

PRACTICE EXAM 4: EQAO GRADE 3 SIMULATION (60 QUESTIONS)

LANGUAGE COMPONENT — SESSION 1: READING

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

The Box Under the Bed

by N. Asante

Theo had been told a hundred times not to climb into the small attic above the kitchen at his grandmother's house. The ladder was old, the boards creaked, and his grandmother said the dust was bad for his lungs. But one rainy Sunday afternoon while she was downstairs talking on the phone, Theo climbed up anyway.

The attic was smaller than he had imagined. A single round window let in grey light. Boxes were stacked along the walls. In the corner, half hidden behind an old fan, was a wooden box with a brass clasp.

Theo dragged it into the centre of the floor. The clasp was stiff but it opened. Inside, the box was full of black-and-white photographs.

The first photograph showed a young woman standing in front of a small house, holding a baby. The woman wore a dark coat and a small hat. The baby was wrapped in a thick blanket. Theo studied the woman's face for a long time. He had never seen her before. But there was something about her eyes that he recognised.

He pulled out more photographs. A boy of perhaps ten years old standing beside a bicycle. A young woman in a graduation gown. Two children laughing on a beach, their feet in the water.

He heard his grandmother's voice from downstairs. "Theo? Where are you?"

Theo froze. Then he gathered the photographs back into the box, closed the clasp, and climbed carefully down the ladder.

That night at dinner, Theo asked his grandmother who the young woman in the photographs was. His grandmother looked at him for a long moment. Then she smiled, slowly, like someone remembering something they had not thought about in many years.

"That woman," she said quietly, "is me. The baby is your mother. And the box you found is sixty years old."

Theo did not know what to say. The grandmother he knew had grey hair and slow hands. The woman in the photograph had been young. Suddenly, his grandmother was not just an old woman who made him soup and tucked him in — she was someone with a whole life behind her, full of people and places he had never imagined.

After dinner, his grandmother brought the wooden box down from the attic. She opened it on the kitchen table. And for the next three hours, she told him stories he had never heard before.

1. Why was Theo not supposed to climb into the attic?

- A. The ladder was old and his grandmother thought the dust was bad for him
- B. There were animals living in the attic
- C. The attic door was always locked from the outside
- D. His grandmother kept her work papers there

2. What did Theo find inside the wooden box?

- A. A small toy and a folded letter
- B. A pile of old coins from another country
- C. Black-and-white photographs
- D. A diary written in pencil

3. Why did Theo feel that he recognised something about the young woman in the first photograph?

- A. He had seen her face in a movie before
- B. There was something familiar about her eyes
- C. She looked exactly like his mother in every way
- D. He remembered her from a dream he had

4. Read this sentence from the story: His grandmother looked at him for a long moment. What does this sentence MOST LIKELY suggest about the grandmother?

- A. She was angry that Theo had been in the attic
- B. She did not understand the question Theo asked
- C. She was about to laugh at Theo's curiosity
- D. She was thinking about how to answer

5. What does Theo learn by the end of the story?

- A. His grandmother had a whole life before he was born that he had never imagined
- B. Climbing into attics is dangerous and should be avoided at all costs
- C. Old photographs should always be put back where they were found
- D. People who grow old often forget the most important parts of their lives

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

First Snow

by E. Karpenko

I woke before my mother did,
Before the kettle, before the cat —
A whiteness pressed against the glass
Where dark trees yesterday had sat.

I padded down the silent hall.
I pressed my face against the door.
The world I knew last night was gone.
Some quiet hand had pulled a sheet

Across the porch, the lawn, the street,
And it was new. It was all new.

The footprints of one early bird
Stitched a thin path across the snow.
A small wind shook the maple tree —
A breath of powder, soft and slow.

I stood there for a long, long time.
The radiator hummed and ticked.
I did not want to wake the house.
The snow had picked
This morning just for me.

6. When did the speaker wake up?

- A. After their mother woke up
- B. Before their mother and the cat woke up
- C. At the same time as their mother
- D. In the middle of the night during the snowstorm

7. Read these lines from the poem: Some quiet hand had pulled a sheet / Across the porch, the lawn, the street. What does the poet mean by "a sheet"?

- A. A bedsheet that someone left outside
- B. A piece of writing on white paper
- C. A sheet of ice that formed in the night
- D. A blanket of snow covering everything

8. Why does the speaker say, "I did not want to wake the house"?

- A. The house was too cold for everyone else to be up
- B. The speaker had a secret they wanted to hide
- C. The speaker wanted to enjoy the quiet, snowy morning alone
- D. Everyone in the house was sick that week

9. What is the MOOD of this poem?

- A. Calm and wondering
- B. Sad and tired
- C. Loud and excited
- D. Angry and rushed

10. Which line from the poem BEST suggests that this is the FIRST snow of the season?

- A. "I padded down the silent hall."
- B. "I pressed my face against the door."
- C. "The radiator hummed and ticked."
- D. "The world I knew last night was gone."

LANGUAGE COMPONENT — SESSION 2: READING

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

The Busy Lives of Beavers

Beavers are one of Canada's most famous animals. They appear on the Canadian nickel and are even one of the national symbols of the country. But beyond being a picture on a coin, beavers are remarkable for what they do: they reshape entire forests with their teeth.

Master Builders

A beaver is a large rodent — usually about the size of a medium dog — with thick brown fur, small ears, and a wide flat tail that looks like a paddle. Beavers live near rivers, streams, and ponds. They build two important structures from sticks, mud, and stones: a dam that stops water from flowing, and a lodge where the beaver family sleeps.

To build a dam, a beaver chews through small trees with its strong front teeth. The teeth never stop growing throughout the beaver's life. Chewing wood actually wears the teeth down to the right length. A single beaver can chew down a small tree in about fifteen minutes.

Once the tree falls, the beaver drags it to the stream and adds it to the dam. Other beavers from the same family help. They pack mud and stones between the sticks to make the dam waterproof. A beaver dam can be over fifty metres long.

Inside the Lodge

The lodge is a dome-shaped home built out in the water, made from the same sticks and mud. The lodge has at least one underwater entrance, which keeps it safe from animals like wolves. Inside, there are dry rooms where beavers sleep, eat, and raise their young.

Beavers eat the soft inner part of tree branches. They store extra branches in the water near the lodge so they have food during the long winter when the pond is frozen.

Why It Matters

When a beaver builds a dam, it changes the land around it. The water rises behind the dam and forms a pond. The pond gives a home to fish, frogs, ducks, and many other animals. In this way, a single beaver family can change a whole patch of forest into a pond ecosystem that helps many other living things.

Scientists call beavers "ecosystem engineers." They are one of the few animals on Earth that can change the shape of the land they live in — almost as much as humans can.

11. What is the main idea of this article?

- A. Beavers are the largest rodents in all of North America
- B. Beavers reshape the land around them by building dams and lodges
- C. Beavers and wolves often fight in the forests of Canada
- D. Beavers only build their homes during the summer months

12. Why do a beaver's teeth never stop growing?

- A. Chewing wood wears the teeth down, so they need to keep growing to stay the right length
- B. The teeth grow back faster after being damaged by sharp branches
- C. Cold winter weather causes the teeth to extend during the snowy months
- D. The teeth grow long to scare off other animals that might attack

13. Where do beavers store branches for the winter?

- A. Inside the dry rooms of the lodge itself
- B. In small piles on the bank beside the dam
- C. In the water near the lodge
- D. In hollow logs in the surrounding forest

14. Why does the lodge have an UNDERWATER entrance?

- A. It is easier for beavers to swim than to walk on land
- B. The lodge would float away without an underwater opening
- C. Cold water helps keep the lodge from melting in spring
- D. The underwater entrance keeps the lodge safe from animals like wolves

15. Read this sentence from the article: Scientists call beavers "ecosystem engineers." What does the word "engineers" suggest about beavers?

- A. They are dangerous to other animals in the forest
- B. They build and design something the way human engineers do
- C. They have learned how to work with humans on construction projects
- D. They are slowly going extinct because of changes to the forest

16. Based on the article, why is a beaver pond GOOD for other animals?

- A. It creates a new water home where fish, frogs, ducks, and other animals can live
- B. It makes the forest quieter and easier for hunters to walk through
- C. It cleans the soil and helps tall trees grow faster nearby
- D. It scares away animals that hunt smaller forest animals

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

Passage 1: Learning to Skate

The first time my dad took me to the community ice rink, I was six years old. He laced up my skates and walked beside me to the gate. I held onto his hand with both of my hands. My legs felt like wobbly straws.

Within ten seconds, I was on the ice. I fell three times that first day. My dad never laughed. He just helped me up, brushed the snow off my mittens, and showed me how to keep my feet straight. By the end of the hour, I could glide for three or four seconds without falling. It felt like flying.

Now I am nine, and I skate on the same rink twice a week. My dad still comes to watch.

Passage 2: How Ice Rinks Are Made

Outdoor community ice rinks are usually built in late November when the weather is cold enough to keep the ice frozen. A rink starts as a large flat area, sometimes with low wooden boards around the edges. Workers spray water onto the frozen ground in many thin layers.

Each new layer must freeze fully before the next is sprayed. If the water is sprayed too thick, the ice will crack. Building a rink this way can take a week or longer. Once the ice is thick and smooth, the rink is ready for skaters.

Indoor rinks use freezing pipes under the ice surface to keep it cold. This means indoor rinks can stay open even in summer.

17. What is one thing both passages discuss?

- A. Hockey games played at community rinks
- B. The history of skating in Canada
- C. Ice rinks
- D. Children learning to skate for the first time

18. What is the main purpose of Passage 1?

- A. To teach the reader how to skate safely on a frozen pond
- B. To share a personal memory of learning to skate
- C. To describe the design of community ice rinks
- D. To explain why ice melts in warm weather

19. According to Passage 2, why must each layer of water freeze fully before the next is sprayed?

- A. To save money on water during cold months
- B. To make the ice slippery enough for fast skating
- C. To remove dirt and dust from the ice surface
- D. If the water is sprayed too thick, the ice will crack

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

- A. A specific memory of a child's first time on skates
- B. Information about how outdoor rinks are built
- C. The colour of the wooden boards around outdoor rinks
- D. The difference between indoor and outdoor rinks

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 slowly around the corner of the rink
- B. While the music played loudly in the gym
- C. The hockey player scored the winning goal in the final minute
- D. After the long bus ride home from the rink

22. Which sentence uses CAPITAL LETTERS correctly?

- A. last friday, my friend mateo and i visited niagara falls
- B. Last Friday, my friend Mateo and I visited Niagara Falls.
- C. Last friday, my friend Mateo and i visited Niagara falls
- D. last Friday, My friend Mateo and i visited niagara falls

23. Choose the sentence that is punctuated correctly.

- A. Watch out for the ice over here
- B. Did you bring your warm gloves,

- C. The game starts at three o'clock.
- D. What an amazing goal that was!

24. Read the sentence: The careful skater glided across the frozen pond. Which word in this sentence is a VERB?

- A. Glided
- B. Careful
- C. Skater
- D. Pond

25. Which sentence shows correct SUBJECT-VERB agreement?

- A. The three children plays in the snow every afternoon.
- B. The three children play in the snow every afternoon.
- C. The three child play in the snow every afternoon.
- D. The three children playing in the snow every afternoon.

26. Read the sentence: Last winter, my brother ___ on a frozen lake for the first time. Which word BEST fills in the blank?

- A. Skates
- B. Will skate
- C. Is skating
- D. Skated

27. Which word means about the SAME as huge?

- A. Tiny
- B. Quiet
- C. Enormous
- D. Cold

28. Which sentence uses the APOSTROPHE correctly?

- A. The boy's mittens were wet from the snow.
- B. The boys mittens were wet from the snow.
- C. The boys' mittens were wet from the snow.
- D. The boys's mittens were wet from the snow.

29. Which sentence uses a COMMA correctly?

- A. After the long game we ate hot pizza together
- B. I packed gloves a hat and a scarf for the trip
- C. After the long game, we ate hot pizza together.
- D. The dog, ran across the yard, and barked loudly

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

- A. We walked to school yesterday morning.
- B. We are walking to school right now.
- C. We walk to school every day.
- D. We will walk to school tomorrow morning.

LANGUAGE COMPONENT — SESSION 4: WRITING

For questions 31 through 40, choose the best answer.

31. Read the topic sentence: Reading every day is good for the brain. Which sentence would be the BEST supporting reason?

- A. Books come in many different sizes and shapes.
- B. Reading helps students learn new words and ideas.
- C. The library opens at nine each morning.
- D. My friend Lily reads on weekends only.

32. Which sentence would BEST begin a personal narrative about meeting a new neighbour?

- A. Neighbours are people who live next door to you.
- B. Many Canadian families move houses every year.
- C. The new family moved in on a hot afternoon in August, just before school started.
- D. Moving to a new home can be very hard for children.

33. Which sentence uses STRONGER, more specific verbs?

- A. The puppy darted across the yard and pounced on the ball.
- B. The puppy went across the yard and got the ball.
- C. The puppy moved across the yard and was on the ball.
- D. The puppy did things across the yard with the ball.

34. Read this sentence: The bell rang ____ everyone hurried to class. Which word BEST fills in the blank?

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

35. Which would be the BEST closing for an opinion paragraph arguing that gym class should be longer?

- A. Gym class is on Tuesdays at my school.
- B. For these reasons, longer gym class would help students stay active and learn better in the afternoon.
- C. Some students like math more than gym.
- D. I forgot my running shoes at home yesterday.

36. Read the sentence: Lily whispered, ____ I think we are lost. Which punctuation BEST fills in the blank?

- A. " (open quotation mark)
- B. ? (question mark)
- C. ; (semicolon)
- D. . (period)

37. Which word is spelled CORRECTLY?

- A. Beleive
- B. Belive
- C. Believe
- D. Beleve

38. Read the paragraph:

Marcus loves building model airplanes. He has built fifteen so far. ____ Marcus dreams of one day designing real airplanes.

Which sentence BEST fills in the blank?

- A. His older brother prefers reading mystery novels.

- B. Airplanes were invented over a hundred years ago.
- C. Many people enjoy hobbies in their free time.
- D. He works on a new model every weekend.

39. Which sentence is the BEST example of DIALOGUE in a story?

- A. The teacher told us to be very quiet.
- B. "Please be quiet," the teacher said.
- C. The teacher wanted us to be quiet during the test.
- D. The teacher's voice was firm and clear.

40. Read this sentence: The crisp autumn leaves crunched under my boots as I walked through the woods. What is this sentence MAINLY doing?

- A. Using sensory details to set the scene
- B. Telling the reader what time of day it is
- C. Listing the things in the woods
- D. Explaining why the speaker went for a walk

MATHEMATICS COMPONENT — STAGE 1: NUMBER

41. Which number is the same as five hundred eighteen?

- A. 580
- B. 5,018
- C. 518
- D. 58

42. What is the value of the digit 3 in the number 432?

- A. 3
- B. 3,000
- C. 300
- D. 30

43. Round 247 to the nearest TEN.

- A. 200
- B. 250
- C. 240
- D. 300

44. What is $346 + 218$?

- A. 564
- B. 554
- C. 528
- D. 654

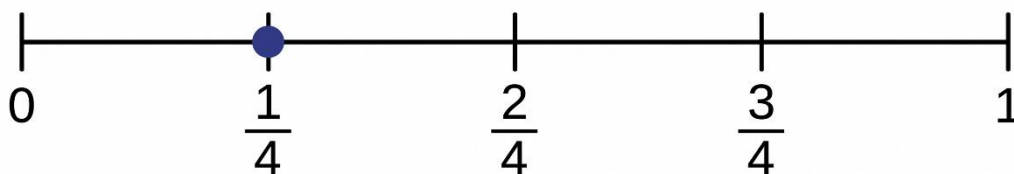
45. A farm had 540 chickens. The farmer moved 175 chickens to a new farm. How many chickens are LEFT on the farm?

- A. 715
- B. 435
- C. 375
- D. 365

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

- A. 169, 286, 318, 472
- B. 472, 169, 318, 286
- C. 472, 318, 286, 169
- D. 318, 472, 286, 169

47. Look at the number line below.



Which fraction does the dot show?

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

48. Which fraction is LESS than $\frac{3}{5}$?

- A. $\frac{4}{5}$
- B. $\frac{2}{5}$
- C. $\frac{5}{5}$
- D. $\frac{6}{5}$

49. What is the missing number in this pattern? 5, 10, 15, 20, ____, 30

- A. 22
- B. 24
- C. 25
- D. 28

50. Which number is ODD?

- A. 248
- B. 562
- C. 470
- D. 137

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

51. What is 6×9 ?

- A. 48
- B. 54
- C. 56
- D. 63

52. A box has 32 crayons. They are shared equally among 4 children. How many crayons does each child get?

- A. 8
- B. 28
- C. 6
- D. 7

53. What is the missing number? $17 + \square = 35$

- A. 52
- B. 22
- C. 17
- D. 18

54. A pattern follows the rule "subtract 6." If the first term is 50, what is the FOURTH term in the pattern?

- A. 38
- B. 26
- C. 32
- D. 44

55. A character starts at position (3, 4) on a grid. The instructions are:

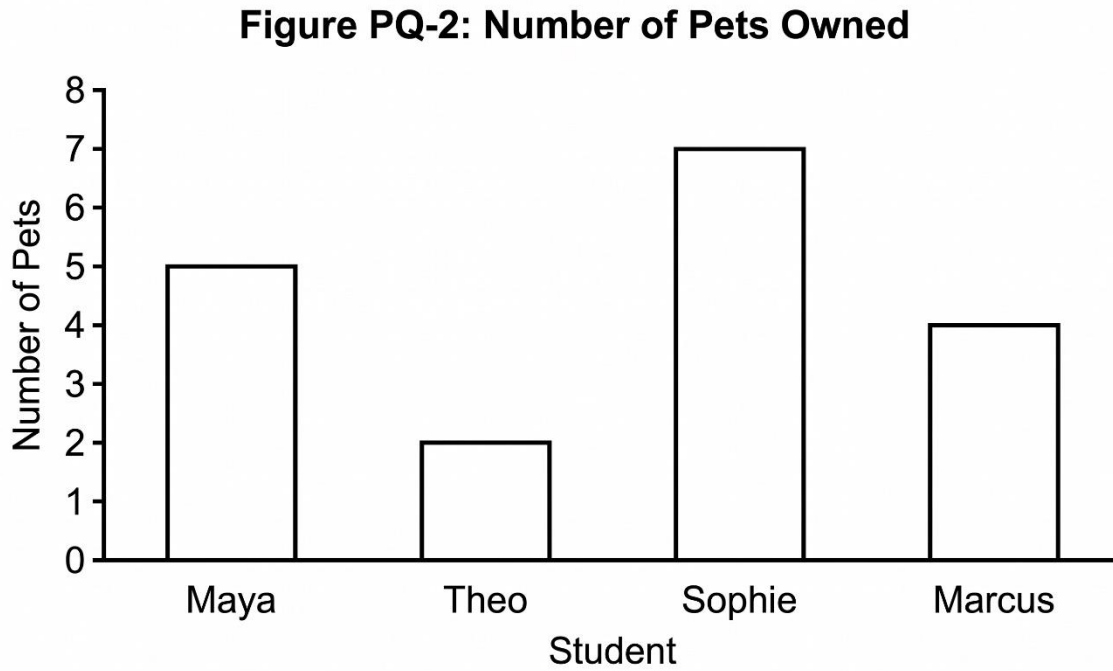
1. Move 2 spaces left.
2. Move 3 spaces down.
3. Move 1 space left.

Where does the character end up?

- A. (4, 1)

- B. (0, 1)
- C. (2, 7)
- D. (6, 0)

56. Look at the bar graph below.



How many MORE pets does Sophie own than Theo?

- A. 5
- B. 9
- C. 2
- D. 7

57. Look at the pictograph below.

Apples Picked

Lina	
Hassan	
Tomasz	

Each ☆ = 3 apples

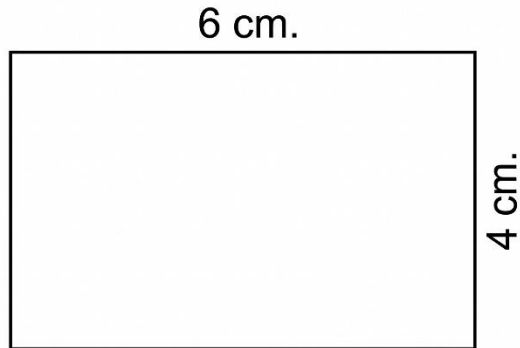
How many apples did Lina pick?

- A. 4
- B. 9
- C. 6
- D. 12

58. Which 3D solid has exactly ONE circular base and ONE pointed top (vertex)?

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

59. Look at the rectangle below.



What is the AREA of this rectangle?

- A. 10 cm^2
- B. 20 cm^2
- C. 24 cm^2
- D. 32 cm^2

60. A book costs \$7. Lia has \$25. She buys 3 books. How much money does she have LEFT?

- A. \$4
- B. \$21
- C. \$14
- D. \$11

Practice Exam 4 — answer key and explanations

- 1. A** — The ladder was old and his grandmother thought the dust was bad for him. The story states this directly: *"The ladder was old, the boards creaked, and his grandmother said the dust was bad for his lungs."* This is a locate-the-fact question with explicit textual evidence in the first paragraph.
- 2. C** — Black-and-white photographs. The story states clearly: *"Inside, the box was full of black-and-white photographs."* The other options describe items that never appear in the box. Reading carefully for the exact object found is the entire task.
- 3. B** — There was something familiar about her eyes. The story states: *"He had never seen her before. But there was something about her eyes that he recognised."* This is a direct-quote detail — readers must distinguish between "her face" and the more specific clue about her eyes.
- 4. D** — She was thinking about how to answer. The next sentence shows the grandmother smiling slowly *"like someone remembering something they had not thought about in many years"* — confirming she was gathering her thoughts, not feeling angry, confused, or amused. Inference is built from text clue plus everyday knowledge of how people respond to meaningful questions.
- 5. A** — His grandmother had a whole life before he was born that he had never imagined. The closing paragraphs explicitly describe this shift in Theo's understanding: *"she was someone with a whole life behind her, full of people and places he had never imagined."* This is the story's theme — the larger truth the author wants the reader to take away.
- 6. B** — Before their mother and the cat woke up. The poem opens directly with: *"I woke before my mother did, / Before the kettle, before the cat."* Two specific people/animals are listed as still being asleep, making B the only option that matches both.
- 7. D** — A blanket of snow covering everything. The "sheet" metaphor describes snow falling across the porch, the lawn, and the street — covering the whole scene. The poem uses figurative language to compare the snow to a sheet of fabric pulled across the world.
- 8. C** — The speaker wanted to enjoy the quiet, snowy morning alone. The poem's closing lines — *"The snow had picked / This morning just for me"* — show the speaker treasuring the moment of solitude. The earlier silence ("padded down the silent hall," "radiator hummed and ticked") reinforces this.
- 9. A** — Calm and wondering. The poem uses quiet, gentle imagery — a sleeping house, soft snow, a still maple tree — and the speaker stands "for a long, long time" simply looking. The mood is reflective and peaceful, not loud, angry, or sad.
- 10. D** — *"The world I knew last night was gone."* This line suggests an overnight transformation — a normal world replaced by a new, white one. The other lines describe ordinary morning details that could happen any day; only D points to the sudden change a first snowfall brings.

11. B — Beavers reshape the land around them by building dams and lodges. This is the article's central focus across all three sections. The other options either focus on a small detail (size, conflict with wolves) or contradict the article (beavers do not only build in summer).

12. A — Chewing wood wears the teeth down, so they need to keep growing to stay the right length. The article explains: *"The teeth never stop growing throughout the beaver's life. Chewing wood actually wears the teeth down to the right length."* The growth and the wear are balanced — a classic cause-and-effect relationship.

13. C — In the water near the lodge. The article states: *"They store extra branches in the water near the lodge so they have food during the long winter when the pond is frozen."* Storing food underwater keeps it accessible even when the pond surface freezes over.

14. D — The underwater entrance keeps the lodge safe from animals like wolves. The article states this directly: *"The lodge has at least one underwater entrance, which keeps it safe from animals like wolves."* Predators that cannot swim cannot enter, making the lodge a secure shelter.

15. B — They build and design something the way human engineers do. Calling beavers "engineers" compares their dam-and-lodge construction to human engineering work. This is a figurative use of the word that praises beavers' building ability.

16. A — It creates a new water home where fish, frogs, ducks, and other animals can live. The article states: *"The pond gives a home to fish, frogs, ducks, and many other animals."* A single beaver family transforms a forest patch into a thriving pond ecosystem for multiple species.

17. C — Ice rinks. Both passages are about ice rinks — Passage 1 from a personal experience, Passage 2 from a building-and-design perspective. Two-text comparison questions require finding what appears in *both* passages.

18. B — To share a personal memory of learning to skate. Passage 1 uses first-person language (*"my dad took me," "I was six years old"*) and recounts a real ongoing experience. This is the defining feature of personal narrative.

19. D — If the water is sprayed too thick, the ice will crack. Passage 2 states this directly: *"Each new layer must freeze fully before the next is sprayed. If the water is sprayed too thick, the ice will crack."* Thin layers prevent structural failure of the ice surface.

20. A — A specific memory of a child's first time on skates. Passage 1 contains the personal first-skating memory, while Passage 2 contains only general instructions about how rinks are built. The memory is unique to Passage 1.

21. C — The hockey player scored the winning goal in the final minute. This has a subject (player), a verb (scored), and a complete thought. The other options are fragments — missing a main subject and verb, beginning with a subordinator that leaves the thought hanging, or lacking a main clause altogether.

- 22. B** — Last Friday, my friend Mateo and I visited Niagara Falls. Capitals are required on the first word, the pronoun *I*, days of the week (Friday), names (Mateo), and proper place names (Niagara Falls). Only option B applies all five rules correctly.
- 23. D** — What an amazing goal that was! Exclamatory sentences expressing strong feeling end with an exclamation mark. The other options use incorrect or missing end punctuation for the type of sentence they represent.
- 24. A** — Glided. *Glided* describes the action the skater performed — that is the function of a verb. *Careful* is an adjective describing the skater, while *skater* and *pond* are both nouns.
- 25. B** — The three children play in the snow every afternoon. A plural subject (children) takes a plural verb without -s (play). Option A pairs a plural subject with a singular verb form; C pairs a singular subject with a plural verb; D is a fragment because *playing* alone is not a main verb.
- 26. D** — Skated. The phrase "*Last winter*" signals past tense, formed by adding -ed to most regular verbs. Present, future, and present-continuous forms all conflict with the past time word in the sentence.
- 27. C** — Enormous. *Enormous* and *huge* are synonyms — both describe something very large. The other options describe unrelated qualities like small size, silence, or temperature.
- 28. A** — The boy's mittens were wet from the snow. The apostrophe + s shows singular possession (the mittens belong to one boy). Option B omits the apostrophe entirely; option C uses the plural possessive incorrectly for a singular subject; option D adds an unnecessary extra letter.
- 29. C** — After the long game, we ate hot pizza together. A comma is required after an introductory dependent clause (*After the long game*). 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. D** — We will walk to school tomorrow morning. Future tense is formed with *will* + base verb. The other options use past, present-continuous, and present tense forms.
- 31. B** — Reading helps students learn new words and ideas. A strong supporting reason explains *why* the topic sentence is true with a specific benefit. The other options describe unrelated facts or fail to defend the claim that reading is good for the brain.
- 32. C** — The new family moved in on a hot afternoon in August, just before school started. Strong narrative openings use specific sensory details that place the reader inside a moment. The other options state general facts about neighbours rather than entering a personal story.
- 33. A** — The puppy darted across the yard and pounced on the ball. Strong verbs like *darted* and *pounced* are specific and create vivid images. Verbs like *went*, *got*, *did*, and *was* are weak because they could describe almost any action.

34. D — So. *So* expresses result — the bell rang, so the result was everyone hurrying to class. Words like *but*, *although*, and *or* would express contrast or alternative, neither of which fits the cause-and-effect structure.

35. B — For these reasons, longer gym class would help students stay active and learn better in the afternoon. An opinion-piece closing should restate the position with confidence and connect to the supporting reasons. The other options drift to unrelated facts.

36. A — Open quotation mark. Dialogue begins with an open quotation mark to mark the speaker's exact words. The other punctuation marks would not introduce a quoted sentence.

37. C — Believe. *Believe* follows the *i-before-e* spelling pattern. The other options are common misspellings produced by sounding the word out without checking standard form.

38. D — He works on a new model every weekend. A supporting sentence in a paragraph about Marcus's airplane-building hobby should add a related detail about his ongoing dedication. The other options drift to unrelated topics like his brother, history, or generic hobby statements.

39. B — "*Please be quiet*," the teacher said. True dialogue uses quotation marks around the speaker's exact words. The other options use indirect speech, which describes what was said without quoting it directly.

40. A — Using sensory details to set the scene. The sentence engages the senses of hearing (*crunched*) and touch (*crisp leaves under boots*) with specific descriptors. Sensory details build atmosphere and immerse the reader — one of the techniques the EQAO writing rubric specifically rewards.

41. C — 518. *Five hundred eighteen* breaks down as $500 + 18$, with five hundreds, one ten, and eight ones. Reading number-word questions carefully matters — 580 and 5,018 sound similar but have very different values.

42. D — 30. The digit 3 sits in the tens place in 432, so its value is $3 \times 10 = 30$. Place value determines what each digit is worth, regardless of the digit itself.

43. B — 250. To round 247 to the nearest ten, look at the ones digit (7). Since 7 is 5 or greater, round up: 247 sits closer to 250 than to 240 on a number line.

44. A — 564. Column addition: $6 + 8 = 14$ (write 4, carry 1); $4 + 1 + 1 = 6$ (write 6); $3 + 2 = 5$ (write 5). The total is 564.

45. D — 365. Column subtraction: $540 - 175$ requires regrouping. The ones column borrows from the tens ($10 - 5 = 5$), and the tens column borrows from the hundreds (after regrouping, $13 - 7 = 6$). The hundreds become 3, giving 365.

46. C — 472, 318, 286, 169. Ordering from greatest to least compares hundreds digits first: $4 > 3 > 2 > 1$. Only option C arranges all four numbers in true descending order.

- 47. A** — $1/4$. The number line divides 0 to 1 into 4 equal segments, making the denominator 4. The dot sits at the first tick from 0, so the numerator is 1. The fraction is $1/4$.
- 48. B** — $2/5$. With the same denominator (5), the fraction with the smaller numerator is the smaller fraction. $2 < 3$, so $2/5 < 3/5$. The other options all have numerators greater than or equal to 3.
- 49. C** — 25. The pattern adds 5 each step: 5, 10, 15, 20, ____, 30. The missing term is $20 + 5 = 25$, which then continues to 30. Confirming both directions verifies the answer.
- 50. D** — 137. An odd number ends in 1, 3, 5, 7, or 9. Only 137 ends in an odd digit (7); the others end in 8, 2, and 0 — all even.
- 51. B** — 54. The multiplication fact $6 \times 9 = 54$ is one of the tricky-middle facts every Grade 3 student should know. A useful check: double 3×9 (which is 27), giving 54.
- 52. A** — 8. Equal sharing: $32 \text{ crayons} \div 4 \text{ children} = 8 \text{ crayons each}$. Division undoes multiplication — $4 \times 8 = 32$ confirms the answer through the fact family.
- 53. D** — 18. To find the missing addend, use the inverse operation: $35 - 17 = 18$. Checking: $18 + 17 = 35$. The inverse-operation strategy works for every missing-addend question.
- 54. C** — 32. Starting at 50 and subtracting 6 each step: 50 (1st), 44 (2nd), 38 (3rd), 32 (4th). Writing each term as you go prevents the drift errors that come from holding many numbers in your head.
- 55. B** — (0, 1). Starting at (3, 4): left 2 \rightarrow (1, 4); down 3 \rightarrow (1, 1); left 1 \rightarrow (0, 1). Tracking the state after each instruction on scrap paper is the most reliable approach for coding-grid questions.
- 56. A** — 5. Sophie's bar reaches 7 pets and Theo's bar reaches 2 pets. The difference is $7 - 2 = 5$. Comparison questions on bar graphs require reading both bars carefully against the scale and subtracting.
- 57. D** — 12. Lina's row shows 4 stars, and the key states each star equals 3 apples. The total is $4 \times 3 = 12$. Always multiply the picture count by the key value rather than counting pictures alone.
- 58. B** — Cone. A cone has exactly one circular base at the bottom and one pointed vertex at the top, joined by a curved surface. A cube has six flat square faces, a cylinder has two circular faces (no point), and a sphere has no flat faces at all.
- 59. C** — 24 cm^2 . The area of a rectangle equals length \times width: $6 \times 4 = 24$ square centimetres. Area is measured in square units (cm^2) because it covers a 2D surface, not in regular length units.
- 60. A** — \$4. This is a two-step problem: first multiply ($3 \times \$7 = \21 for the books), then subtract ($\$25 - \$21 = \$4$ left). Multi-step money problems require identifying both operations and performing them in the correct order.