SASKATCHEWAN ENGLISH LANGUAGE ARTS B30 · UNIT D · 25 QUESTIONS

Literary Composition and Assess and Reflect — 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 Story I Finally Finished

Use this reading for questions 1 to 9.

I had started five stories and finished none of them, because I stopped whenever a scene felt weak. My teacher suggested a different rule: finish the draft first, then judge it. I followed the rule for a story about a girl who returns to a town she left, and I wrote past the weak scenes without stopping, like a traveller walking through rain instead of waiting for sun.

The finished draft was uneven, but it existed, and revision gave me something to shape. I cut two scenes, rewrote the ending, and kept the middle that had once seemed weak but now held the story together. I learned that literary composition is not waiting for perfection. It is finishing, then shaping, then finishing again.

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

- **A** a student learns stories should be abandoned when scenes feel weak
- **B** a student learns revision is unnecessary after drafting
- **C** a student learns perfection must come before finishing
- **D** a student learns literary composition requires finishing a draft before judging it

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

A persistent

B impatient

C careless

D dishonest

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

A the student finished no story at all

B the student cut two scenes and rewrote the ending in revision

C the teacher suggested stopping at weak scenes

D the middle scene was cut as useless

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

A perfect in every part

B finished and polished

C not smooth or equal throughout

D weak in every scene

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

A the student will abandon every future story

B the student will never revise again

C the student learned nothing about composition

D the student will likely finish drafts before judging them in future

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

A finishing a draft gives revision something to shape

B abandoning drafts improves stories most

C revision should come before any draft exists

D weak scenes can never hold a story together

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7 **According to Reading I, the phrase like a traveller walking through rain is an example of**

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

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

C personification, because it gives human qualities to a nonhuman thing

D a hyperbole, because it greatly exaggerates for effect

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8

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

A peaceful, with a sense of quiet calm

B gloomy, with a sense of sadness

C determined, with a sense of resolve

D fearful, with a sense of dread

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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 second person, because the narrator speaks directly to the reader as you

D first person, because the narrator tells the story using **I**

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Reading II - Assess and Reflect

Use this reading for questions 10 to 18.

Assess and reflect means looking back at your own work honestly. First, assess: what did you do well, what needs work, and what evidence from the work supports each judgment? Then, reflect: what did you learn about yourself as a learner, and what will you do differently next time?

Reflection without assessment becomes vague praise or blame, while assessment without reflection becomes a list with no learning. Together, they turn a finished task into a next step. A student who can say, clearly, what worked, what did not, and what comes next, is already becoming a stronger writer, reader, and thinker.

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

- **A** assess and reflect turns finished work into learning and a next step
- **B** assess and reflect means only praising finished work
- **C** assessment without reflection is enough for learning
- **D** reflection should never lead to a next step

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

A assessment asks only for vague praise

B reflection asks what you learned and what you will do differently next time

C reflection never asks about learning

D finished tasks should never be reviewed

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

A clear and specific

B honest and evidence based

C unclear and lacking specific detail

D focused on learning

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

A to tell a story about unfinished stories

B to persuade students to avoid reviewing work

C to list finished tasks only

D to explain how assess and reflect turn work into learning

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

A students who assess and reflect will likely improve as writers and thinkers

B students will never improve by reviewing work

C assessment will always harm learning

D reflection will produce no next steps

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

- **A** vague praise alone produces strong learning
- **B** assessment plus reflection produces clear next steps for learning
- **C** lists with no reflection produce next steps
- **D** honest review harms learners

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

- **A** The Story I Finally Finished
- **B** Finished Tasks
- **C** Assess and Reflect
- **D** Praise Only

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

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

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

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

D chronological order, telling events in the order they happened

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

A students at a school who might take part

B general readers interested in the topic

C parents deciding about a school program

D specialists who already work in the field

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19 **A student is planning a reflective essay. What should the student decide first?**

A the font size for the final copy

B the number of pages before drafting

C a title that sounds impressive but says nothing

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

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20 **Which sentence would make the strongest opening for a reflective essay about a school event?**

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

B a vague sentence about events in general

C a long list of unrelated dates

D a joke that confuses the topic

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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 too short, because paragraphs must fill a whole page
- B well structured, because each part does a clear job
- 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 change the font of the confusing sentence
- C rewrite the sentence in simpler, clearer words
- 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 the sentence should be moved to the title page

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

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

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

B many people own different kinds of shoes

C volunteering began long ago in another country

D some volunteers wear matching shirts

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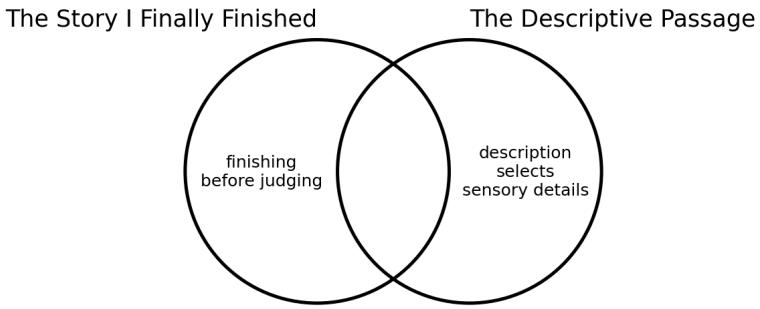
25

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



A finishing before judging

B description selects sensory details

C an idea found in neither text

D review turns work into learning

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ANSWER KEY

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

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