synonym for “deserted” is “abandoned.”

7. B

The language and expression used by the narrator indicate that the narrator was having a wonderful time and that the things the narrator saw and was able to touch and eat were like a fantasy.

8. B

The narrator is trying to get home. The narrator begins to think about the situation saying, “What was I going to do? Maybe I would have to stay here forever, until I grew old and wrinkled and my teeth rotted and fell out from all the sugar. And my family! How could they go on without me?”

9. A

Fiction is a genre that includes novels and short stories that tell about imaginings.

10. D

The passage discusses the different ways of life among Indigenous Peoples and emphasizes their contributions to engineering and innovation.

11. A

The passage mentions that Susan Olivia Davis Poole grew up on the White Earth Reservation, where she saw *dikinaaganan* all the time, which is Ahishinaabemowin for cradle board.

12. B

The words “sproing” and “boing” imitate the sounds associated with the bouncing motion of the cradle board, making this an example of onomatopoeia.

13. B

The phrase is used to highlight stereotypical images associated with Indigenous culture.

14. D

Susan Olivia Davis Poole’s background is mentioned to provide context for the invention of the “Jolly Jumper.”

15. D.

The title “Insects and Their Stings” includes the most information about the text, making it the most suitable choice for another title. “Bees and Wasps and Yellow Jackets” do not reflect the contents of the entire passage. The passage is about more than getting stung so “That Hurts!” doesn’t fit either.

16. A

The passage states that bees most commonly sting when they are angry. The words “angry” and “upset” are synonyms.

17. D

Most of the text deals with avoiding being stung by bees especially, as well as other stinging insects like wasps. The last part of the text discusses all the ways that children can avoid being stung, providing helpful hints and guidelines about bees.

18. D

While there is a little bit of information on how bees and wasps act, this is not a description of the insects. The passage is also not a story, because it gives instructions instead of telling about something that happened. The writer does not use the word “I” in the passage, so the writer is not talking about what the writer would do. The purpose of this piece is to tell

ANSWER KEY

other people how to react to a few different situations; so, it is telling the reader what to do.

19. C

“Offensive” means “causing displeasure,” which accurately describes the nature of the foul odours that repel predators. The other options do not fit. “Evil” refers to something morally wrong or wicked, “unfair” means “unjust or not conforming to rules or standards,” and “dishonest” means “not truthful or deceitful.”

20. D

In the fourth paragraph, the writer describes how the mothers rest on top of their eggs to protect them.

21. C

The writer explains in the second paragraph that stink bugs are in the family of “true bugs” because of their beaklike mouths.

22. A

The speaker says, “The funniest thing about him is the way he likes to grow.”

23. B

The word “notion” means “a theory, idea, or concept of something.”

24. B

The line “The funniest thing about him is the way he likes to grow” is correct because it does not compare the shadow with something else.

25. A

The main idea of the poem is shown when the poet asks, “And what can be the use of him is more than I can see.” The poet is wondering what purpose his shadow serves. The other quotations are examples of the shadow’s behaviour.

UNIT 2 - IDENTIFY AND INTERPRET IDEAS AND DETAILS

Making Inferences while Reading

From reading the passage, some of the inferences we can make are:

DETAILS FROM THE STORY	INFERENCE MADE
“All he could see was green and brown all around him.”	Nathanial is walking through a forest.
“He is unsure of his surroundings.”	Nathanial is lost.
“He shuddered at the thought of having to sleep here again.”	Nathanial is scared and worried.

Inferences Writing Exercise

Some examples of inferences that can be made about Oliver are

DETAILS FROM THE STORY	INFERENCE MADE
“fallen trees looked like the skeletons of huge animals” “freezing wood made creaking sounds in the air.”	Oliver was probably quite nervous going on the adventure alone.
“They did not care enough to take the trip. Oliver squinted against a sudden strong gust of wind and thought, ‘Let them sleep.’”	Oliver was forcing himself to be brave.
“They do not have any curiosity or a sense of adventure.” “But he was determined to find his brother.”	Oliver is persuading himself that everything will be alright because he is adventurous.