

PRACTICE EXAM 15: EQAO GRADE 3 SIMULATION (60 QUESTIONS)

LANGUAGE COMPONENT — SESSION 1: READING

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

The Fishing Trip

by S. Beauchamp

Diego was nine years old. His grandfather had been promising to take him fishing since Diego was very small. Now, on the first Saturday of July, the day had finally come.

Diego's grandfather lived in a small wooden house beside a lake in Northern Ontario. The house was four hours' drive from Diego's apartment in Toronto. Diego and his mother had arrived the night before. Now, at six o'clock in the morning, Diego was standing on the dock beside his grandfather, holding his very first fishing rod.

The lake was still and grey in the early light. The trees on the far side were a row of dark green shapes. A loon called somewhere far away.

His grandfather showed Diego how to put a worm on the hook. Diego tried not to look. He cast the line out the way his grandfather had shown him. The bobber landed about six metres from the dock with a small splash.

Then they waited.

Diego waited five minutes. Nothing happened. He waited ten minutes. Nothing happened. He waited twenty minutes. The bobber sat in exactly the same spot. Diego looked at his grandfather. His grandfather was watching the water with a small, calm smile on his face.

"This is the part of fishing nobody tells you about," his grandfather said quietly. "The waiting."

After almost an hour, Diego was about to give up. His legs were stiff. His arms were tired. He was just about to ask if they could go inside for breakfast.

Then the bobber dipped.

It dipped again — a hard, fast dip this time. Diego's grandfather said, "Now! Pull!" Diego pulled the rod back. The line went tight. Something on the other end was alive and pulling.

Diego held on. His arms shook. His grandfather stood beside him and called out instructions — "Reel slowly. Keep the tip up. Don't yank."

After a long minute, a small silver fish broke the surface. It was a perch, about the length of Diego's forearm. Diego's grandfather lifted it gently from the water and pulled the hook out. The fish glittered in the sunlight.

"Beautiful," his grandfather said. He turned the fish toward Diego. "Now you decide. Do we keep it for dinner, or do we let it go?"

Diego looked at the small silver fish. Its small mouth opened and closed.

"Let it go," he said.

His grandfather lowered the fish back into the water. It flicked its tail once and disappeared.

That night, after a dinner of toast and eggs, Diego and his grandfather sat on the dock until the stars came out. Diego had not caught the fish for dinner. But he understood now why his grandfather loved this lake. The waiting was part of the gift.

1. How far did Diego and his mother drive to reach the lake?

- A. About one hour from the city
- B. About two hours from the city
- C. About four hours from the city
- D. About six hours from the city

2. What did Diego's grandfather show him how to do FIRST?

- A. How to cast the line out from the dock
- B. How to put a worm on the fishing hook
- C. How to reel the line back in slowly
- D. How to clean the small silver fish

3. How long did Diego wait before the bobber finally dipped?

- A. About five minutes
- B. About ten minutes
- C. About twenty minutes
- D. Almost one hour

4. What did Diego decide to do with the fish he caught?

- A. He let the fish go back into the lake
- B. He kept the fish for dinner that night
- C. He gave the fish to his grandfather
- D. He took a picture of the fish first

5. What is the MAIN message of this story?

- A. Older relatives know the best places to go fishing
- B. Waiting can be part of what makes an experience meaningful
- C. Young children should always release the fish they catch
- D. Fishing is easier in the early morning hours

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

My Old Boots

by L. Carmichael

I have a pair of rubber boots.
They used to be bright blue.
Now they are sort of grey and brown
From everything they've been through.

I got them on my seventh birthday.
They were my mother's choice.
They were one size too big, she said,
With her quiet, knowing voice.

That spring I ran through every puddle
On the long walk home from school.
I jumped in mud up to my ankles
And kicked up small wet pools.

The next year, in the woodland park,
A nail went through one heel.
My father put a piece of tape inside
To stop the rain and feel.

Last summer, I outgrew them.
My toes pressed at the front.
My ankles felt the cold cuff bite
Whenever I took a stunt.

But still I have not thrown them out.
They sit beside my door.
A smaller pair has taken their place
For puddles, parks, and shore.

A new bright pair would shine on me.
A new bright pair would fit.
But old boots know my favourite paths.
I cannot part with it.

6. When did the speaker get the boots?

- A. On the speaker's tenth birthday
- B. On the speaker's first day of school
- C. On the speaker's eighth birthday
- D. On the speaker's seventh birthday

7. What did the speaker do during that first spring?

- A. Ran through every puddle on the walk home from school
- B. Walked very carefully around the small spring puddles
- C. Hid the boots in the closet until the rain stopped
- D. Wore them only to school, never on the way home

8. What happened to one of the boots in the woodland park?

- A. The bright blue colour faded into brown
- B. The speaker's father bought a new pair of boots
- C. A nail went through one heel of the boot
- D. The speaker's mother put new soles on the boots

9. Why does the speaker no longer wear the boots?

- A. The colour has faded too much to be bright
- B. The speaker outgrew them last summer
- C. The speaker's mother gave them to a younger cousin
- D. The boots became too heavy to walk in

10. Read these lines from the poem: A new bright pair would shine on me. / A new bright pair would fit. / But old boots know my favourite paths. / I cannot part with it. What do these lines MEAN?

- A. The speaker is planning to buy a new bright pair of boots
- B. The speaker is hoping for a pair of boots that fit better
- C. The new boots can also walk the speaker's favourite paths
- D. The old boots are special because they hold the speaker's memories

LANGUAGE COMPONENT — SESSION 2: READING

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

Hummingbirds

Hummingbirds are some of the smallest birds in the world. The Ruby-throated Hummingbird, which visits Ontario every summer, is no bigger than a person's thumb. It weighs less than a five-cent coin. But for such a tiny bird, the hummingbird is one of the most amazing flyers on Earth.

Tiny Wings, Fast Wings

A hummingbird's wings beat much faster than other birds' wings. In one second, a Ruby-throated Hummingbird's wings beat more than 50 times. That is so fast that the wings look like a soft blur. This is also where the hummingbird's name comes from — the wings make a soft humming sound as they move.

Flying Backwards

Most birds can only fly forward. A hummingbird can fly forward, sideways, or backwards. It can also hover — that is, stay in one place in the air. It is the only bird in the world that can fly backwards. This skill helps the hummingbird drink from flowers without landing.

A Sweet Diet

Hummingbirds eat nectar. Nectar is the sweet liquid found deep inside flowers. To reach the nectar, the hummingbird uses its long, thin beak and even longer tongue. The tongue can reach into a flower like a tiny straw. A hummingbird may visit more than 1,000 flowers in a single day.

A Long Journey

In autumn, the Ruby-throated Hummingbird flies south for the winter. It travels all the way to Mexico and Central America. The most amazing part of this trip is the flight across the Gulf of Mexico. The bird flies non-stop over the open water — about 800 kilometres — without landing once. It rests on the other side and then continues south. This is an incredible journey for a bird that weighs less than a coin.

If you want to see hummingbirds in your own yard, plant flowers with bright red or orange colours. Or hang a small feeder full of sugar water near a window. With luck, you may see one of these tiny flyers up close.

11. How big is the Ruby-throated Hummingbird?

A. No bigger than a person's thumb

- B. About the size of a small pigeon
- C. About the size of a Canadian robin
- D. About the size of a brown sparrow

12. How many times do a hummingbird's wings beat in ONE second?

- A. About 5 times
- B. About 20 times
- C. More than 50 times
- D. About 200 times

13. What special flying skill makes the hummingbird unique among all birds?

- A. It can fly faster than any other bird
- B. It can fly very high above the clouds
- C. It can fly without flapping its wings at all
- D. It is the only bird in the world that can fly backwards

14. What do hummingbirds eat?

- A. Small insects and tiny seeds
- B. Nectar — the sweet liquid found inside flowers
- C. Berries from the trees in the forest
- D. Small fish from quiet ponds and rivers

15. How far does the Ruby-throated Hummingbird fly non-stop over the Gulf of Mexico?

- A. About 800 kilometres

- B. About 80 kilometres
- C. About 200 kilometres
- D. About 1,500 kilometres

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

- A. Hummingbirds visit more than 1,000 flowers in a single day
- B. Hummingbirds get their name from the soft humming of their wings
- C. Hummingbirds are tiny birds with amazing flying skills
- D. Hummingbirds fly to Mexico and Central America every autumn

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

Passage 1: Helping at the Animal Shelter

Every Saturday morning for three months, I went with my mother to help at the local animal shelter. The shelter was a low brick building near the railway tracks. It held about thirty dogs and twenty cats, all waiting for new homes.

My job was to help the staff with the dogs. I walked them, one at a time, around the small grassy yard behind the shelter. Some of the dogs pulled hard on the leash. Some of them walked slowly beside me. A few of them shook when we first stepped outside, because they were nervous around new people.

My favourite was an old grey dog named Wally. He was missing one tooth and had a soft white belly. He liked to sit in the sun for as long as I would let him. I walked Wally every Saturday for two months. Then, on a warm day in May, a family adopted him. I cried for an hour when his new owners drove him away. But I was happy too. Wally had a home now.

Passage 2: What Dogs Need to Stay Healthy

Dogs depend on people to take care of them. A healthy dog needs more than just food and water. There are several important things every dog owner should provide.

First, dogs need exercise. Most dogs need at least two walks every day, plus some time running and playing. Without exercise, dogs become sad and may even get sick.

Second, dogs need a good diet. Dogs should be fed dog food that matches their age and size. They should never eat chocolate, grapes, or onions. These foods are very dangerous for dogs and can make them ill.

Third, dogs need visits to the vet. The vet, or veterinarian, is an animal doctor. Every dog should see the vet at least once a year for a check-up and any necessary vaccines.

Finally, dogs need companionship. Dogs are social animals. Leaving a dog alone for many hours each day can make it lonely and unhappy. A dog should be part of the family's daily life.

When a dog gets exercise, good food, vet care, and family time, it can live a long, happy life.

17. What is one topic both passages discuss?

- A. Animal shelters in Canadian cities
- B. Dogs or caring for dogs
- C. Visits to the veterinarian's office
- D. Adoption of older grey dogs

18. What is the main purpose of Passage 1?

- A. To explain how to care for an old grey dog at home
- B. To list the kinds of dogs that come to a shelter
- C. To convince readers to adopt a shelter dog soon
- D. To share a personal memory of volunteering at a shelter

19. According to Passage 2, what is a vet?
- A. An animal doctor who cares for sick or healthy pets
 - B. A special food that is made for older dogs
 - C. A walking partner that goes with a dog
 - D. A toy that helps a dog get exercise indoors
20. Which idea is found in Passage 1 but NOT in Passage 2?
- A. Dogs need regular exercise to stay healthy
 - B. Dogs should not eat chocolate or onions
 - C. A personal memory of a grey dog named Wally
 - D. Dogs need yearly visits to a veterinarian

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. Skating across the cold pond toward the small island
 - B. The bell rang loudly at the start of recess.
 - C. Because the bus had been running late this morning
 - D. Three boys from the school down the street
22. Which sentence uses CAPITAL LETTERS correctly?
- A. on tuesday, we will visit the cn tower with grandpa

- B. On tuesday, we will visit the CN Tower with grandpa
- C. on Tuesday, we Will Visit the CN Tower with grandpa
- D. On Tuesday, we will visit the CN Tower with Grandpa.

23. Choose the sentence that is punctuated correctly.

- A. The library opens at nine o'clock every morning.
- B. Did the rain finally stop falling
- C. What a lovely sunset that was,
- D. Be careful crossing the wet road,

24. Read this sentence: The brave girl climbed the tall ladder to fix the broken light. Which word is a VERB?

- A. Brave
- B. Tall
- C. Climbed
- D. Light

25. Which sentence shows correct SUBJECT-VERB agreement?

- A. The three rabbits jumps over the fence each evening.
- B. The three rabbit jump over the fence each evening.
- C. The three rabbits jumping over the fence each evening.
- D. The three rabbits jump over the fence each evening.

26. Read this sentence: Last week, my mother ___ a new dress for the wedding. Which word BEST fills in the blank?

- A. Buys
- B. Bought
- C. Is buying
- D. Will buy

27. Which word means about the SAME as angry?

- A. Happy
- B. Quiet
- C. Mad
- D. Tired

28. Which sentence correctly shows that ONE boy owns the jacket?

- A. The boy's jacket is on the hook.
- B. The boys jacket is on the hook.
- C. The boys' jacket is on the hook.
- D. The boy' jacket is on the hook.

29. Which sentence uses a COMMA correctly?

- A. We packed sweaters scarves and hats for the cold trip
- B. Before the show started we found our seats
- C. The dog, sat in the chair, and barked, loudly
- D. After the rain stopped, we went outside to play.

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

- A. We walked to school yesterday morning together.
- B. We walk to school every morning together.
- C. We will walk to school tomorrow morning together.
- D. We were walking to school just before the bell rang.

LANGUAGE COMPONENT — SESSION 4: WRITING

For questions 31 through 40, choose the best answer.

31. Read the topic sentence: Getting enough sleep at night helps children do their best at school. Which sentence would be the BEST supporting reason?

- A. Children who sleep well can focus better and learn more easily during lessons.
- B. Some children prefer to sleep with a small bedside light on.
- C. Many children share a bedroom with a brother or sister.
- D. Bedrooms should be cleaned and tidy before going to bed.

32. Which sentence would BEST begin a personal narrative about losing a first tooth?

- A. Many children lose their baby teeth between ages five and seven.
- B. Baby teeth fall out one by one as a child grows older.
- C. The Tuesday I lost my first tooth, I was eating an apple at lunch.
- D. Tooth-losing happens differently for different children.

33. Which sentence uses STRONGER, more specific verbs?

- A. The boy went up the hill and was at the top quickly.

- B. The boy moved up the hill and was at the top fast.
- C. The boy did things up the hill and was at the top in no time.
- D. The boy scrambled up the hill and burst over the rocky top.

34. Read the sentence: Maya wanted to ride her bike, ___ the chain was broken. Which word BEST fills in the blank?

- A. But
- B. So
- C. And
- D. Or

35. Which would be the BEST closing for an opinion paragraph arguing that every student should have an outdoor recess?

- A. Some schools schedule recess at different times each day.
- B. For all these reasons, every student should have an outdoor recess.
- C. Outdoor recess needs supervision from a teacher on duty.
- D. Many children enjoy playing with their friends at recess.

36. Which sentence uses dialogue punctuation correctly?

- A. "We won the game." shouted Tariq.
- B. "We won the game" shouted Tariq.
- C. We won the game, shouted Tariq.
- D. "We won the game!" shouted Tariq.

37. Which word is spelled CORRECTLY?

- A. Suprize
- B. Surprize
- C. Surprise
- D. Surpise

38. Read the paragraph:

Yusuf loves building model airplanes in his bedroom. He has been making them since he was six years old. ___ Yusuf hopes to enter one of his planes in a model show this fall.

Which sentence BEST fills in the blank?

- A. He has finished more than ten different model airplanes.
- B. Many model airplane kits are sold at hobby shops in Canada.
- C. His sister prefers reading mystery books over building models.
- D. Real airplanes can fly very high above the clouds at speed.

39. Which sentence is the BEST example of DIALOGUE?

- A. Layla asked her friend to bring a pencil to school.
- B. Layla wanted her friend to bring a pencil to school.
- C. "Please bring a pencil to school," Layla said to her friend.
- D. The pencil was given to Layla by her friend at school.

40. Read this sentence: The hot sand burned through my sandals as the seagulls cried and the salty waves crashed against the pier. What is this sentence MAINLY doing?

- A. Listing the things to be found near the ocean pier
- B. Using sensory details to bring a beach scene to life
- C. Explaining how to walk safely across hot sand
- D. Telling the reader where the speaker stands exactly

MATHEMATICS COMPONENT — STAGE 1: NUMBER

41. Which number is the same as nine hundred eighty-four?

- A. 9,084
- B. 894
- C. 498
- D. 984

42. Round 658 to the nearest HUNDRED.

- A. 700
- B. 660
- C. 600
- D. 650

43. What is the value of the digit 7 in the number 374?

- A. 7
- B. 70
- C. 700
- D. 7,000

44. What is $296 + 145$?

- A. 321
- B. 431
- C. 441
- D. 351

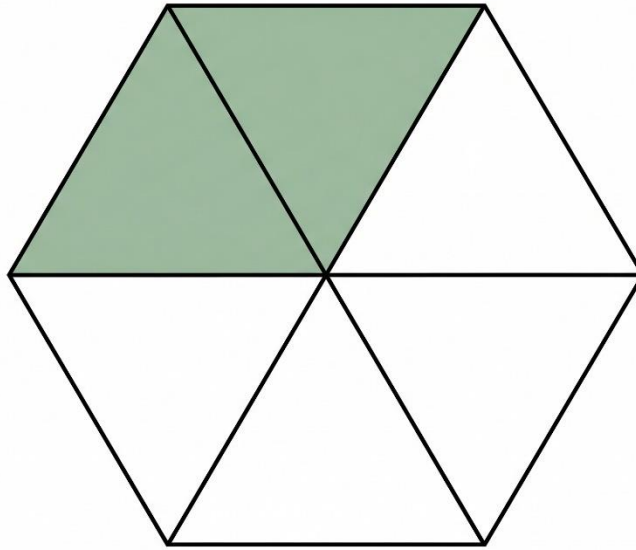
45. A farm had 631 chickens. After a long winter, 178 chickens were sold to other farms. How many chickens are LEFT on the farm?

- A. 453
- B. 809
- C. 547
- D. 543

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

- A. 749, 562, 318, 124
- B. 124, 562, 318, 749
- C. 749, 124, 318, 562
- D. 124, 318, 562, 749

47. Look at the figure below.



What fraction of the hexagon is shaded?

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

48. Which fraction is GREATER than $\frac{1}{3}$?

- A. $\frac{1}{8}$
- B. $\frac{1}{4}$
- C. $\frac{2}{3}$
- D. $\frac{1}{5}$

49. What is the missing number in this pattern? 10, 20, 30, ____, 50, 60

- A. 35

- B. 32
- C. 38
- D. 40

50. Which number is ODD?

- A. 175
- B. 348
- C. 462
- D. 590

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

51. What is 6×6 ?

- A. 30
- B. 36
- C. 32
- D. 42

52. A teacher has 54 stickers. They are shared equally among 9 students. How many stickers does each student get?

- A. 5
- B. 8
- C. 6
- D. 9

53. What is the missing number? $\square + 23 = 45$

- A. 32
- B. 28
- C. 68
- D. 22

54. A pattern follows the rule add 5. If the first term is 8, what is the SIXTH term in the pattern?

- A. 28
- B. 33
- C. 38
- D. 23

55. A character starts at position (6, 4) on a grid. The instructions are:

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

Where does the character end up?

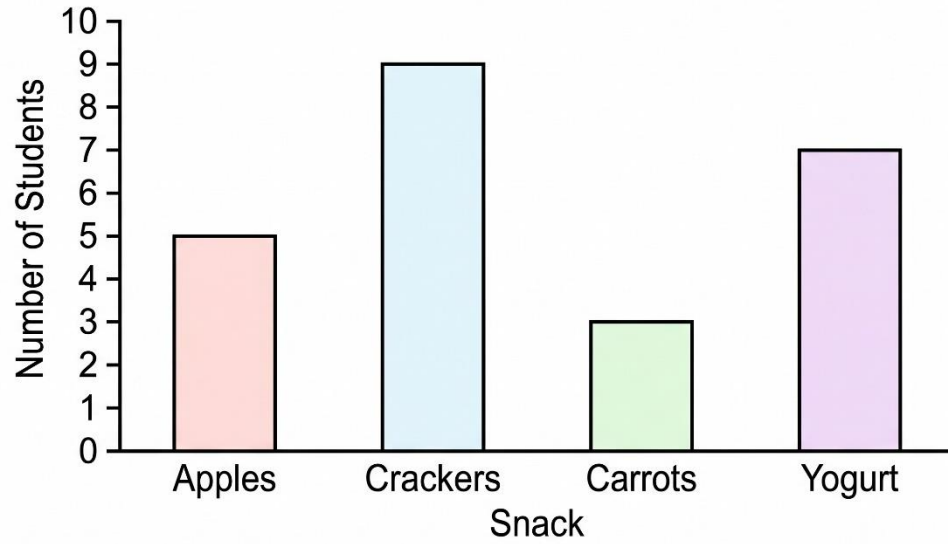
- A. (3, 5)
- B. (6, 1)
- C. (3, 1)
- D. (4, 2)

56. Look at the bar graph below.

Figure PQ-2

Favourite Snacks in the Class

Figure PQ-2

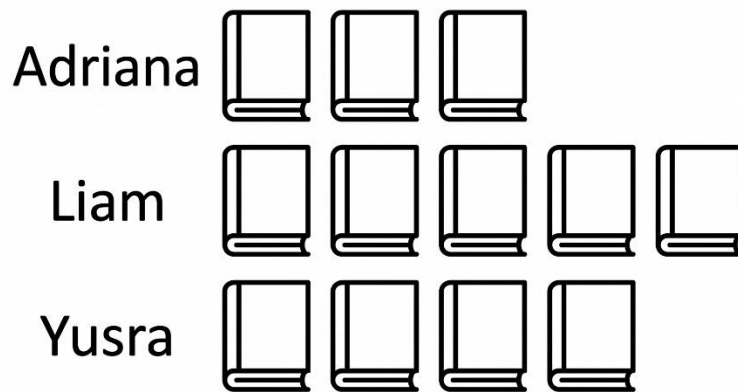


Which snack was chosen by the FEWEST students?

- A. Carrots
- B. Apples
- C. Yogurt
- D. Crackers

57. Look at the pictograph below.

Books Donated to the Library



Each book = 8 books donated.

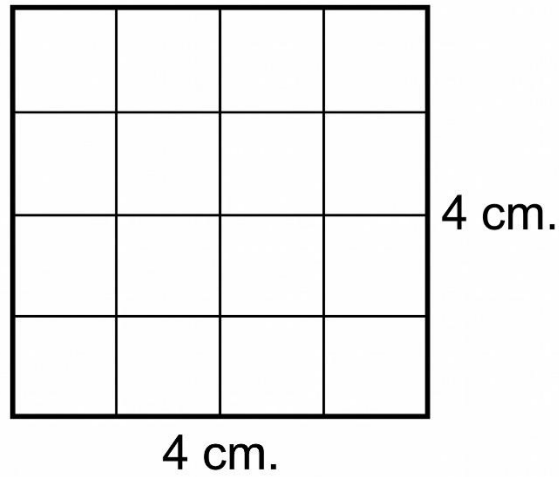
How many books did Liam donate to the library?

- A. 5
- B. 40
- C. 13
- D. 32

58. Which 3D solid has 5 faces — 4 triangular faces and 1 square base?

- A. Cube
- B. Triangle-based pyramid
- C. Cone
- D. Square-based pyramid

59. Look at the square below.



What is the AREA of this square?

- A. 8 square centimetres
- B. 12 square centimetres
- C. 16 square centimetres
- D. 20 square centimetres

60. A toy car costs \$5 and a sticker pack costs \$2. Mei has \$35 and buys 3 toy cars and 4 sticker packs. How much money does she have LEFT?

- A. \$12
- B. \$5
- C. \$20
- D. \$23

Practice Exam 15: Answer Key and Explanations

- 1. C** — About four hours from the city. The story states this directly: *"The house was four hours' drive from Diego's apartment in Toronto."* The long drive is part of what makes the visit a special event.
- 2. B** — How to put a worm on the fishing hook. The story states this directly: *"His grandfather showed Diego how to put a worm on the hook. Diego tried not to look."* The worm-on-hook step came before the casting step.
- 3. D** — Almost one hour. The story states this directly: *"After almost an hour, Diego was about to give up."* The long wait is what makes the lesson about patience meaningful.
- 4. A** — He let the fish go back into the lake. The story states this directly: *"Let it go,' he said. His grandfather lowered the fish back into the water."* Diego's choice to release the fish is one of the key moments.
- 5. B** — Waiting can be part of what makes an experience meaningful. The story's closing line — *"The waiting was part of the gift"* — points directly to this theme. Themes in EQAO reading questions are usually broader life lessons, not specific plot events.
- 6. D** — On the speaker's seventh birthday. The poem states this directly: *"I got them on my seventh birthday. / They were my mother's choice."* The boots came as a birthday gift.
- 7. A** — Ran through every puddle on the walk home from school. The poem states this directly: *"That spring I ran through every puddle / On the long walk home from school."* The puddle-running is part of why the boots became weathered.
- 8. C** — A nail went through one heel of the boot. The poem states this directly: *"The next year, in the woodland park, / A nail went through one heel."* The father then put tape inside to keep out the rain.
- 9. B** — The speaker outgrew them last summer. The poem states this directly: *"Last summer, I outgrew them. / My toes pressed at the front."* Outgrowing the boots is why a smaller pair has taken their place.
- 10. D** — The old boots are special because they hold the speaker's memories. The phrase *"old boots know my favourite paths"* shows the boots are valued for what they've shared with the speaker, not for being new or shiny. This kind of question asks readers to interpret a closing image, not take it literally.
- 11. A** — No bigger than a person's thumb. The article states this directly: *"is no bigger than a person's thumb. It weighs less than a five-cent coin."* The tiny size makes the hummingbird's abilities even more impressive.
- 12. C** — More than 50 times. The article states this directly: *"In one second, a Ruby-throated Hummingbird's wings beat more than 50 times."* The fast wingbeats are what create the humming sound.

- 13. D** — It is the only bird in the world that can fly backwards. The article states this directly: *"It is the only bird in the world that can fly backwards."* This skill helps the hummingbird drink from flowers without landing.
- 14. B** — Nectar — the sweet liquid found inside flowers. The article states this directly: *"Hummingbirds eat nectar. Nectar is the sweet liquid found deep inside flowers."* The hummingbird's long beak and tongue let it reach the nectar.
- 15. A** — About 800 kilometres. The article states this directly: *"The bird flies non-stop over the open water — about 800 kilometres — without landing once."* This non-stop flight is part of the migration to Mexico.
- 16. C** — Hummingbirds are tiny birds with amazing flying skills. The article covers the bird's tiny size, fast wings, ability to fly backwards, hovering, and long migration. The other options describe smaller parts of the article rather than the central idea.
- 17. B** — Dogs or caring for dogs. Passage 1 describes a child's months of dog walking at a shelter; Passage 2 explains how to care for a dog. Two-text comparison questions require finding the shared topic at the broadest level.
- 18. D** — To share a personal memory of volunteering at a shelter. Passage 1 uses first-person language (*"I went with my mother to help at the local animal shelter"*) and tells one specific story. This is the defining feature of personal narrative writing.
- 19. A** — An animal doctor who cares for sick or healthy pets. Passage 2 states this directly: *"The vet, or veterinarian, is an animal doctor."* Vets care for both check-ups and vaccines.
- 20. C** — A personal memory of a grey dog named Wally. Wally appears only in Passage 1, as part of the narrator's memory. Passage 2 contains only general information about caring for dogs.
- 21. B** — The bell rang loudly at the start of recess. A complete sentence has a subject (bell), a verb (rang), 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** — On Tuesday, we will visit the CN Tower with Grandpa. Capitals are required on the first word, days of the week (Tuesday), proper place names (CN Tower), and titles used as a name (Grandpa). The other options either miss a required capital or add extra ones.
- 23. A** — The library opens at nine o'clock every morning. Statements (declarative sentences) end with a period. The other options pair statements, questions, or commands with the wrong punctuation marks.
- 24. C** — Climbed. *Climbed* describes the action the girl performed — this is the role of a verb. *Brave* and *tall* are adjectives, and *light* is a noun.

- 25. D** — The three rabbits jump over the fence each evening. A plural subject (*three rabbits*) takes a plural verb without -s (*jump*). Option A mismatches; option B uses a singular noun with a plural verb; option C is a fragment because *jumping* alone is not a main verb.
- 26. B** — Bought. The phrase *last week* signals past tense, formed by the irregular past form *bought*. Present, present-continuous, and future forms all conflict with the past time word in the sentence.
- 27. C** — Mad. *Mad* and *angry* are synonyms — both describe a feeling of strong displeasure. The other options describe opposite or unrelated emotions like happiness, quietness, or tiredness.
- 28. A** — The boy's jacket is on the hook. The apostrophe + s shows singular possession (the jacket belongs to one boy). Option B omits the apostrophe; option C places it after the s (which shows plural possession); option D omits the s.
- 29. D** — After the rain stopped, we went outside to play. A comma is required after an introductory dependent clause (*After the rain stopped*). Option A is missing commas in a list; option B omits the comma after the intro phrase; option C places commas where they break the sentence's flow.
- 30. B** — We walk to school every morning together. Present tense uses the simple verb form (*walk*) without -ed for past or *will* for future. The phrase *every morning* signals an ongoing, repeated action.
- 31. A** — Children who sleep well can focus better and learn more easily during lessons. A strong supporting reason explains *why* the topic sentence is true with a specific benefit. The other options describe unrelated facts about bedside lights, shared bedrooms, or tidy rooms.
- 32. C** — The Tuesday I lost my first tooth, I was eating an apple at lunch. Strong narrative openings place the reader inside a specific moment with concrete details (the Tuesday, the apple at lunch). The other options state general facts about tooth-losing rather than entering a story.
- 33. D** — The boy scrambled up the hill and burst over the rocky top. Strong verbs like *scrambled* and *burst* are specific and create vivid images. Verbs like *went*, *moved*, *was*, and *did* are weak because they could describe almost any action.
- 34. A** — But. *But* expresses contrast — Maya wanted to ride the bike, but something stopped her. Words like *so*, *and*, and *or* would express result, addition, or alternative, none of which fits a contradiction.
- 35. B** — For all these reasons, every student should have an outdoor recess. 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 scheduling, supervision, or play.
- 36. D** — "*We won the game!*" shouted Tariq. Correct dialogue punctuation keeps the speaker's words inside quotation marks, with the exclamation mark inside the closing quotation mark for a strong feeling. Option A uses a period where a comma or exclamation belongs; option B omits all end punctuation; option C omits the quotation marks.

- 37. C** — Surprise. The word is spelled s-u-r-p-r-i-s-e. The other options are common misspellings produced by sounding the word out without checking standard form.
- 38. A** — He has finished more than ten different model airplanes. A supporting sentence in a paragraph about Yusuf's model airplanes should add a related detail about his work. The other options drift to unrelated topics like hobby shops, his sister, or real airplanes.
- 39. C** — "Please bring a pencil to school," Layla said to her 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. B** — Using sensory details to bring a beach scene to life. The sentence engages the sense of touch (*hot sand burned through my sandals*), hearing (*seagulls cried*), and sight or sound (*salty waves crashed*). Sensory details create atmosphere — one of the techniques the EQAO writing rubric specifically rewards.
- 41. D** — 984. *Nine hundred eighty-four* breaks down as $900 + 80 + 4$, with nine hundreds, eight tens, and four ones. Reading number-word questions carefully matters — 9,084, 894, and 498 use similar digits but have very different values.
- 42. A** — 700. To round 658 to the nearest hundred, look at the tens digit (5). Since 5 is 5 or more, round up: 658 sits closer to 700 than to 600 on a number line.
- 43. B** — 70. The digit 7 sits in the tens place in 374, so its value is $7 \times 10 = 70$. Place value determines what each digit is worth, regardless of the digit itself.
- 44. C** — 441. Column addition: $6 + 5 = 11$ (write 1, carry 1); $9 + 4 + 1 = 14$ (write 4, carry 1); $2 + 1 + 1 = 4$. The total is 441.
- 45. A** — 453. Column subtraction: $631 - 178$ requires regrouping in both the ones and tens columns. The ones become $11 - 8 = 3$, the tens (after borrowing) become $12 - 7 = 5$, and the hundreds become $5 - 1 = 4$. The result is 453.
- 46. D** — 124, 318, 562, 749. Ordering from least to greatest compares hundreds digits first: $1 < 3 < 5 < 7$. Only option D arranges all four numbers in true ascending order.
- 47. B** — $2/6$. The hexagon is divided into 6 equal triangular sections (the denominator), and 2 of those sections are shaded (the numerator). The fraction is shaded parts over total parts, giving $2/6$.
- 48. C** — $2/3$. When two fractions have the same denominator, the one with the larger numerator is greater. Since 2 is larger than 1, $2/3$ is greater than $1/3$.
- 49. D** — 40. The pattern adds 10 each step: 10, 20, 30, ____, 50, 60. The missing term is $30 + 10 = 40$, which then continues to 50 by adding 10 again. Checking both directions confirms the rule.
- 50. A** — 175. An odd number ends in 1, 3, 5, 7, or 9. Only 175 ends in an odd digit (5); the others end in 8, 2, and 0 — all even.

- 51. B** — 36. The multiplication fact $6 \times 6 = 36$ is a core Grade 3 times-table fact. A useful check: skip-counting by 6s six times gives 6, 12, 18, 24, 30, 36.
- 52. C** — 6. Equal sharing: $54 \text{ stickers} \div 9 \text{ students} = 6 \text{ stickers each}$. Division undoes multiplication — $6 \times 9 = 54$ confirms the answer through the fact family.
- 53. D** — 22. To find the missing addend, use the inverse operation: $45 - 23 = 22$. Checking: $22 + 23 = 45$. The inverse-operation strategy is the most reliable approach for missing-addend questions.
- 54. B** — 33. Starting at 8 and adding 5 each step: 8 (1st), 13 (2nd), 18 (3rd), 23 (4th), 28 (5th), 33 (6th). Writing each term as you go prevents the drift errors that come from holding many numbers in your head.
- 55. C** — (3, 1). Starting at (6, 4): down 2 \rightarrow (6, 2); left 3 \rightarrow (3, 2); down 1 \rightarrow (3, 1). Tracking the position after each instruction on scrap paper is the most reliable approach for coding-grid questions.
- 56. A** — Carrots. The Carrots bar reaches only 3 students, which is shorter than Apples (5), Yogurt (7), and Crackers (9). The fewest is the shortest bar.
- 57. B** — 40. Liam's row shows 5 book symbols, and the key states each book equals 8 books donated. The total is $5 \times 8 = 40$. Always multiply the picture count by the key value rather than counting pictures alone.
- 58. D** — Square-based pyramid. A square-based pyramid has 5 faces in total — one square base on the bottom and four triangular sides rising to meet at a single point. Cubes have six square faces, triangle-based pyramids have only triangular faces, and cones have a circular base with a curved surface.
- 59. C** — 16 square centimetres. The area of a square equals side \times side: $4 \times 4 = 16$ square centimetres. Counting the unit squares inside the grid (4 across, 4 down) gives the same result.
- 60. A** — \$12. This is a multi-step problem: $3 \text{ toy cars} \times \$5 = \$15$; $4 \text{ sticker packs} \times \$2 = \$8$; total cost = $\$15 + \$8 = \$23$. Money left: $\$35 - \$23 = \$12$. Multi-step money problems require identifying every operation in the right order.