

PRACTICE EXAM 12: EQAO GRADE 3 SIMULATION (60 QUESTIONS)

LANGUAGE COMPONENT — SESSION 1: READING

Read the following story, then answer questions 1 through 5.

The Audition

by R. Quintero

Layla had decided two months ago. She was going to try out for the school musical. Her older sister, Yasmin, had done the same musical three years before. Yasmin had been a singing flower. Layla wanted to sing too.

The musical was called The Garden. Auditions were on a Wednesday after school in the gymnasium. Anyone who wanted to be in the show had to sing one song and read a few lines from a script.

For two weeks, Layla practised her audition song in her bedroom. The song was called "The Sunshine Song." She knew every word. She practised standing tall, with her shoulders back, the way Yasmin had taught her.

But on the morning of the audition, Layla woke up afraid.

She could not eat her breakfast. Her stomach felt full of small stones. At school, she could not focus on her lessons. By the afternoon, she had decided. She was not going. She would walk straight home after the bell.

When the bell rang at three o'clock, Layla put on her coat. She walked out the front door of the school and started down the path toward home.

Then she stopped.

She thought about all those hours of practising. She thought about her sister Yasmin. She thought about the cardboard flowers and the painted backdrops she had seen in the gymnasium last week when she walked past.

She turned around.

Layla walked back to the gym. Her teacher, Mr. Chen, was at the door with a clipboard. He smiled when he saw her. "Layla Garcia," he said. "You are on the list. Number twelve."

Layla sat on a bench against the back wall. She watched eleven students go before her. Some sang beautifully. Some forgot their words. Some looked nervous and some looked calm.

When Mr. Chen called her name, Layla stood up. She walked to the centre of the gym. She took a deep breath, the way her sister had taught her. And then she sang "The Sunshine Song," all the way through, without one missed word.

She did not get the lead part. She got the part of a small bird who appears in two scenes and sings half a song. But she was in the musical. And on the night of the first show, when her grandmother sat in the third row with a small bunch of flowers, Layla knew the bravest thing she had done that whole year was turning around at the front gate.

1. Why did Layla want to audition for the musical?

- A. Her parents had made her sign up for the audition list
- B. Her teacher Mr. Chen had asked her to audition
- C. She wanted to wear a costume on the stage
- D. She wanted to sing, like her older sister Yasmin had done

2. How long did Layla practise her audition song?

- A. For two weeks in her bedroom
- B. For one week in the gymnasium
- C. For one whole month after school
- D. For most of the school year

3. Why did Layla almost go home instead of auditioning?

- A. She thought the audition had been cancelled that day
- B. She had forgotten the words to her own song
- C. She woke up afraid and her stomach felt full of stones
- D. She wanted to walk home with her older sister Yasmin

4. What part did Layla get in the musical?

- A. The leading part in the whole musical
- B. A small bird who appears in two scenes
- C. A singing flower like her older sister Yasmin
- D. A speaking part with many lines

5. What is the MAIN message of this story?

- A. Younger sisters should follow what their older sisters do
- B. School musicals are an important part of the school year
- C. Bravery is sometimes about choosing to try
- D. Practising hard makes singers sound much better

Read the following poem, then answer questions 6 through 10.

The Big Brown Couch

by E. Whitmore

In our small living room
There sits a big brown couch.
It is older than I am,
And softer than a pouch.

The arms are worn smooth
Where my father reads each night.
The middle dip is shaped
From years of laps and lights.

Two cushions have a small tear
That my mother sewed with grey thread.
One pillow has a coffee stain
The shape of a wide flat head.

When I was very small
I used to hide behind the back.
I made a little cave there
Among the dust and crumbs and slack.

Now I am too tall

To fit behind the couch.
But I can sit on it,
Or lie, or read, or slouch.

A new couch would be brighter.
A new couch would be clean.
But it would not know my family.
Not like this old one has seen.

6. What colour is the couch in the poem?

- A. Brown
- B. Grey
- C. Blue
- D. Yellow

7. Where are the arms of the couch worn smooth?

- A. Where the speaker's mother sews each evening
- B. Where the cushions sit at the corners
- C. Where the children sit on weekends
- D. Where the speaker's father reads each night

8. Who sewed the tear in the cushions?

- A. The speaker's grandmother
- B. The speaker's mother
- C. The speaker's older sister

D. The speaker's father

9. When the speaker was very small, what did the speaker do behind the couch?

A. The speaker counted the dust pieces

B. The speaker read books in private

C. The speaker made a little cave there

D. The speaker hid from older brothers

10. Read these lines from the poem: A new couch would be brighter. / A new couch would be clean. / But it would not know my family. / Not like this old one has seen. What do these lines MEAN?

A. The old couch is special because it holds the family's memories

B. The family is planning to buy a brighter, cleaner couch soon

C. The speaker would prefer to have a brand-new couch in the room

D. New couches are always brighter and cleaner than older couches

LANGUAGE COMPONENT — SESSION 2: READING

Read the following article, then answer questions 11 through 16.

Niagara Falls

Niagara Falls is one of the most famous waterfalls in the world. It sits on the border between Ontario, Canada, and New York State, in the United States. Millions of visitors come to see it every year. On a clear day, you can hear the roar of the falling water from far away.

A River of Water

Niagara Falls is not one waterfall. It is three waterfalls beside each other. The biggest is called the Horseshoe Falls, because it curves like a horseshoe. The Horseshoe Falls drops about 57 metres straight down. That is taller than a 15-storey building. About six million litres of water tumble over the edge every second.

Where the Water Comes From

All this water comes from the Great Lakes. Water from Lake Erie flows down the Niagara River. The river runs north toward Lake Ontario. When the river reaches the edge of a cliff, the water has nowhere to go but over the side. That is how the falls began, thousands of years ago.

A Famous Trip

In 1859, a man from France named Charles Blondin walked across the falls on a tightrope. He carried a long pole to help him balance. Thousands of people watched from both sides of the river. Blondin made the dangerous walk again and again that summer. Each time, he added something new — once he carried his friend across on his back.

Mist and Rainbows

When you visit Niagara Falls today, you do not have to walk across a rope. You can ride a small blue and green boat called the Hornblower (or, on the American side, the Maid of the Mist). The boat carries visitors close to the bottom of the Horseshoe Falls. The water is so loud you cannot hear yourself shout. The mist is so thick you cannot see two metres in front of you. On sunny afternoons, the mist makes huge bright rainbows that arch across the river.

Niagara Falls has been a wonder for thousands of years. People come from every part of the world to feel the spray, hear the roar, and stand at the edge of all that falling water.

11. Where is Niagara Falls located?

- A. Between Ontario and the province of Quebec
- B. On the border between Ontario and New York State
- C. Inside the boundaries of Lake Erie in Ontario
- D. On the Great Lakes near the city of Toronto

12. How tall is the Horseshoe Falls?

- A. About 20 metres straight down
- B. About 35 metres straight down
- C. About 75 metres straight down

D. About 57 metres straight down

13. Why is the Horseshoe Falls given that name?

- A. It curves like a horseshoe in shape
- B. It is shaped like a long flat horseshoe
- C. It is found near some old horse stables
- D. It was named after a famous horse

14. What did Charles Blondin do in 1859?

- A. He built the first boat to ride below the falls
- B. He measured the height of the falls for the first time
- C. He walked across the falls on a tightrope
- D. He swam across the Niagara River below the falls

15. What is the name of the boat that takes visitors close to the falls on the Canadian side?

- A. The Hornblower
- B. The Horseshoe
- C. The Maid of the Mist
- D. The Niagara River boat

16. Which sentence BEST describes the main idea of the article?

- A. Niagara Falls is one of three waterfalls along the river
- B. Niagara Falls began thousands of years ago at a cliff edge
- C. Niagara Falls draws millions of visitors to Ontario every year

D. Niagara Falls is a powerful natural wonder with a long history

Read the following two short passages. Then answer questions 17 through 20.

Passage 1: My First Time at the Library

When I was six, my mother took me to our local library for the first time. I had been to a school library before, but this one was much bigger. It had two whole floors of books. There was a children's section on the lower floor with a soft red carpet shaped like a big square.

The librarian was a quiet woman named Ms. Quinn. She gave me my very first library card, which was bright orange with my name printed at the bottom. I held it in both hands like a treasure.

I picked out three books. One was about a polar bear who lost his way. One was a book of riddles. One had a fold-out map of the moon. My mother helped me check them out at the front desk. I carried them all the way home in a paper bag. That night I read the riddle book three times. The next morning, I asked when we could go back.

Passage 2: How Library Books Are Sorted

Libraries hold thousands of books. To help visitors find what they want, libraries sort their books into groups. Different kinds of books are placed in different sections.

Most libraries split their books into two big groups: fiction and non-fiction. Fiction books are stories that an author has imagined — novels, short stories, fairy tales. Fiction books are usually sorted on the shelves by the last name of the author, from A to Z.

Non-fiction books are about real things — animals, history, science, sports, cooking, art. Non-fiction books are sorted by topic. Each topic has a number called a Dewey Decimal Number. A book about dogs, for example, has a different number from a book about space. Once you know the number, you can walk to the right shelf and find your book.

The next time you visit a library, look closely at the spine of a book. You will see either the author's last name (for fiction) or a Dewey number (for non-fiction). That small label is how the book knows where it belongs.

17. What is one topic both passages discuss?

- A. The size of the children's section in libraries
- B. The colour of library cards in different libraries
- C. The history of public libraries in Ontario
- D. Libraries or library books

18. What is the main purpose of Passage 1?

- A. To explain how library books are sorted on the shelves
- B. To list all the kinds of books in a children's section
- C. To share a personal memory of a first visit to the library
- D. To convince readers to visit their local library more often

19. According to Passage 2, how are FICTION books sorted on library shelves?

- A. By the last name of the author, from A to Z
- B. By the colour of the book's front cover
- C. By the year the book was first published
- D. By the number printed on the book's spine

20. Which idea is found in Passage 1 but NOT in Passage 2?

- A. Libraries hold thousands of books for visitors
- B. Non-fiction books are sorted by topic with a number
- C. Libraries split their books into fiction and non-fiction
- D. A personal memory of receiving a first library card

LANGUAGE COMPONENT — SESSION 3: WRITING

For questions 21 through 30, read each item carefully and choose the best answer.

21. Which group of words is a COMPLETE SENTENCE?

- A. Running through the wet park after the heavy rain
- B. Because the lights went out very early this evening
- C. The teacher placed the books on the long shelf.
- D. Two friends from the apartment down the busy hall

22. Which sentence uses CAPITAL LETTERS correctly?

- A. last june, my family visited toronto with my grandmother
- B. Last june, my family visited Toronto with my Grandmother
- C. last June, My Family visited Toronto with my grandmother
- D. Last June, my family visited Toronto with my grandmother.

23. Choose the sentence that is punctuated correctly.

- A. The shop opens at nine o'clock each morning.
- B. Where did you leave your blue backpack
- C. What a clever little kitten that is,
- D. Stop the music right now,

24. Read this sentence: The hungry rabbit nibbled the green leafy carrot. Which word is a VERB?

- A. Hungry
- B. Nibbled
- C. Green
- D. Carrot

25. Which sentence shows correct SUBJECT-VERB agreement?

- A. The four kittens plays in the sunny garden each morning.
- B. The four kitten play in the sunny garden each morning.
- C. The four kittens playing in the sunny garden each morning.
- D. The four kittens play in the sunny garden each morning.

26. Read this sentence: Yesterday afternoon, my brother ____ a tall snowman in our front yard. Which word BEST fills in the blank?

- A. Builds
- B. Will build
- C. Built
- D. Is building

27. Which word means about the SAME as happy?

- A. Sad
- B. Joyful
- C. Tired
- D. Quiet

28. Which sentence correctly shows that ONE student owns the pencil?

- A. The student's pencil is on the desk.
- B. The students' pencil is on the desk.
- C. The students pencil is on the desk.
- D. The student' pencil is on the desk.

29. Which sentence uses a COMMA correctly?

- A. After the bell rang we walked out to the playground
- B. We packed apples cookies and juice for the picnic
- C. After the bell rang, we walked out to the playground.
- D. The bird, sat on the branch, and sang, sweetly

30. Which of the following sentences is in the FUTURE tense?

- A. We baked muffins last Saturday in the kitchen.
- B. We will bake muffins next Saturday in the kitchen.
- C. We bake muffins every Saturday in the kitchen.
- D. We were baking muffins last Saturday in the kitchen.

LANGUAGE COMPONENT — SESSION 4: WRITING

For questions 31 through 40, choose the best answer.

31. Read the topic sentence: Reading every night before bed helps children sleep better. Which sentence would be the BEST supporting reason?

- A. Some children prefer reading in the morning instead.
- B. Many parents read aloud to their younger children.
- C. Library books often have illustrations on every page.

D. Reading quietly helps the body and brain settle before sleep.

32. Which sentence would BEST begin a personal narrative about a family bike ride to the lake?

A. Family bike rides are a popular weekend activity in many places.

B. The first time my family rode bikes to the lake, I was eight years old.

C. Riding bikes together can be a healthy way to spend a Saturday.

D. People of all ages enjoy bike rides through their neighbourhood.

33. Which sentence uses STRONGER, more specific verbs?

A. The wind went through the trees and was strong outside.

B. The wind moved through the trees and was hard to hear over.

C. The wind howled through the trees and rattled the loose shutters.

D. The wind did things in the trees and was around the house.

34. Read the sentence: Anika opened her notebook ____ began to write. Which word BEST fills in the blank?

A. And

B. But

C. Or

D. So

35. Which would be the BEST closing for an opinion paragraph arguing that every student should learn to ride a bike?

A. Bikes can be expensive for some families to buy.

B. For all these reasons, every student should learn to ride a bike.

C. Bike helmets are an important safety item in Canada.

D. Some families do not have a safe place to store bikes.

36. Which sentence uses dialogue punctuation correctly?

A. "Watch out for the wet floor." called Marcus.

B. "Watch out for the wet floor" called Marcus.

C. Watch out for the wet floor, called Marcus.

D. "Watch out for the wet floor!" called Marcus.

37. Which word is spelled CORRECTLY?

A. Friend

B. Freind

C. Frend

D. Frienn

38. Read the paragraph:

Olivia loves swimming at the community pool. She has been on the swim team for two years. ___ Olivia hopes to compete at a city swim meet next year.

Which sentence BEST fills in the blank?

A. Many community pools offer summer programs for children.

B. Her brother prefers basketball over swimming and skating.

C. She practises her strokes three afternoons a week.

D. The Olympics include many different kinds of swimming events.

39. Which sentence is the BEST example of DIALOGUE?

- A. Devon asked his friend to come over after school today.
- B. "Come over after school today," Devon said to his friend.
- C. Devon wanted his friend to visit after school today.
- D. Devon was hoping his friend would come over after school.

40. Read this sentence: The smell of warm cinnamon and brown sugar drifted from the open oven, mixing with the soft hum of the kitchen radio. What is this sentence MAINLY doing?

- A. Listing the ingredients of a cinnamon roll recipe
- B. Telling the reader where the oven is in the kitchen
- C. Explaining how to bake a tray of cinnamon rolls
- D. Using sensory details to bring a kitchen scene to life

MATHEMATICS COMPONENT — STAGE 1: NUMBER

41. Which number is the same as eight hundred ninety-three?

- A. 893
- B. 8,093
- C. 938
- D. 389

42. Round 847 to the nearest TEN.

- A. 800
- B. 840
- C. 850
- D. 900

43. What is the value of the digit 6 in the number 463?

- A. 6
- B. 6,000
- C. 600
- D. 60

44. What is $458 + 367$?

- A. 715
- B. 825
- C. 815
- D. 791

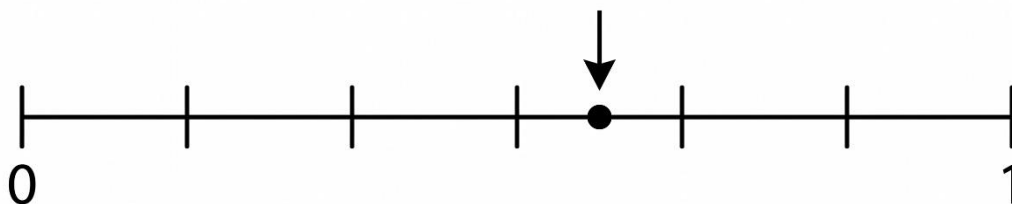
45. A library had 612 books on the children's shelves. Then 245 books were borrowed by visitors during the week. How many books are LEFT on the children's shelves?

- A. 857
- B. 437
- C. 367
- D. 477

46. Which list shows these numbers ordered from GREATEST to LEAST?

- A. 925, 743, 518, 296
- B. 296, 518, 743, 925
- C. 925, 296, 518, 743
- D. 296, 925, 743, 518

47. Look at the number line below.



What fraction does the dot show on the number line?

- A. $\frac{4}{4}$
- B. $\frac{4}{6}$
- C. $\frac{2}{6}$
- D. $\frac{6}{4}$

48. Which fraction is EQUAL to $\frac{1}{2}$?

- A. $\frac{1}{4}$
- B. $\frac{2}{8}$
- C. $\frac{3}{4}$
- D. $\frac{4}{8}$

49. What is the missing number in this pattern? 25, 30, 35, ____, 45, 50

- A. 36
- B. 38
- C. 40
- D. 42

50. Which number is ODD?

- A. 437
- B. 528
- C. 264
- D. 380

MATHEMATICS COMPONENT — STAGE 2: ALGEBRA, DATA, AND SPATIAL SENSE

51. What is 9×3 ?

- A. 21
- B. 27
- C. 24
- D. 36

52. A farmer has 36 eggs. She packs them equally into cartons of 6 eggs each. How many cartons does she fill?

- A. 4
- B. 8

- C. 30
- D. 6

53. What is the missing number? $\square + 14 = 30$

- A. 16
- B. 44
- C. 26
- D. 24

54. A pattern follows the rule add 3. If the first term is 7, what is the SIXTH term in the pattern?

- A. 19
- B. 25
- C. 22
- D. 16

55. A character starts at position (1, 5) on a grid. The instructions are:

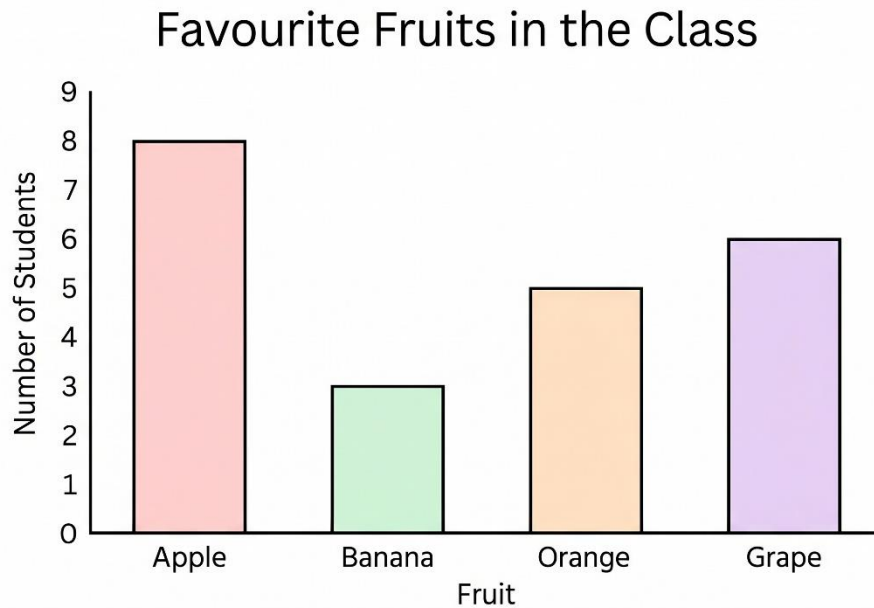
1. Move 2 spaces right.
2. Move 3 spaces down.
3. Move 1 space right.

Where does the character end up?

- A. (4, 5)
- B. (3, 2)
- C. (5, 2)

D. (4, 2)

56. Look at the bar graph below.

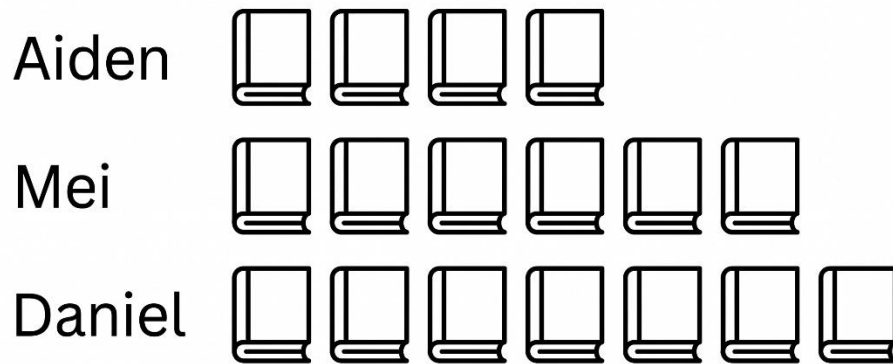


Which fruit was chosen by the FEWEST students?

- A. Apple
- B. Banana
- C. Orange
- D. Grape

57. Look at the pictograph below.

Books Read This Term



Each book = 5 books read.

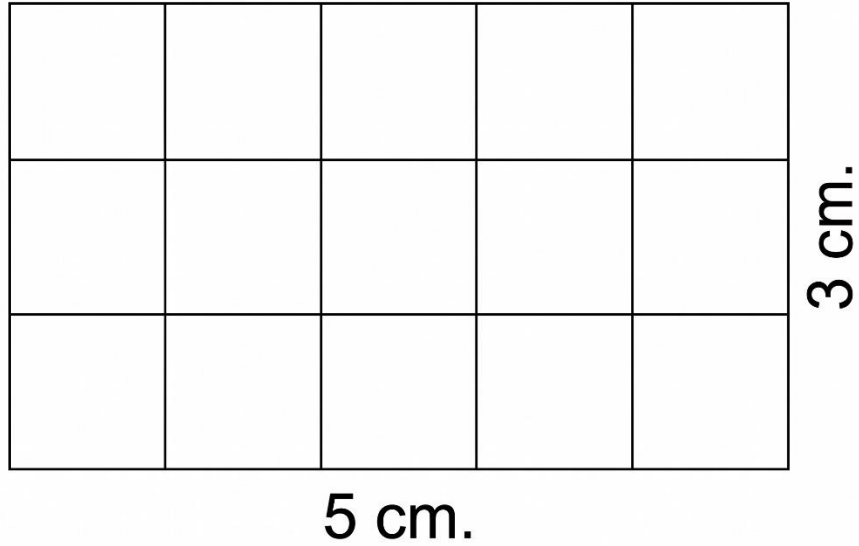
How many books did Daniel read this term?

- A. 7
- B. 12
- C. 30
- D. 35

58. Which 3D solid has 2 circular faces and 1 curved surface?

- A. Cone
- B. Sphere
- C. Cylinder
- D. Cube

59. Look at the rectangle below.



What is the AREA of this rectangle?

- A. 15 square centimetres
- B. 8 square centimetres
- C. 16 square centimetres
- D. 30 square centimetres

60. Sandwiches cost \$4 and juice boxes cost \$2. Daniela has \$25 and buys 3 sandwiches and 5 juice boxes. How much money does she have LEFT?

- A. \$14
- B. \$3
- C. \$7
- D. \$10

Practice Exam 12: Answer Key and Explanations

- 1. D** — She wanted to sing, like her older sister Yasmin had done. The story states this directly: "*Yasmin had been a singing flower. Layla wanted to sing too.*" The connection to her sister is part of why she signed up.
- 2. A** — For two weeks in her bedroom. The story states this directly: "*For two weeks, Layla practised her audition song in her bedroom.*" Two full weeks of practice is part of what makes her near-quitting on the morning of the audition so painful.
- 3. C** — She woke up afraid and her stomach felt full of stones. The story states this directly: "*on the morning of the audition, Layla woke up afraid... Her stomach felt full of small stones.*" The fear, not a cancelled audition or forgotten words, is what almost stopped her.
- 4. B** — A small bird who appears in two scenes. The story states this directly: "*She got the part of a small bird who appears in two scenes and sings half a song.*" Layla did not get the lead, but she did get a part.
- 5. C** — Bravery is sometimes about choosing to try. The story's most important moment is when Layla turns around at the front gate, and the closing line names this as "*the bravest thing she had done that whole year.*" Themes in EQAO reading questions are usually broader life lessons, not specific plot events.
- 6. A** — Brown. The poem opens with this exact line: "*There sits a big brown couch.*" The title also names the colour clearly.
- 7. D** — Where the speaker's father reads each night. The poem states this directly: "*The arms are worn smooth / Where my father reads each night.*" The wear comes from years of the father resting his arms in the same spot.
- 8. B** — The speaker's mother. The poem states this directly: "*Two cushions have a small tear / That my mother sewed with grey thread.*" The grey thread is part of the family's history with the couch.
- 9. C** — The speaker made a little cave there. The poem states this directly: "*I made a little cave there / Among the dust and crumbs and slack.*" The cave behind the couch was part of being very small.
- 10. A** — The old couch is special because it holds the family's memories. The phrase "*it would not know my family*" tells the reader that the couch is valued not for being clean or bright but for everything it has shared with the family. This kind of question asks readers to interpret a closing image, not take it literally.
- 11. B** — On the border between Ontario and New York State. The article states this directly: "*It sits on the border between Ontario, Canada, and New York State, in the United States.*" The falls straddle both countries.
- 12. D** — About 57 metres straight down. The article states this directly: "*The Horseshoe Falls drops about 57 metres straight down. That is taller than a 15-storey building.*" The height is what makes the falls so dramatic.

- 13. A** — It curves like a horseshoe. The article states this directly: "*The biggest is called the Horseshoe Falls, because it curves like a horseshoe.*" The shape, not a stable or a horse, is the source of the name.
- 14. C** — He walked across the falls on a tightrope. The article states this directly: "*In 1859, a man from France named Charles Blondin walked across the falls on a tightrope.*" Blondin's tightrope walks were famous events that summer.
- 15. A** — The Hornblower. The article states this directly: "*called the Hornblower (or, on the American side, the Maid of the Mist).*" The Hornblower is the Canadian-side boat; the Maid of the Mist runs from the American side.
- 16. D** — Niagara Falls is a powerful natural wonder with a long history. The article covers the height of the falls, where the water comes from, a famous 1859 trip, and modern boat rides. The other options describe parts of the article but not the central idea.
- 17. D** — Libraries or library books. Passage 1 describes a child's first library visit; Passage 2 explains how library books are sorted. Two-text comparison questions require finding the shared topic at the broadest level.
- 18. C** — To share a personal memory of a first visit to the library. Passage 1 uses first-person language ("*my mother took me to our local library for the first time*") and tells one specific story. This is the defining feature of personal narrative writing.
- 19. A** — By the last name of the author, from A to Z. Passage 2 states this directly: "*Fiction books are usually sorted on the shelves by the last name of the author, from A to Z.*" The Dewey number applies to non-fiction, not fiction.
- 20. D** — A personal memory of receiving a first library card. The bright orange card with the name printed at the bottom appears only in Passage 1. Passage 2 contains only general information about how books are sorted.
- 21. C** — The teacher placed the books on the long shelf. A complete sentence has a subject (teacher), a verb (placed), and a complete thought. The other options are fragments — either missing a main verb, beginning with a subordinator that leaves the thought hanging, or lacking a main clause.
- 22. D** — Last June, my family visited Toronto with my grandmother. Capitals are required on the first word, months (June), and proper place names (Toronto). *Grandmother* stays lowercase because it is not being used as a name; the other options either miss a required capital or add extra ones.
- 23. A** — The shop opens at nine o'clock each morning. Statements (declarative sentences) end with a period. The other options pair statements or exclamations with the wrong punctuation marks.
- 24. B** — Nibbled. *Nibbled* describes the action the rabbit performed — this is the role of a verb. *Hungry* and *green* are adjectives, and *carrot* is the noun being acted upon.

- 25. D** — The four kittens play in the sunny garden each morning. A plural subject (*four kittens*) takes a plural verb without *-s* (*play*). Option A mismatches; option B uses a singular noun with a plural verb; option C is a fragment because *playing* alone is not a main verb.
- 26. C** — Built. The phrase *yesterday afternoon* signals past tense, formed by the irregular past form *built*. Present, future, and present-continuous forms all conflict with the past time word in the sentence.
- 27. B** — Joyful. *Joyful* and *happy* are synonyms — both describe a positive, cheerful feeling. The other options describe opposite or unrelated emotions.
- 28. A** — The student's pencil is on the desk. The apostrophe + *s* shows singular possession (the pencil belongs to one student). Option B places the apostrophe after the *s* (which shows plural possession); option C omits the apostrophe; option D omits the *s*.
- 29. C** — After the bell rang, we walked out to the playground. A comma is required after an introductory dependent clause (*After the bell rang*). Option A omits the comma; option B is missing commas in a list; option D places commas where they break the sentence's flow.
- 30. B** — We will bake muffins next Saturday in the kitchen. Future tense uses *will* + base verb, and *next Saturday* signals an action that has not happened yet. The other options describe past or habitual present actions.
- 31. D** — Reading quietly helps the body and brain settle before sleep. A strong supporting reason explains *why* the topic sentence is true with a specific benefit. The other options describe unrelated facts about reading preferences, parents, or library books.
- 32. B** — The first time my family rode bikes to the lake, I was eight years old. Strong narrative openings place the reader inside a specific moment with concrete details (the lake, the speaker's age). The other options state general facts about bike rides rather than entering a story.
- 33. C** — The wind howled through the trees and rattled the loose shutters. Strong verbs like *howled* and *rattled* are specific and create vivid images. Verbs like *went*, *moved*, *was*, and *did* are weak because they could describe almost any action.
- 34. A** — And. *And* joins two related actions in the same direction — opening the notebook and beginning to write are connected steps of the same activity. Words like *but*, *or*, and *so* would express contrast, alternative, or result, none of which fits.
- 35. B** — For all these reasons, every student should learn to ride a bike. An opinion-piece closing should restate the position with confidence and connect to the supporting reasons that came before. The other options drift to unrelated facts about cost, helmets, or storage.
- 36. D** — "*Watch out for the wet floor!*" called Marcus. Correct dialogue punctuation keeps the speaker's words inside quotation marks, with the exclamation mark inside the closing quotation mark. Option A uses a period where a comma or exclamation would belong; option B omits all end punctuation; option C omits the quotation marks entirely.

- 37. A** — Friend. The word is spelled f-r-i-e-n-d, with the *i* before the *e*. The other options scramble the letters into common misspellings.
- 38. C** — She practises her strokes three afternoons a week. A supporting sentence in a paragraph about Olivia's swimming should add a related detail about her training. The other options drift to unrelated topics like community pools in general, her brother, or the Olympic swimming events.
- 39. B** — "*Come over after school today,*" Devon said to his friend. True dialogue uses quotation marks around the speaker's exact words. The other options describe what was said without quoting it directly — that is indirect speech, not dialogue.
- 40. D** — Using sensory details to bring a kitchen scene to life. The sentence engages the sense of smell (*warm cinnamon and brown sugar*) and sound (*soft hum of the kitchen radio*). Sensory details create atmosphere — one of the techniques the EQAO writing rubric specifically rewards.
- 41. A** — 893. *Eight hundred ninety-three* breaks down as $800 + 90 + 3$, with eight hundreds, nine tens, and three ones. Reading number-word questions carefully matters — 8,093, 938, and 389 all use the same digits but have very different values.
- 42. C** — 850. To round 847 to the nearest ten, look at the ones digit (7). Since 7 is 5 or more, round up: 847 sits closer to 850 than to 840 on a number line.
- 43. D** — 60. The digit 6 sits in the tens place in 463, so its value is $6 \times 10 = 60$. Place value determines what each digit is worth, regardless of the digit itself.
- 44. B** — 825. Column addition: $8 + 7 = 15$ (write 5, carry 1); $5 + 6 + 1 = 12$ (write 2, carry 1); $4 + 3 + 1 = 8$. The total is 825.
- 45. C** — 367. Column subtraction: $612 - 245$ requires regrouping in both the ones and tens columns. The ones become $12 - 5 = 7$, the tens (after borrowing) become $10 - 4 = 6$, and the hundreds become $5 - 2 = 3$. The result is 367.
- 46. A** — 925, 743, 518, 296. Ordering from greatest to least compares hundreds digits first: $9 > 7 > 5 > 2$. Only option A arranges all four numbers in true descending order.
- 47. B** — $\frac{4}{6}$. The number line is divided into 6 equal sections between 0 and 1 (the denominator), and the dot sits 4 sections to the right of 0 (the numerator). The fraction is the number of sections counted over the total sections.
- 48. D** — $\frac{4}{8}$. Half of 8 is 4, so $\frac{4}{8}$ represents one-half of the whole. The other options ($\frac{1}{4}$, $\frac{2}{8}$, $\frac{3}{4}$) each represent a different amount — $\frac{1}{4}$, $\frac{1}{4}$, and $\frac{3}{4}$ respectively.
- 49. C** — 40. The pattern adds 5 each step: 25, 30, 35, ____, 45, 50. The missing term is $35 + 5 = 40$, which then continues to 45 by adding 5 again. Checking both directions confirms the rule.

50. A — 437. An odd number ends in 1, 3, 5, 7, or 9. Only 437 ends in an odd digit (7); the others end in 8, 4, and 0 — all even.

51. B — 27. The multiplication fact $9 \times 3 = 27$ is one every Grade 3 student should know. A useful check: 3×9 gives the same product through the commutative property — both equal 27.

52. D — 6. Equal sharing: $36 \text{ eggs} \div 6 \text{ eggs per carton} = 6 \text{ cartons}$. Division undoes multiplication — $6 \times 6 = 36$ confirms the answer through the fact family.

53. A — 16. To find the missing addend, use the inverse operation: $30 - 14 = 16$. Checking: $16 + 14 = 30$. The inverse-operation strategy is the most reliable approach for missing-addend questions.

54. C — 22. Starting at 7 and adding 3 each step: 7 (1st), 10 (2nd), 13 (3rd), 16 (4th), 19 (5th), 22 (6th). Writing each term as you go prevents the drift errors that come from holding many numbers in your head.

55. D — (4, 2). Starting at (1, 5): right 2 \rightarrow (3, 5); down 3 \rightarrow (3, 2); right 1 \rightarrow (4, 2). Tracking the position after each instruction on scrap paper is the most reliable approach for coding-grid questions.

56. B — Banana. The banana bar reaches only 3 students, which is shorter than apple (8), orange (5), and grape (6). The fewest is the shortest bar.

57. D — 35. Daniel's row shows 7 book symbols, and the key states each book equals 5 books read. The total is $7 \times 5 = 35$. Always multiply the picture count by the key value rather than counting pictures alone.

58. C — Cylinder. A cylinder has two circular faces (the top and the bottom) joined by one curved surface wrapping around the middle. Cones have one circular face, spheres have only a curved surface, and cubes have six flat square faces.

59. A — 15 square centimetres. The area of a rectangle equals length \times width: $5 \times 3 = 15$ square centimetres. Counting the unit squares inside the grid (5 across, 3 down) gives the same result.

60. B — \$3. This is a multi-step problem: $3 \text{ sandwiches} \times \$4 = \$12$; $5 \text{ juice boxes} \times \$2 = \$10$; total cost = $\$12 + \$10 = \$22$. Money left: $\$25 - \$22 = \$3$. Multi-step money problems require identifying every operation in the right order.