Find the Sentence – 24 Passages for Y3-Y6 students mastering reading comprehension & inference

Why does this matter?

Strong reading isn't just "getting the gist"—it's proving answers with the text. In Selective/OC style questions, students lose marks by guessing, relying on background knowledge, or relying on lines loosely related to the question. Training your child to **locate the exact sentence** that supports an answer builds accuracy, confidence, and speed.

Where many students go wrong

- **Choosing before proving.** They pick an answer then hunt for a line to justify their random choice.
- **Paraphrase as proof.** Vague retellings instead of quoting the text.
- **Gist over precision.** Highlighting a whole paragraph instead of the sentence or phrase that answers the question.

Tips for parents

- **Encourage highlighting evidence.** Help your child build a habit out of highlighting or underlining the sentence(s) or phrase(s) which substantiate an answer.
- **Reward effort, not outcome.** Sometimes students get lucky or use background information to do quite well in reading comprehension. Rewarding a good outcome that doesn't rely on strong technique discourages using proper comprehension and inference technique.

- **Have your child say**, "My answer is _____ because the text says '_____'".
- **Practice regularly.** Use this bank of questions to practice focused reading comprehension every night.

How to use this resource

Start by quickly reading the passage to understand the context.

What is this passage about? Is the passage telling a story, trying to convince you, or giving you information about a topic?

1. **Read** the questions first so you know what keywords to look for.
2. **Skim** the passage like a detective looking for *evidence*. Highlight or underline the exact sentence or phrase that provides strong evidence.
3. **Write** an answer based on the evidence you have gathered.
4. **Say (or think):** "My answer is _____ because the text says '_____'".

Table of Contents

Good luck and happy learning! If you have questions about this document, please reach out to us at *support@testacademy.com.au* or call us on *+61 490 451 408*. Whilst this document is completely free for private learning, it is strictly copyrighted.

Narrative Passages

Passage 1 – Lost Library Card

Nadia reached the counter and patted every pocket. Her library card was missing. She pictured last Thursday, when she'd rushed out during the rain and stuffed something in her jacket's inside pocket. "Try your jacket lining," the librarian suggested, noticing a frayed seam. Nadia slipped her fingers through the loose thread and felt a thin rectangle. Relief bubbled up. She slid the damp card across the desk, cheeks warm. "I'll tape that seam before it swallows anything else," she said, grinning as the scanner beeped.

Don't forget to highlight or underline your evidence in the passage!

Question 1 – Where did Nadia finally find the card?

Question 2 – What clue led her to check there?

Question 3 – How did Nadia feel once she found it?

Question 4 – What habit should Nadia change to avoid this problem again?

Passage 2 – The Clockmaker's Apprentice

Jun dusted the wooden bench while Mr Kim adjusted a tiny spring. "Patience beats force," Mr Kim murmured, "or a clock will fight you." Jun remembered last week's snapped gear and swallowed. Today, he slowed his hands, turning the screwdriver by half breaths. The second hand shivered, then glided. The workshop's wall clock chimed, and Mr Kim didn't look up—he just smiled at the moving second hand. Jun's shoulders eased; the lesson had taken.

Question 1 – What lesson does Kim teach?

Question 2 – What changed in Jun's approach today?

Question 3 – What shows Jun succeeded?

Question 4 – Why doesn't Mr Kim need to look up when the clock chimes?

Passage 3 – Storm at the Cricket Oval

Clouds stacked like grey cushions over the oval. Coach pointed to the boundary. "One more drill—watch the sky," she warned. Arman's bat felt heavier as the wind pushed across the pitch. A flash cracked the horizon; Coach blew the whistle and waved everyone in. In the shed, rain roared on the tin roof. Arman stared at his damp laces and felt oddly proud: he'd kept his eye on the ball until the last whistle.

Question 1 – What sign made Coach end practice?

Question 2 – How did the weather affect Arman during drills?

Question 3 – Where did the team go when rain began?

Question 4 – Why did Arman feel proud despite the storm?

Passage 4 – The Wombat Rescue

On the bush trail, Priya spotted a small shape near the culvert. A young wombat blinked, tangled in garden twine. Dad crouched, speaking low. Priya opened the first-aid kit, handing him blunt scissors. It took minutes that felt longer than hours. When the last loop fell away, the wombat waddled into the shade without looking back. Priya pressed the twine into her pocket, jaw tight. “We need a sign about dumping rubbish,” she said.

Question 1 – What was wrong with the wombat?

Question 2 – How did Priya help the rescue?

Question 3 – What shows the wombat was safe afterwards?

Question 4 – What broader problem does Priya point out?

Passage 5 – Midnight Bread

At 3 a.m., the bakery glowed like a ship. Mum dusted flour over the bench while I folded dough that sighed when I pressed its edges. The air smelled toasty and sleepy at once. A timer pealed; trays slid in. “Most people think bread starts in the morning,” Mum said, “but breakfast is built at night.” I sipped warm milk and watched crusts bloom. When the first loaves cooled, we wrapped them like presents.

Question 1 – When does this bakery work begin?

Question 2 – What simile describes the bakery?

Question 3 – What misconception does Mum mention?

Question 4 – What detail shows the narrator is learning the craft?

Passage 6 – Science Fair Mix-Up

Sana labelled each jar carefully, but the blue ink ran where a stray droplet landed. Her “saltwater” jar now looked like “salt…something.” Judges hovered. Sana breathed, held up her results table, and explained the pattern: plants with rainwater grew taller; saltwater stunted growth. One judge nodded, focusing on the data columns. Afterward, Sana re-wrote the label in thick pencil. The project didn’t win, but her feedback sheet praised “clear reasoning under pressure.”

Question 1 – What problem happened to Sana’s labels?

Question 2 – How did she recover during judging?

Question 3 – What was her experiment’s main finding?

Question 4 – What recognition did she receive?

Passage 7 – Ferry Across the Harbour

The ferry nosed away from Circular Quay, scattering gulls. Kai leaned on the rail, counting the seconds between the bridge pylons like steps. His aunt tapped a timetable. “You’ll make your lesson, but only if you walk.” A slip of

wind stole Kai's cap; he caught it against his chest and laughed. When the bell rang, he stood ready by the gate.

Question 1 – Where is the ferry departing from?

Question 2 – What shows Kai is time-aware?

Question 3 – What small incident happens on deck?

Question 4 – What does the ending suggest Kai will do next?

Passage 8 – The Missing Lunchbox Mystery

At recess, Theo's lunchbox vanished. He traced his steps to the music room, where a poster curled like a question mark. Ms Patel suggested checking lost property. Empty. Theo sat, thinking. He remembered practising scales and setting the box beside the drum kit. In the band cupboard, he found it balanced on a cymbal stand. He grinned at the neat rows of sandwiches untouched. Next time, he wrote "MUSIC ROOM" on a sticky note for his bag.

Question 1 – Where did Theo leave the lunchbox?

Question 2 – What helped him remember?

Question 3 – What does the simile "poster curled like a question mark" suggest?

Question 4 – What new strategy does Theo adopt?

Narrative Passages (Solutions)

Passage 1 – Lost Library Card

Nadia reached the counter and patted every pocket. Her library card was missing. She pictured last Thursday, when she'd rushed out during the rain and stuffed something in her jacket's inside pocket. "Try your jacket lining," the librarian suggested, noticing a frayed seam. Nadia slipped her fingers through the loose thread and felt a thin rectangle. Relief bubbled up. She slid the damp card across the desk, cheeks warm. "I'll tape that seam before it swallows anything else," she said, grinning as the scanner beeped.

We've provided sample answers and suggested highlights, but you could have found different evidence and worded your answers differently!

Question 1 – Where did Nadia finally find the card?

Inside her jacket lining.

Question 2 – What clue led her to check there?

The librarian noticed a frayed seam.

Question 3 – How did Nadia feel once she found it?

Relieved/embarrassed but happy.

Question 4 – What habit should Nadia change to avoid this problem again?

Fix the seam/stop stuffing items carelessly.

Passage 2 – The Clockmaker's Apprentice

Jun dusted the wooden bench while Mr Kim adjusted a tiny spring. "Patience beats force," Mr Kim murmured, "or a clock will fight you." Jun

remembered last week's snapped gear and swallowed. Today, he slowed his hands, turning the screwdriver by half breaths. The second hand shivered, then glided. The workshop's wall clock chimed, and Mr Kim didn't look up—he just smiled at the moving second hand. Jun's shoulders eased; the lesson had taken.

Question 1 – What lesson does Kim teach?

Patience over force.

Question 2 – What changed in Jun's approach today?

He slowed and worked gently.

Question 3 – What shows Jun succeeded?

The second hand glided.

Question 4 – Why doesn't Mr Kim need to look up when the clock chimes?

He can see success on the second hand.

Passage 3 – Storm at the Cricket Oval

Clouds stacked like grey cushions over the oval. Coach pointed to the boundary. "One more drill—watch the sky," she warned. Arman's bat felt heavier as the wind pushed across the pitch. A flash cracked the horizon; Coach blew the whistle and waved everyone in. In the shed, rain roared on the tin roof. Arman stared at his damp laces and felt oddly proud: he'd kept his eye on the ball until the last whistle.

Question 1 – What sign made Coach end practice?

A lightning flash.

Question 2 – How did the weather affect Arman during drills?

Wind made the bat feel heavier.

Question 3 – Where did the team go when rain began?

Into the shed.

Question 4 – Why did Arman feel proud despite the storm?

He stayed focused until the end.

Passage 4 – The Wombat Rescue

On the bush trail, Priya spotted a small shape near the culvert. A young wombat blinked, tangled in garden twine. Dad crouched, speaking low. Priya opened the first-aid kit, handing him blunt scissors. It took minutes that felt longer than hours. When the last loop fell away, the wombat waddled into the shade without looking back. Priya pressed the twine into her pocket, jaw tight. "We need a sign about dumping rubbish," she said.

Question 1 – What was wrong with the wombat?

Tangled in garden twine.

Question 2 – How did Priya help the rescue?

Gave tools and assisted.

Question 3 – What shows the wombat was safe afterwards?

It waddled into shade.

Question 4 – What broader problem does Priya point out?

People dumping rubbish.

Passage 5 – Midnight Bread

At 3 am, the bakery glowed like a ship. Mum dusted flour over the bench while I folded dough that sighed when I pressed its edges. The air smelled toasty and sleepy at once. A timer pealed; trays slid in. "Most people think bread starts in the morning," Mum said, "but breakfast is built at night." I sipped warm milk and watched crusts bloom. When the first loaves cooled, we wrapped them like presents.

Question 1 – When does this bakery work begin?

At 3 am/night.

Question 2 – What simile describes the bakery?

Like a ship.

Question 3 – What misconception does Mum mention?

People think bread starts in the morning.

Question 4 – What detail shows the narrator is learning the craft?

Folding dough and observing crusts.

Passage 6 – Science Fair Mix-Up

Sana labelled each jar carefully, but the blue ink ran where a stray droplet landed. Her "saltwater" jar now looked like "salt…something." Judges hovered. Sana breathed, held up her results table, and explained the pattern: plants with rainwater grew taller; saltwater stunted growth. One judge nodded, focusing on the data columns. Afterward, Sana re-wrote the label in thick pencil. The project didn't win, but her feedback sheet praised "clear reasoning under pressure."

Question 1 – What problem happened to Sana's labels?

Ink smudged/ran.

Question 2 – How did she recover during judging?

Used data table and explained clearly.

Question 3 – What was her experiment's main finding?

Rainwater helps growth whilst saltwater stunts growth.

Question 4 – What recognition did she receive?

Praised for clear reasoning under pressure.

Passage 7 – Ferry Across the Harbour

The ferry nosed away from Circular Quay, scattering gulls. Kai leaned on the rail, counting the seconds between the bridge pylons like steps. His aunt tapped a timetable. “You’ll make your lesson, but only if you walk.” A slip of wind stole Kai’s cap; he caught it against his chest and laughed. When the bell rang, he stood ready by the gate.

Question 1 – Where is the ferry departing from?

Circular Quay.

Question 2 – What shows Kai is time-aware?

Counts second between pylons.

Question 3 – What small incident happens on deck?

Wind nearly takes his cap.

Question 4 – What does the ending suggest Kai will do next?

Disembark promptly to make the lesson.

Passage 8 – The Missing Lunchbox Mystery

At recess, Theo’s lunchbox vanished. He traced his steps to the music room, where a poster curled like a question mark. Ms Patel suggested checking lost property. Empty. Theo sat, thinking. He remembered practising scales and setting the box beside the drum kit. In the band cupboard, he found it balanced on a cymbal stand. He grinned at the neat rows of sandwiches untouched. Next time, he wrote “MUSIC ROOM” on a sticky note for his bag.

Question 1 – Where did Theo leave the lunchbox?

By the drum kit; in the band cupboard.

Question 2 – What helped him remember?

Remembered practising scales.

Question 3 – What does the simile “poster curled like a question mark” suggest?

Mystery and uncertainty.

Question 4 – What new strategy does Theo adopt?

A label or note on his bag.

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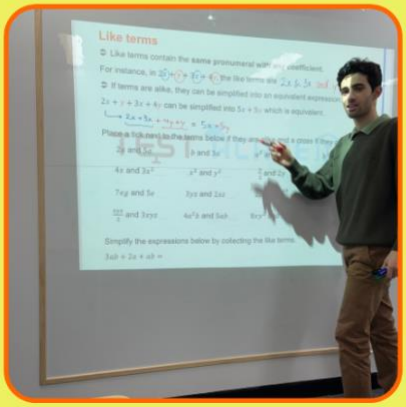

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Informative Passages

Passage 9 – How Bees "Talk"

Honeybees share directions using a "waggle dance." A bee waggles while tracing a figure-eight; the angle points toward the food source relative to the sun. The length of the waggle shows distance: longer waggles usually mean farther flowers. Inside a dark hive, other bees feel the pattern through vibrations. Because the sun moves, the dance gradually shifts angle through the day, helping foragers adjust their flight paths without seeing the sky.

Question 1 – What shape does the dance trace?

Question 2 – What does the angle of the waggle indicate?

Question 3 – How do other bees detect the message in the dark?

Question 4 – Why does the dance's angle change over time?

Passage 10 – The Southern Cross

In the southern night sky, the Southern Cross (Crux) forms a small kite shape of four bright stars with a dimmer fifth. Two "Pointer" stars nearby help observers locate it. Sailors historically used the Cross to find south, especially before modern navigation tools. Because Earth rotates, the Cross appears to pivot around the south celestial pole. Its position changes through the night and seasons, but in Australia it's visible all year.

Question 1 – What shape does the Southern Cross resemble?

Question 2 – What are the “Pointers” used for?

Question 3 – How did sailors use the Cross?

Question 4 – Why does the Cross appear to move?

Passage 11 – Compost at Home

Composting turns food scraps into soil-like “humus.” Kitchen waste such as fruit peels and coffee grounds adds nitrogen, while dry leaves or shredded paper add carbon. A good mix stays damp—like a wrung-out sponge—and needs air to prevent odours. Over weeks, microbes break scraps down. Finished compost looks dark and crumbly and can improve garden soil by holding moisture and feeding plants slowly.

Question 1 – Name one nitrogen-rich item and one carbon-rich item.

Question 2 – How wet should a compost pile be?

Question 3 – Why is air important in compost?

Question 4 – What are two benefits of finished compost?

Passage 12 – From Seed to Plant

A seed contains an embryo and stored food. With warmth, water, and air, it germinates: the root emerges first to anchor and drink. Next, a shoot grows upward, carrying seed leaves that begin photosynthesis when light reaches them. True leaves follow, and the young plant strengthens its stem. If conditions remain suitable—enough light, water, and nutrients—it matures and may produce flowers and seeds, completing the cycle.

Question 1 – What emerges first during germination?

Question 2 – What starts once light reaches the seed leaves?

Question 3 – Name two conditions needed for germination.

Question 4 – What completes the plant's life cycle?

Passage 13 – Tides and the Moon

Ocean tides rise and fall mainly because of the Moon's gravity pulling on Earth's oceans. Where the pull is strongest, water bulges slightly, creating a high tide. On the opposite side, another bulge forms. As Earth rotates, coastlines move through these bulges, usually causing two high and two low tides each day. The Sun also affects tides, and when Sun, Moon, and Earth line up, spring tides are higher than usual.

Question 1 – What causes the main pull that creates tides?

Question 2 – Why are there two bulges?

Question 3 – Why do most places get two highs and two lows each day?

Question 4 – When are tides higher than usual?

Passage 14 – Kangaroo Adaptations

Kangaroos move efficiently by hopping. Their strong hind legs and elastic tendons store energy like springs, reducing effort over long distances. They cool by licking their forearms, where blood vessels lie near the skin, helping heat evaporate. Female kangaroos can delay embryo development during droughts, so joeys are born when conditions improve. These adaptations suit Australia's wide, dry landscapes.

Question 1 – How do kangaroos save energy while moving?

Question 2 – How do they cool themselves?

Question 3 – When might a female delay development?

Question 4 – Why are these traits useful in Australia?

Passage 15 – Reading Contour Lines

Topographic maps show height using contour lines. Each line connects points of equal elevation; lines close together mean a steep slope, while widely spaced lines show gentle terrain. A contour interval tells you the height difference between lines. Rivers often cross contours at "V" shapes

that point upstream. With practice, hikers can picture hills and valleys by reading these patterns.

Question 1 – What does a contour line connect?

Question 2 – What do close lines indicate?

Question 3 – What does the contour interval tell you?

Question 4 – Which way do the “V” shapes point, and why?

Passage 16 – Recycling Aluminium

Aluminium cans can be recycled repeatedly without losing quality. Recycling uses far less energy than producing aluminium from ore, which requires mining bauxite and high-temperature processing. Collected cans are cleaned, melted, and rolled into new sheets, returning to shelves as fresh cans in weeks. This saves energy and reduces waste in landfills, making aluminium one of the most valuable recyclables.

Question 1 – Why is aluminium recycling efficient?

Question 2 – What steps happen to collected cans?

Question 3 – How quickly can they return to shelves?

Question 4 – Name two environmental benefits.

Informative Passages (solutions)

Passage 9 – How Bees "Talk"

Honeybees share directions using a "waggle dance." A bee waggles while tracing a figure-eight; the angle points toward the food source relative to the sun. The length of the waggle shows distance: longer waggles usually mean farther flowers. Inside a dark hive, other bees feel the pattern through vibrations. Because the sun moves, the dance gradually shifts angle through the day, helping foragers adjust their flight paths without seeing the sky.

Question 1 – What shape does the dance trace?

Figure-eight.

Question 2 – What does the angle of the waggle indicate?

Direction to food.

Question 3 – How do other bees detect the message in the dark?

Vibrations.

Question 4 – Why does the dance's angle change over time?

The sun moves so the bees adjust.

Passage 10 – The Southern Cross

In the southern night sky, the Southern Cross (Crux) forms a small kite shape of four bright stars with a dimmer fifth. Two "Pointer" stars nearby help observers locate it. Sailors historically used the Cross to find south, especially before modern navigation tools. Because Earth rotates, the Cross appears to pivot around the south celestial pole. Its position changes through the night and seasons, but in Australia it's visible all year.

Question 1 – What shape does the Southern Cross resemble?

Small kite shape.

Question 2 – What are the “Pointers” used for?

To locate the Cross.

Question 3 – How did sailors use the Cross?

The find south.

Question 4 – Why does the Cross appear to move?

Earth’s rotation.

Passage 11 – Compost at Home

Composting turns food scraps into soil-like “humus.” Kitchen waste such as fruit peels and coffee grounds adds nitrogen, while dry leaves or shredded paper add carbon. A good mix stays damp—like a wrung-out sponge—and needs air to prevent odours. Over weeks, microbes break scraps down. Finished compost looks dark and crumbly and can improve garden soil by holding moisture and feeding plants slowly.

Question 1 – Name one nitrogen-rich item and one carbon-rich item.

Nitrogen: peels/grounds; Carbon: leaves/paper.

Question 2 – How wet should a compost pile be?

Like a wrung-out sponge.

Question 3 – Why is air important in compost?

Prevents odours/helps microbes.

Question 4 – What are two benefits of finished compost?

Holds moisture; feeds plants.

Passage 12 – From Seed to Plant

A seed contains an embryo and stored food. With warmth, water, and air, it germinates: the root emerges first to anchor and drink. Next, a shoot grows upward, carrying seed leaves that begin photosynthesis when light reaches them. True leaves follow, and the young plant strengthens its stem. If conditions remain suitable—enough light, water, and nutrients—it matures and may produce flowers and seeds, completing the cycle.

Question 1 – What emerges first during germination?

The root.

Question 2 – What starts once light reaches the seed leaves?

Photosynthesis.

Question 3 – Name two conditions needed for germination.

You could have said warmth, water, or air.

Question 4 – What completes the plant's life cycle?

Producing flowers and seeds.

Passage 13 – Tides and the Moon

Ocean tides rise and fall mainly because of the Moon's gravity pulling on Earth's oceans. Where the pull is strongest, water bulges slightly, creating a high tide. On the opposite side, another bulge forms. As Earth rotates, coastlines move through these bulges, usually causing two high and two low tides each day. The Sun also affects tides, and when Sun, Moon, and Earth line up, spring tides are higher than usual.

Question 1 – What causes the main pull that creates tides?

The Moon's gravity.

Question 2 – Why are there two bulges?

Opposite-side bulge forms.

Question 3 – Why do most places get two highs and two lows each day?

Earth rotates through bulges.

Question 4 – When are tides higher than usual?

Spring tides when aligned.

Passage 14 – Kangaroo Adaptations

Kangaroos move efficiently by hopping. Their strong hind legs and elastic tendons store energy like springs, reducing effort over long distances. They cool by licking their forearms, where blood vessels lie near the skin, helping heat evaporate. Female kangaroos can delay embryo development during droughts, so joeys are born when conditions improve. These adaptations suit Australia's wide, dry landscapes.

Question 1 – How do kangaroos save energy while moving?

Elastic tendons store energy.

Question 2 – How do they cool themselves?

Lick forearms to evaporate heat.

Question 3 – When might a female delay development?

During droughts.

Question 4 – Why are these traits useful in Australia?

Wide, dry landscapes demand energy efficiency and smart cooling behaviours.

Passage 15 – Reading Contour Lines

Topographic maps show height using contour lines. Each line connects points of equal elevation; lines close together mean a steep slope, while widely spaced lines show gentle terrain. A contour interval tells you the height difference between lines. Rivers often cross contours at "V" shapes that point upstream. With practice, hikers can picture hills and valleys by reading these patterns.

Question 1 – What does a contour line connect?

Equal elevation points.

Question 2 – What do close lines indicate?

Steep slopes.

Question 3 – What does the contour interval tell you?

Height difference between lines.

Question 4 – Which way do the "V" shapes point, and why?

Upstream with rivers.

Passage 16 – Recycling Aluminium

Aluminium cans can be recycled repeatedly without losing quality. Recycling uses far less energy than producing aluminium from ore, which requires mining bauxite and high-temperature processing. Collected cans are cleaned, melted, and rolled into new sheets, returning to shelves as fresh cans in weeks. This saves energy and reduces waste in landfills, making aluminium one of the most valuable recyclables.

Question 1 – Why is aluminium recycling efficient?

Far less energy than new production.

Question 2 – What steps happen to collected cans?

Cleaned, melted, rolled into new sheets.

Question 3 – How quickly can they return to shelves?

In weeks.

Question 4 – Name two environmental benefits.

Saves energy; reduces landfill waste.

Persuasive Passages

Passage 17 – Walk-to-School Wednesdays

One day a week, students should walk to school. A short morning walk wakes brains gently, so lessons start with focus instead of yawns. Fewer cars near the gate mean safer crossings and cleaner air. Worried about distance? Families can pick a nearby "meeting point" and walk the last ten minutes together. A weekly habit is realistic, and success may inspire more active days without demanding perfection.

Question 1 – What academic benefit is claimed?

Question 2 – Name two safety/environment benefits.

Question 3 – How does the text address distance concerns?

Question 4 – Why emphasise a weekly habit?

Passage 18 – Make Recess Longer

Extending recess by ten minutes can improve learning. Unstructured play helps children solve problems with peers, then return calmer to class. Extra movement supports health and attention, especially after long seated lessons. Lost teaching time is small, and teachers can reclaim minutes by trimming transitions. A modest change could bring outsized gains in mood, focus, and community.

Question 1 – How does play help learning?

Question 2 – What physical benefit is mentioned?

Question 3 – How does the author answer the “lost time” objection?

Question 4 – What overall effect is predicted?

Passage 19 – Read Before Bed

Ten minutes of reading before bed beats ten minutes of scrolling. Stories slow busy thoughts and settle the mind, making sleep easier. Unlike bright screens, a paper page won’t nudge your brain to stay awake. Families can keep a basket of short books by the pillow. When reading becomes a ritual, even reluctant readers look forward to the quiet pause at day’s end.

Question 1 – What is the main claim?

Question 2 – Why are books better than screens at night?

Question 3 – What practical tip is given?

Question 4 – What long-term effect does the author suggest?

Passage 20 – Libraries Still Matter

Even with e-books, local libraries remain essential. They offer quiet places to work, free internet, and expert help finding what you need. Librarians guide readers to just-right books, not simply the most advertised.

Programs—from coding clubs to story time—build skills and community, especially for families who can't afford private activities. Libraries protect access to ideas; a library card opens more doors than a paywall ever will.

Question 1 – List two non-book services libraries provide.

Question 2 – How do librarians add value?

Question 3 – What community role do programs play?

Question 4 – What is the author's strongest freedom/access claim?

Passage 21 – Keep the School Garden

When budgets tighten, don't cut the garden. Students learn science by touching soil, measuring growth, and observing insects. Harvest days connect healthy food to effort, making vegetables less "mysterious." Gardens also invite quiet reflection and teamwork—rare during crowded timetables. Costs can shrink with compost and donated seedlings. A small patch can grow big lessons.

Question 1 – What hands-on learning happens in the garden?

Question 2 – How do harvest days help?

Question 3 – Name two social/emotional benefits.

Question 4 – How can costs be reduced?

Passage 22 – Choice-Board Homework

Homework should include a “choice board.” When students select from options—like create a comic, record an explanation, or write a summary—they practise the same skill in different ways. Choice increases motivation without lowering the bar. Teachers still assess the target (e.g., inferencing or summarising) while giving room for creativity and strengths. Engagement rises when learners feel ownership.

Question 1 – What is a choice board?

Question 2 – How does choice affect motivation?

Question 3 – What stays consistent even with different tasks?

Question 4 – Why might engagement rise?

Passage 23 – Class Pets Done Right

A class pet can teach responsibility—if planned well. Simple animals with clear care routines help students practise observation and empathy. A weekend roster and family consent prevent surprise burdens. Teachers can link feeding logs to maths and science, turning care into curriculum. Done responsibly, class pets become living prompts: quiet creatures that spark gentle questions and kinder habits.

Question 1 – What conditions make class pets workable?

Question 2 – Name two learning links.

Question 3 – How do schools avoid extra burdens on families?

Question 4 – What outcome does the author value most?

Passage 24 – Ban Single-Use Bottles at School

Schools should ban single-use plastic bottles. Refill stations are cheaper long-term than constant rubbish collection, and students quickly adapt to bringing a reusable bottle. Less plastic means cleaner playgrounds and fewer birds pecking at shiny scraps. If cost is a barrier, supply low-cost bottles to families who need them. A simple rule can shift culture toward care.

Question 1 – What financial argument is given?

Question 2 – What environmental benefits are mentioned?

Question 3 – How does the author address equity concerns?

Question 4 – What broader goal does the rule support?

Persuasive Passages (solutions)

Passage 17 – Walk-to-School Wednesdays

One day a week, students should walk to school. A short morning walk wakes brains gently, so lessons start with focus instead of yawns. Fewer cars near the gate mean safer crossings and cleaner air. Worried about distance? Families can pick a nearby "meeting point" and walk the last ten minutes together. A weekly habit is realistic, and success may inspire more active days without demanding perfection.

Question 1 – What academic benefit is claimed?

Better focus.

Question 2 – Name two safety/environment benefits.

Safer crossings; cleaner air.

Question 3 – How does the text address distance concerns?

Use a meeting point for last 10 minutes.

Question 4 – Why emphasise a weekly habit?

Realistic, builds success.

Passage 18 – Make Recess Longer

Extending recess by ten minutes can improve learning. Unstructured play helps children solve problems with peers, then return calmer to class. Extra movement supports health and attention, especially after long seated lessons. Lost teaching time is small, and teachers can reclaim minutes by trimming transitions. A modest change could bring outsized gains in mood, focus, and community.

Question 1 – How does play help learning?

Problem-solving with peers; calmer return.

Question 2 – What physical benefit is mentioned?

Movement supports health and attention.

Question 3 – How does the author answer the "lost time" objection?

The author suggests trimming transitions.

Question 4 – What overall effect is predicted?

Gains in mood, focus, community.

Passage 19 – Read Before Bed

Ten minutes of reading before bed beats ten minutes of scrolling. Stories slow busy thoughts and settle the mind, making sleep easier. Unlike bright screens, a paper page won't nudge your brain to stay awake. Families can keep a basket of short books by the pillow. When reading becomes a ritual, even reluctant readers look forward to the quiet pause at day's end.

Question 1 – What is the main claim?

Reading before bed is better than screentime.

Question 2 – Why are books better than screens at night?

Screens keep you awake but pages don't.

Question 3 – What practical tip is given?

Have a basket of short books near bed.

Question 4 – What long-term effect does the author suggest?

Becomes a ritual kids enjoy.

Passage 20 – Libraries Still Matter

Even with e-books, local libraries remain essential. They offer quiet places to work, free internet, and expert help finding what you need. Librarians guide readers to just-right books, not simply the most advertised. Programs—from coding clubs to story time—build skills and community,

especially for families who can't afford private activities. Libraries protect access to ideas; a library card opens more doors than a paywall ever will.

Question 1 – List two non-book services libraries provide.

Quiet space; free internet; help from experts.

Question 2 – How do librarians add value?

Match readers to just-right books.

Question 3 – What community role do programs play?

Build skills and community.

Question 4 – What is the author's strongest freedom/access claim?

Card opens more doors than paywall; libraries preserve access to ideas.

Passage 21 – Keep the School Garden

When budgets tighten, don't cut the garden. Students learn science by touching soil, measuring growth, and observing insects. Harvest days connect healthy food to effort, making vegetables less "mysterious." Gardens also invite quiet reflection and teamwork—rare during crowded timetables. Costs can shrink with compost and donated seedlings. A small patch can grow big lessons.

Question 1 – What hands-on learning happens in the garden?

Touching soil, measuring growth, observing insects.

Question 2 – How do harvest days help?

Connect food to effort.

Question 3 – Name two social/emotional benefits.

Reflection and teamwork.

Question 4 – How can costs be reduced?

Compost and donated seedlings.

Passage 22 – Choice-Board Homework

Homework should include a “choice board.” When students select from options—like create a comic, record an explanation, or write a summary—they practise the same skill in different ways. Choice increases motivation without lowering the bar. Teachers still assess the target (e.g., inferencing or summarising) while giving room for creativity and strengths. Engagement rises when learners feel ownership.

Question 1 – What is a choice board?

Menu of options for one skill.

Question 2 – How does choice affect motivation?

Increases motivation.

Question 3 – What stays consistent even with different tasks?

Assessment of the target.

Question 4 – Why might engagement rise?

A sense of ownership and creativity.

Passage 23 – Class Pets Done Right

A class pet can teach responsibility—if planned well. Simple animals with clear care routines help students practise observation and empathy. A weekend roster and family consent prevent surprise burdens. Teachers can link feeding logs to maths and science, turning care into curriculum. Done responsibly, class pets become living prompts: quiet creatures that spark gentle questions and kinder habits.

Question 1 – What conditions make class pets workable?

Planned, clear routines with simple animals.

Question 2 – Name two learning links.

Feeding logs → maths and science.

Question 3 – How do schools avoid extra burdens on families?

Weekend roster and consent.

Question 4 – What outcome does the author value most?

Empathy/kinder habits.

Passage 24 – Ban Single-Use Bottles at School

Schools should ban single-use plastic bottles. Refill stations are cheaper long-term than constant rubbish collection, and students quickly adapt to bringing a reusable bottle. Less plastic means cleaner playgrounds and fewer birds pecking at shiny scraps. If cost is a barrier, supply low-cost bottles to families who need them. A simple rule can shift culture toward care.

Question 1 – What financial argument is given?

Refill stations cheaper long-term.

Question 2 – What environmental benefits are mentioned?

Cleaner playgrounds and bird protection.

Question 3 – How does the author address equity concerns?

Provide low-cost bottles.

Question 4 – What broader goal does the rule support?

Simple practices that create a culture of care.