SASKATCHEWAN ENGLISH LANGUAGE ARTS B30 · UNIT C · 25 QUESTIONS

Informational Composition - Position and Comparative Writing — Practice Test

This practice test was made by AI and there may be mistakes. If a question or answer looks wrong, use the Flag a mistake button to let Brett know so he can fix it.

Reading I - The Position Paper Draft

Use this reading for questions 1 to 9.

My position is that Saskatchewan schools should teach local history in every grade, not only in one course. Local history connects students to their towns, their families, and the Indigenous peoples whose lands they live on, and it makes national history concrete instead of abstract.

Opponents argue that the curriculum is already full, and they are right that time is scarce. Yet local history need not be a separate course. It can be woven into existing subjects, through local examples in geography, local texts in English, and local projects in social studies. The cost is planning, not new hours, and the benefit is students who understand where they live.

1 **According to Reading I, what is the main idea of the passage?**

- **A** a draft argues local history should never be taught
- **B** a draft argues for a separate local history course only
- **C** a draft argues local history should be taught in every grade through existing subjects
- **D** a draft argues national history should be ignored

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2 **According to Reading I, which word best describes the main character?**

- A careless
- B dishonest
- C impatient
- D thoughtful

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3 **According to Reading I, which detail is stated in the passage?**

- A local history can be woven into geography, English, and social studies
- B local history requires many new school hours
- C opponents deny that time is scarce
- D local history makes national history more abstract

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4 **According to Reading I, in this passage the word abstract most nearly means**

A connected to a town

B general and not tied to concrete examples

C woven into subjects

D scarce in time

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5 **According to Reading I, what can the reader most reasonably infer?**

A readers will reject local history entirely

B schools will remove all local examples

C readers are likely to consider the woven approach seriously

D the draft will persuade no one at all

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6 **According to Reading I, which theme is best supported by the passage?**

A local history can only be a separate course

B planning costs nothing and benefits nothing

C students should not understand where they live

D weaving local history into subjects costs planning, not new hours

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7 **According to Reading I, the phrase where they live is an example of**

A imagery, because it appeals to the senses with vivid description

B a simile, because it compares two things using like or as

C a metaphor, because it says one thing is another thing

D irony, because it means the opposite of what is said

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8 **According to Reading I, which word best describes the mood of the passage?**

- **A** tense, with a sense of danger
- **B** reflective, with a sense of thoughtful looking back
- **C** joyful, with a sense of celebration
- **D** angry, with a sense of frustration

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9 **According to Reading I, from which point of view is the story told?**

- **A** third person limited, because the narrator follows one character and shares that character's thoughts
- **B** third person omniscient, because the narrator knows the thoughts of every character
- **C** first person, because the narrator tells the story using **I**
- **D** second person, because the narrator speaks directly to the reader as you

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Reading II - Position and Comparative Writing

Use this reading for questions 10 to 18.

Position writing and comparative writing serve different purposes. Position writing defends one claim against objections, using evidence and fair treatment of opposing views. Comparative writing examines two or more things side by side, showing similarities, differences, and what the comparison reveals.

Both forms, however, require a thesis. A position thesis states a claim to defend, while a comparative thesis states what the comparison shows. Without a thesis, position writing becomes a list of opinions, and comparative writing becomes a list of features. With a thesis, both forms argue, and readers can judge whether the evidence supports the claim.

10 **According to Reading II, what is the main idea of the passage?**

- **A** position and comparative writing are exactly the same form
- **B** comparative writing needs no thesis at all
- **C** position writing should ignore opposing views
- **D** position and comparative writing both argue from a thesis, but serve different purposes

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11 **According to Reading II, which detail is stated in the passage?**

- A a comparative thesis states what the comparison shows
- B a position thesis never states a claim
- C comparative writing only lists features
- D position writing becomes stronger without evidence

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12 **According to Reading II, in this passage the word objections most nearly means**

- A features of a text
- B reasons or arguments against a claim
- C lists of opinions
- D claims to defend

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13 **According to Reading II, what is the author's main purpose?**

A to tell a story about local history in schools

B to persuade readers to avoid theses

C to explain how position and comparative writing differ and what they share

D to list school subjects in Saskatchewan

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14 **According to Reading II, what can the reader most reasonably infer?**

A writers will argue less clearly with a thesis

B readers will be unable to judge evidence

C both forms will become mere lists

D writers who state a thesis will likely argue more clearly

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15 **According to Reading II, which claim is best supported by the passage?**

A a thesis turns lists of opinions or features into argument

B theses weaken both forms of writing

C evidence is unnecessary for position writing

D comparisons should never reveal anything

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16 **According to Reading II, which title fits the passage best?**

A The Position Paper Draft

B Position and Comparative Writing

C School Subjects

D Opinions Only

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17 **According to Reading II, which text structure does the author mainly use?**

A chronological order, telling events in the order they happened

B cause and effect, showing how one thing leads to another

C compare and contrast, showing how two things are alike and different

D problem and solution, presenting a difficulty and then a way to solve it

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18 **According to Reading II, who is the intended audience of the passage?**

A general readers interested in the topic

B parents deciding about a school program

C specialists who already work in the field

D students at a school who might take part

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19 **A student is planning a position paper. What should the student decide first?**

A the font size for the final copy

B the number of pages before drafting

C purpose and audience, so the content and tone fit the readers

D a title that sounds impressive but says nothing

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20 **Which sentence would make the strongest opening for a position paper about a school event?**

A a vague sentence about events in general

B a long list of unrelated dates

C a joke that confuses the topic

D a clear sentence that names the event and why it matters to readers

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21 **A paragraph begins with a topic sentence, then gives two examples, then ends with a summary. This paragraph is**

- A well structured, because each part does a clear job
- B too short, because paragraphs must fill a whole page
- C poorly structured, because it has too many sentences
- D missing a thesis, because only essays have topic sentences

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22 **A writer reads a draft aloud and hears that a sentence is confusing. What is the best next step?**

- A delete the whole paragraph at once
- B rewrite the sentence in simpler, clearer words
- C change the font of the confusing sentence
- D leave the sentence, because readers will guess the meaning

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23 **A student is revising and finds a sentence that repeats an earlier sentence word for word. What should happen?**

A the sentence should be printed in bold letters

B both copies should be kept to make the writing longer

C one copy should be cut or rewritten to add new information

D the sentence should be moved to the title page

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24 **Which detail best supports the topic sentence that volunteering helps a community?**

A many people own different kinds of shoes

B volunteering began long ago in another country

C some volunteers wear matching shirts

D volunteers run the food bank, coach young teams, and clean up the park

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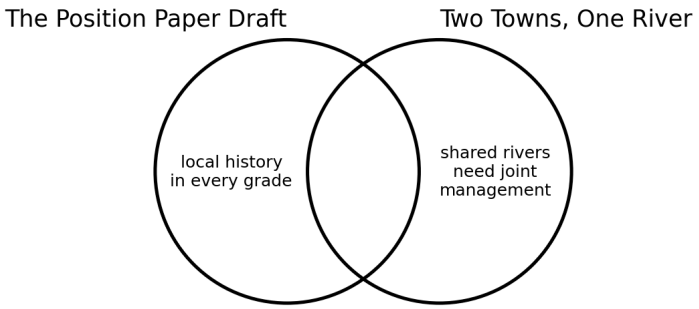
25

In the diagram, which idea belongs in the overlapping middle region shared by both texts?



A local history in every grade

B shared rivers need joint management

C both forms argue from a thesis

D an idea found in neither text

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ANSWER KEY

1. C
2. D
3. A
4. B
5. C
6. D
7. A
8. B
9. C
10. D
11. A
12. B
13. C
14. D
15. A
16. B
17. C
18. D
19. C
20. D
21. A
22. B
23. C
24. D
25. C

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