

PRACTICE EXAM 5: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Garden Next Door

The moving truck pulled away on a grey Tuesday morning, and Theo stood on the front porch of a house he did not want to live in. Everything about the new town felt wrong. The street was too quiet. The bedroom was too small. The kitchen smelled like someone else's cooking.

"You'll get used to it," his mother said, squeezing his shoulder.

Theo doubted it. He missed his old room, his old school, and most of all, his best friend, Daniel, who was now three hours away.

For the first week, Theo kept to himself. He unpacked boxes. He read. He sat on the porch steps and watched the empty street. The only interesting thing on the whole block was the garden next door. It took up the entire backyard — rows and rows of dark soil, small green plants pushing up in neat lines, and a wooden fence covered in climbing vines. An elderly woman with grey braids and a wide straw hat worked in the garden every afternoon.

One Saturday morning, Theo stood at the fence, watching the woman press tiny seedlings into the ground with her fingers. She looked up and noticed him.

"Do you know what these are?" she asked, holding up a small plant with fuzzy leaves.

Theo shook his head.

"Tomatoes," she said. "They don't look like much now. But give them sun and water and patience, and by August they'll be taller than you." She smiled. "I'm Mrs. Okafor. Would you like to help me plant the rest?"

Theo hesitated. Then he opened the gate and stepped into the garden.

Over the next four weeks, Theo visited Mrs. Okafor's garden every afternoon after school. She taught him to dig holes just deep enough for the roots. She showed him how to test the soil by squeezing it in his hand — too dry and it crumbled, too wet and it stuck together. She explained that weeds steal water from the plants and must be pulled out by the roots, not just snapped off at the top.

Theo found that he liked the work. The soil was cool between his fingers. The sound of water from the hose was steady and calming. And Mrs. Okafor never ran out of things to tell him — about the birds that visited the garden, about the vegetables she had grown up eating in Nigeria, about the first garden she had planted when she moved to Canada twenty years ago.

In the middle of July, Theo noticed something that made him stop and stare. One of the tomato plants he had helped put in the ground on that first Saturday — the small, fuzzy-leafed seedling — now had a bright red tomato hanging from its stem. He picked it carefully and held it in his palm. It was warm from the sun and heavier than he expected.

That night, Theo sliced the tomato and put it on the table beside his family's dinner.

"Where did this come from?" his mother asked.

"The garden next door," Theo said. "I grew it."

His mother looked at him for a long moment. "It sounds like you've made a friend," she said.

Theo smiled. He thought about the garden — the neat rows, the climbing vines, the cool soil, and Mrs. Okafor's wide straw hat. The street did not feel so quiet anymore.

1. How does Theo feel at the beginning of the story when his family moves to the new town?

- A. Excited, because he is looking forward to exploring the new neighbourhood
- B. Unhappy, because he misses his old room, his old school, and his best friend
- C. Nervous, because he is worried about starting at a brand new school next week
- D. Curious, because he wants to learn more about the interesting house next door

2. Read this sentence from the passage: "Theo hesitated. Then he opened the gate and stepped into the garden." What does the word hesitated mean in this sentence?

- A. Quickly agreed to help without thinking about it for even a moment
- B. Loudly refused the invitation and turned to walk back into his house

- C. Carefully climbed over the wooden fence to reach the garden next door
- D. Paused for a moment before deciding, as if unsure whether to go ahead

3. Which of these events happens first in the story?

- A. Theo stands at the fence watching Mrs. Okafor press seedlings into the ground
- B. Theo picks a bright red tomato and holds it carefully in the palm of his hand
- C. Mrs. Okafor teaches Theo how to test the soil by squeezing it in his hand
- D. Theo slices the tomato and puts it on the table beside the family's dinner

4. Why does Mrs. Okafor most likely invite Theo to help her in the garden?

- A. She sees that he is alone and interested, and she wants to welcome him
- B. She needs someone strong to carry the heavy bags of soil across the yard
- C. She knows that Theo's mother asked her to keep the boy busy after school
- D. She wants Theo to take over her garden while she travels back to Nigeria

5. What is the main message of this story?

- A. Moving to a new town is always a mistake because nothing feels right at first
- B. Gardens are the best hobby for children because they teach many useful skills
- C. New friendships and connections can help a new place begin to feel like home
- D. Elderly neighbours always know exactly the right way to help children feel better

6. Why does the author include the detail about Theo picking the tomato he helped plant and bringing it to his family's dinner table?

- A. It shows that Theo's family does not have enough food in the new house
- B. It proves that Mrs. Okafor is an excellent gardener who grows perfect tomatoes

- C. It explains why tomatoes need sun and water and patience to grow properly
- D. It shows that Theo has become part of something meaningful in his new town

7. OPEN-RESPONSE

How does the garden help Theo's feelings about the new town change from the beginning of the story to the end? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

The Life Cycle of a Butterfly

A Journey of Change

A butterfly is one of the few animals in the world that changes its body completely as it grows. The process is called metamorphosis, and it takes a butterfly through four distinct stages — from a tiny egg to a crawling caterpillar, from a resting chrysalis to a flying adult. Each stage looks so different from the last that it is hard to believe they are all the same creature.

Stage 1: The Egg

A butterfly's life begins as a tiny egg, usually no bigger than the head of a pin. The female butterfly lays her eggs on a specific type of plant called the host plant. She chooses this plant carefully because it is the food the caterpillar will need to eat as soon as it hatches. A monarch butterfly, for example, lays her eggs only on milkweed plants. The eggs are often found on the underside of a leaf, where they are protected from rain and predators.

Stage 2: The Caterpillar (Larva)

After a few days, a tiny caterpillar hatches from the egg. The caterpillar's main job is to eat — and eat it does. It begins by eating the shell of its own egg, then moves on to the leaves of the host plant. A caterpillar may eat several times its own body weight in a single day. As it grows, it sheds its skin several times in a process called moulting, because the old skin becomes too tight for the growing body underneath.

Stage 3: The Chrysalis (Pupa)

When the caterpillar has grown large enough, it stops eating and finds a safe place to begin its next transformation. It attaches itself to a branch or leaf with a small pad of silk and forms a hard outer shell called a chrysalis. Inside the chrysalis, something remarkable happens: the caterpillar's body breaks down almost entirely and rebuilds itself into a completely new form. This process takes about ten to fourteen days for most butterfly species.

AMAZING FACT: Inside the chrysalis, the caterpillar's body dissolves into a liquid-like substance. Special groups of cells called imaginal discs then use this material to build the wings, legs, antennae, and other body parts of the adult butterfly.

Stage 4: The Adult Butterfly

When the transformation is complete, the chrysalis splits open and the adult butterfly emerges. Its wings are wet and crumpled at first. The butterfly pumps fluid into them and waits for them to dry and harden — a process that takes one to three hours. Once the wings are strong enough, the butterfly takes its first flight. Adult butterflies drink nectar from flowers using a long, coiled tube called a proboscis. They also search for a mate so the cycle can begin again.

8. What is this passage mostly about?

- A. Why monarch butterflies only lay their eggs on milkweed plants each year
- B. How caterpillars eat leaves and shed their skin as they grow much larger
- C. The four stages a butterfly goes through as it changes and grows up
- D. What happens inside the chrysalis when the caterpillar completely transforms

9. According to the passage, what is the first thing a caterpillar eats after it hatches from the egg?

- A. The leaves of the nearest tree branch it can reach above the egg on the plant
- B. The shell of its own egg before it moves on to the host plant's leaves nearby
- C. Nectar from flowers nearby using the long coiled tube it is born with already
- D. A small pad of silk that it produces from inside its body to attach to a branch

10. What does the heading "Stage 3: The Chrysalis (Pupa)" tell the reader about the section that follows?

- A. The section will describe the third stage when the caterpillar forms a hard shell
- B. The section will explain how the adult butterfly dries its wings after emerging
- C. The section will describe how the mother butterfly lays her eggs on a host plant
- D. The section will list the different species of butterflies found around the world

11. Read this sentence from the passage: "It sheds its skin several times in a process called moulting, because the old skin becomes too tight for the growing body underneath." What does the word moulting most likely mean?

- A. Growing new legs and antennae to replace the ones that fell off during growth
- B. Changing colour from green to brown to match the tree branches for safety
- C. Losing the outer layer of skin so a new and larger layer can take its place
- D. Spinning a thick thread of silk around the body to prepare for the chrysalis

12. According to the passage, what is the correct order of the four stages in a butterfly's life cycle?

- A. Caterpillar, then egg, then chrysalis, then adult butterfly ready to emerge
- B. Chrysalis, then caterpillar, then egg, then adult butterfly ready to emerge
- C. Egg, then chrysalis, then caterpillar, then adult butterfly ready to emerge
- D. Egg, then caterpillar, then chrysalis, then adult butterfly ready to emerge

13. Which of these sentences from the passage states a fact?

- A. A caterpillar may eat several times its own body weight in a single day
- B. Butterflies are the most beautiful insects you will ever see in any garden
- C. Everyone should plant milkweed in their yard to help monarch butterflies
- D. Watching a butterfly emerge from its chrysalis is the most amazing experience

14. According to the passage, why does a caterpillar shed its skin several times as it grows?

- A. The old skin changes colour and no longer matches the leaves of the host plant
- B. The old skin becomes too tight for the caterpillar's growing body underneath
- C. The old skin becomes too wet from the morning rain and starts to fall apart
- D. The caterpillar wants to look different before forming the chrysalis shell later

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Read this sentence: "Look at the size of that rainbow ____" Which punctuation mark correctly ends this sentence?

- A. A period, because the sentence is a calm statement about the weather outside
- B. A comma, because there is more information coming right after this sentence
- C. An exclamation point, because the speaker is expressing excitement and wonder
- D. A question mark, because the speaker is asking someone for information

16. Which of these words is spelled correctly?

- A. importent
- B. importint

- C. importunt
- D. important

17. Which sentence uses capital letters correctly?

- A. On Saturday, we drove to Ottawa to visit the Canadian Museum of Nature.
- B. On saturday, we drove to Ottawa to visit the Canadian museum of Nature.
- C. On Saturday, we drove to ottawa to visit the canadian Museum of Nature.
- D. On Saturday, we Drove to Ottawa to Visit the Canadian Museum of nature.

18. Read this sentence: "Every student in the classroom _____ a library book to read during quiet time." Which word correctly completes the sentence?

- A. have
- B. are choosing
- C. has
- D. were given

19. Read this paragraph from a student's recount: "Last winter, my family took a trip to the mountains. We packed our warmest clothes and _____ early in the morning to beat the traffic." Which word correctly completes the paragraph?

- A. leave
- B. are leaving
- C. will leave
- D. left

20. Which of these is a complete sentence?

- A. The friendly grey squirrel with the bushy tail near the old oak tree outside.

- B. The friendly grey squirrel buried acorns under the old oak tree all morning.
- C. Running quickly across the schoolyard and jumping over the puddles by the gate.
- D. Although the teacher read the instructions clearly to the students before lunch.

21. Read this paragraph: "There are several ways to stay healthy. First, eating fruits and vegetables gives your body the vitamins it needs. _____, getting enough sleep helps your brain and body rest and recover." Which word best fills the blank?

- A. However
- B. For example
- C. Second
- D. Finally

22. OPEN-RESPONSE — Shorter Writing Piece

Think about your favourite season of the year. Write a paragraph that describes what this season looks, sounds, smells, and feels like. Use specific details to help the reader experience the season through your words.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "My sister and I wanted to build a snowman, so _____ went outside right after breakfast." Which word correctly completes the sentence?

- A. we
- B. us
- C. them
- D. her

24. Read this sentence: "After the rain stopped falling we ran outside to splash in the puddles." Where should a comma be placed in this sentence?

- A. After the word "After" at the very beginning of the sentence
- B. After the word "stopped" in the middle of the introductory phrase
- C. After the word "outside" near the end of the whole sentence
- D. After the word "falling" at the end of the introductory phrase

25. Which sentence correctly punctuates the dialogue?

- A. Come look at this butterfly, "said Ava to her brother standing nearby."
- B. "Come look at this butterfly," said Ava to her brother standing nearby.
- C. "Come look at this butterfly said Ava" to her brother standing nearby.
- D. Come "look at this butterfly," said Ava to her brother "standing nearby."

26. A student wrote this sentence: "We went to the park and it was fun and then we went home and it was fun too." Which revision improves this sentence?

- A. We went to the park and it was really fun and then we went home and it was really fun.
- B. We spent the afternoon playing games at the park before walking home as the sun set.
- C. Going to the park, having fun, going home, having more fun, that is what happened today.
- D. We went to a fun park and went home and both things were fun for us to do together.

27. Read these two sentences: "The power went out during the storm. We had to light candles and find something to do in the dark." Which word best joins these two sentences?

- A. The power went out during the storm, so we had to light candles and find something to do.
- B. The power went out during the storm, but we had to light candles and find something to do.
- C. The power went out during the storm, or we had to light candles and find something to do.
- D. The power went out during the storm, yet we had to light candles and find something to do.

28. A student wrote these sentences: "The snow fell all night long. The streets were covered in white. School was cancelled." Which revision best combines these sentences?

- A. The snow fell all night long and the streets were covered and school was cancelled then.
- B. Snowing all night, covering streets in white, cancelling school is what the snow did today.
- C. After snow fell all night and covered the streets in white, school was cancelled for the day.
- D. The snow fell, the streets were covered, school was cancelled, and all three things happened.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you went on a nature walk with your class and discovered a path that nobody had ever seen before. Write a story about where the path leads and what you find.

Be sure to include:

- a beginning that introduces you and your classmates on the nature walk
- a middle that describes the path and what you discover along the way
- an ending that tells how the story turns out
- details about what you see, hear, and feel during the adventure

Write your answer in the space below.

Practice Exam 5: Answer Key and Explanations

- 1. B** — The opening paragraphs establish Theo's unhappiness clearly. He stands on the porch of "a house he did not want to live in," thinks "everything about the new town felt wrong," and the passage explicitly states he missed his old room, his old school, and "most of all, his best friend, Daniel." Every detail in the first three paragraphs points to a child who is unhappy about the move.
- 2. D** — The passage shows Theo standing at a decision point: Mrs. Okafor has invited him into the garden, and he is unsure whether to accept. "Hesitated" means he paused briefly before deciding, weighing whether to go ahead. The next sentence — "Then he opened the gate and stepped into the garden" — confirms that the hesitation ended with a decision to proceed rather than a refusal or immediate agreement.
- 3. A** — The story follows a clear chronological sequence. Theo first watches Mrs. Okafor from the fence as she plants seedlings. Then he enters the garden and begins helping. Then over four weeks he learns gardening skills including soil testing. Then in July he picks the red tomato. Then he slices it for dinner. Standing at the fence watching is the earliest of these events.
- 4. A** — Mrs. Okafor notices Theo standing alone at her fence, watching silently. She initiates conversation by asking about the seedlings, then invites him to help. Nothing in the passage suggests she was asked by his mother, needs heavy labor, or plans to travel. The simplest and best-supported inference is that she sees a lonely child showing interest and reaches out to welcome him.
- 5. C** — The story traces Theo's arc from feeling that "everything about the new town felt wrong" to smiling and thinking "the street did not feel so quiet anymore." The change happens through his friendship with Mrs. Okafor and his connection to the garden. His mother's closing observation — "It sounds like you've made a friend" — underscores the theme that new relationships can transform an unfamiliar place into a home.
- 6. D** — The tomato is the physical result of Theo's weeks of work in the garden. By picking it, bringing it home, and proudly telling his mother "I grew it," Theo demonstrates that he has invested himself in something in the new town. The tomato represents his roots taking hold — a concrete symbol that he has become part of something meaningful in a place that once felt entirely wrong.
- 7. Open-Response** — A strong response identifies that Theo's feelings shift from unhappiness and disconnection at the beginning to belonging and contentment at the end, and that the garden is the catalyst for this change. At the start, "everything about the new town felt wrong" and he "kept to himself." Through working in Mrs. Okafor's garden, he finds enjoyment in the soil, the stories, and the relationship. By the end, "the street did not feel so quiet anymore." A Level 3 or 4 response cites specific details from both the beginning and the end, names the feelings clearly, and explains how the garden experience caused the shift.
- 8. C** — The passage is organized around the four stages of metamorphosis: egg, caterpillar, chrysalis, and adult butterfly. Each section describes one stage in sequence, and the opening paragraph frames the entire passage as a description of the butterfly's complete life cycle. While individual sections discuss specific details like milkweed or moulting, the passage as a whole covers all four stages of change and growth.

9. B — The passage states directly: "It begins by eating the shell of its own egg, then moves on to the leaves of the host plant." The very first food a newly hatched caterpillar eats is the shell of the egg it emerged from. The host plant leaves come second. Nectar is consumed only by the adult butterfly, and silk is produced later during the chrysalis stage.

10. A — The heading "Stage 3: The Chrysalis (Pupa)" tells the reader that the section will cover the third of four stages — the one in which the caterpillar forms a hard outer shell and transforms inside it. The section that follows describes the caterpillar attaching to a branch, forming the chrysalis, and undergoing complete internal transformation over ten to fourteen days.

11. C — The passage defines moulting within the same sentence: the caterpillar "sheds its skin several times" because "the old skin becomes too tight for the growing body underneath." Moulting means losing the outer layer of skin so that a new, larger layer can replace it. The passage makes the definition explicit through the cause-and-effect explanation built into the sentence.

12. D — The passage presents the four stages in numbered order: Stage 1 is the egg, Stage 2 is the caterpillar (larva), Stage 3 is the chrysalis (pupa), and Stage 4 is the adult butterfly. The closing sentence of the passage confirms the cycle by noting that adult butterflies "search for a mate so the cycle can begin again." The correct sequence is egg → caterpillar → chrysalis → adult.

13. A — The statement "A caterpillar may eat several times its own body weight in a single day" describes a measurable, verifiable biological fact about caterpillar feeding behavior. Options B, C, and D each contain evaluative or prescriptive language — "most beautiful," "everyone should," and "most amazing" — that reflects personal judgment or recommendation rather than provable fact.

14. B — The passage states the cause-and-effect relationship directly: the caterpillar sheds its skin "because the old skin becomes too tight for the growing body underneath." As the caterpillar eats and grows rapidly, its outer layer cannot stretch enough to accommodate the larger body, so the old skin is shed and replaced with a new, larger one. This process repeats several times during the caterpillar stage.

15. C — The sentence "Look at the size of that rainbow" expresses excitement, wonder, and emphasis. The word "Look" is a command drawing attention to something impressive, and the phrase "the size of that" signals amazement. An exclamation point captures the speaker's strong feeling. A period would flatten the emotion. A question mark does not fit because no information is being requested.

16. D — "Important" follows the correct spelling pattern i-m-p-o-r-t-a-n-t, with the *-ant* ending. "Importent" swaps *-ant* for *-ent*. "Importint" uses *-int*. "Importunt" uses *-unt*. The *-ant* ending is the correct suffix, and this word is among the most commonly misspelled at the Grade 3 level.

17. A — "Saturday" (day of the week), "Ottawa" (city name), and "Canadian Museum of Nature" (proper noun — specific institution name) all require capitalization. "We" and "drove" are common words that remain lowercase. Option A is the only version that capitalizes every proper noun and day while leaving common words lowercase.

18. C — "Every student" uses the singular determiner "every," which means each individual student considered one at a time. A singular subject requires a singular verb. "Has" is the correct singular present-

tense form. "Have" is plural. "Are choosing" pairs a plural helper with a singular subject. "Were given" is plural past tense.

19. D — The paragraph is written in past tense: "took" and "packed" are both past-tense verbs describing events from last winter. To maintain tense consistency, the blank must also be past tense. "Left" is the correct past-tense form of "leave." "Leave" is present tense. "Are leaving" is present progressive. "Will leave" is future tense.

20. B — "The friendly grey squirrel buried acorns under the old oak tree all morning" contains a clear subject (squirrel) and a clear predicate (buried acorns), forming a complete thought. Option A has a subject but no main verb. Option C starts with a participle and has no subject performing a completed action. Option D begins with "Although," creating a dependent clause that cannot stand alone.

21. C — The paragraph uses a sequential structure with "First" introducing the opening point. The blank introduces the next point in the sequence, so "Second" is the logical continuation. "However" signals contrast. "For example" introduces an illustration of a previous point. "Finally" signals the last point, but only one previous point has been given — "Second" is needed before "Finally" can appear.

22. Open-Response — A strong response selects a specific season, names it in the opening sentence, and develops the description using multiple senses. Sight details might describe colours of leaves or the look of snow. Sound details might include birds singing or wind blowing. Smell details might capture flowers, bonfires, or rain on pavement. Touch details might describe warmth, cold, or textures. A Level 3 or 4 response uses vivid, specific language rather than vague adjectives, includes at least three senses, and organizes the details logically rather than listing them randomly.

23. A — The compound subject "My sister and I" requires a subject pronoun in the second clause. "We" is the correct subject pronoun that replaces "my sister and I." "Us" is an object pronoun and cannot serve as the subject. "Them" is a third-person object pronoun referring to other people entirely. "Her" is singular and refers only to the sister.

24. D — The phrase "After the rain stopped falling" is an introductory dependent clause. A comma must separate the introductory clause from the main clause that follows. Placing the comma after "falling" — the last word of the introductory clause — produces the correct sentence: "After the rain stopped falling, we ran outside to splash in the puddles."

25. B — Standard dialogue format encloses only the spoken words inside quotation marks, places a comma inside the closing quotation mark before the speaker tag, and capitalizes the first word of the spoken sentence. Option B follows all three rules: "Come look at this butterfly," said Ava. Options A and D misplace the quotation marks around non-spoken words. Option C omits the comma and closing quotation mark between speech and speaker tag.

26. B — The original sentence repeats "went" twice and uses the vague word "fun" twice, producing flat, repetitive writing. Option B replaces the entire sentence with specific, vivid language — "spent the afternoon playing games at the park before walking home as the sun set" — eliminating the repetition and creating a clear image. Options A, C, and D all retain the word "fun" and fail to improve the writing meaningfully.

27. A — The two sentences describe a cause-and-effect relationship: the power went out (cause), and the family had to light candles and find alternative activities (effect). The phrase "had to" reinforces that the second action was a necessary response to the first. "So" correctly signals this cause-and-effect relationship. "But" signals contrast. "Or" implies choice. "Yet" signals an unexpected outcome.

28. C — "After snow fell all night and covered the streets in white, school was cancelled for the day" uses the subordinating conjunction "After" to establish a clear cause-and-effect chain and combines all three original ideas into one well-structured sentence. Option A chains three clauses with repetitive "and" connectors. Option B produces an awkward participial construction. Option D is a list of clauses with no meaningful combination.

29. Open-Response — A strong response follows the narrative writing structure from Chapter 9: a hook opening that places the character and classmates on a nature walk, a developed middle that describes the discovery of the unknown path and what lies along it, and a satisfying ending that resolves the adventure. The prompt specifically asks for sensory details about what the writer sees, hears, and feels, so the response should draw on multiple senses. A Level 3 or 4 response includes character feelings at multiple points, uses dialogue where appropriate, maintains consistent past tense, and produces a closing that gives the adventure meaning beyond the surface events.

PRACTICE EXAM 6: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

The Bracelet

Noor pressed her nose against the car window and watched the blue line of the ocean grow wider as they drove closer to the beach. It was the first warm Saturday of the year, and the whole family had packed towels, sandwiches, and a cooler full of juice into the back of the car.

On her wrist, Noor wore a thin silver bracelet with three small charms — a crescent moon, a cedar tree, and a tiny heart. Her grandmother, Teta, had given it to her the day before she moved back to Beirut. "So you remember me," Teta had whispered, pressing the bracelet into Noor's palm.

"I would remember you without it," Noor had said.

"I know," Teta had answered. "But now I'll be with you even when I'm far away."

At the beach, Noor dropped her sandals on the towel and ran straight for the water. The waves were cold at first but felt wonderful once she got used to them. She jumped over the smaller waves and ducked under the bigger ones. She chased her older brother, Rami, along the shoreline and dug for shells in the wet sand near the rocks.

It was not until she sat down for lunch that she looked at her wrist and felt the world tilt sideways.

The bracelet was gone.

"Mom!" Noor cried. "Teta's bracelet — it's not on my arm!"

Her mother's face went serious. They went back to every spot Noor had been — the waterline, the rocks, the shallow pools, the stretch of sand where she and Rami had been running. Nothing. The bracelet had slipped off somewhere in the water or the sand, and the tide was coming in.

Noor sat on the towel with her arms wrapped around her knees. Her eyes burned, but she did not want to cry in front of Rami.

"We can get you another bracelet," her mother said gently.

"It won't be the same," Noor whispered. "Teta held that one in her hands."

Her mother pulled her close and said nothing, because she knew Noor was right.

An hour later, the family was folding towels and shaking sand out of shoes, getting ready to leave. A boy about Noor's age walked toward them across the sand. He had dark curly hair and was carrying a small blue bucket in one hand.

"Excuse me," he said. "I found this near the water while I was building a castle." He held out his other hand. Sitting in his palm, still wet and coated with a thin layer of sand, was a silver bracelet with three small charms.

Noor's breath caught. She took the bracelet carefully and turned it over. The crescent moon. The cedar tree. The tiny heart.

"Thank you," she said, and her voice cracked on the second word.

The boy smiled. "It looked important," he said. Then he turned and walked back to his sandcastle.

That night, Noor called Teta on video chat and held the bracelet up to the camera. She told the whole story — the waves, the panic, the boy with the blue bucket.

Teta smiled. "You see?" she said. "The world is full of people who do kind things without being asked. You just haven't met them all yet."

Noor looked at the bracelet on her wrist and thought about the boy she would probably never see again. She did not even know his name. But she would not forget him.

1. Where does most of this story take place?

- A. Inside Noor's grandmother's house in Beirut, Lebanon, across the ocean
- B. In the car on the long drive to the beach with her family that morning
- C. At a beach where Noor's family spends a warm Saturday afternoon together
- D. At Noor's home during a video chat with her grandmother later that evening

2. Read this sentence from the passage: "She looked at her wrist and felt the world tilt sideways." What does the phrase tilt sideways most likely mean in this sentence?

- A. The beach was moving because of a small earthquake happening in the area
- B. Everything suddenly felt wrong, as if her world had been knocked off balance
- C. Noor became dizzy from spinning around too quickly near the ocean waves
- D. The towel she was sitting on was slipping down the side of a sandy dune

3. How does Noor most likely feel when the boy walks toward her family holding the bracelet in his hand?

- A. Annoyed, because a stranger is interrupting while her family is packing up
- B. Shocked and grateful, because she had given up hope of finding the bracelet
- C. Embarrassed, because she does not want anyone to see that she was crying
- D. Suspicious, because she thinks the boy may have taken the bracelet earlier

4. Why is the bracelet so important to Noor?

- A. Her grandmother gave it to her as a special keepsake before moving far away
- B. The bracelet is made of expensive silver and is worth a lot of money to sell
- C. She won the bracelet as a prize in a contest at her school's annual spring fair
- D. Her mother told her she must never lose the bracelet or she will be in trouble

5. What is the main message of this story?

- A. Children should never wear valuable jewelry when they are playing at the beach
- B. Families should always search for lost items carefully before leaving a place
- C. Grandmothers give the best gifts because they know what children truly treasure
- D. Kindness from strangers can appear when you least expect it and need it most

6. Why does the author include the detail that Noor does not know the boy's name?

- A. It shows that Noor was too upset and distracted to think of asking for his name
- B. It suggests that the boy was unfriendly and did not want anyone to know him
- C. It highlights that a meaningful act of kindness does not require knowing someone
- D. It explains why Noor will never be able to thank the boy properly in the future

7. OPEN-RESPONSE

Why does Noor say "It won't be the same" when her mother offers to get her another bracelet? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

The Amazing World of Coral Reefs

What Are Coral Reefs?

Coral reefs are large underwater structures built by tiny animals called coral polyps. Each polyp is only about the size of a pencil eraser, but over hundreds of years, colonies of millions of polyps build enormous reefs by producing hard skeletons made of limestone. These reefs grow slowly — most add only about one to three centimetres of new growth each year.

Where Are Coral Reefs Found?

Coral reefs are found in warm, shallow, clear ocean water, mainly in tropical regions near the equator. The largest coral reef in the world is the Great Barrier Reef, which stretches along the northeast coast of Australia for more than 2,300 kilometres. Other large reefs are found in the Caribbean Sea, the Red Sea, and the waters around Southeast Asia.

A City Under the Sea

Coral reefs are sometimes called the "rainforests of the sea" because they support an incredible variety of life. Although coral reefs cover less than one percent of the ocean floor, they provide a home for about 25 percent of all marine species. Fish, sea turtles, octopuses, shrimp, eels, and thousands of other creatures live, feed, and hide among the reef's colourful branches and caves.

DID YOU KNOW? Scientists have identified more than 1,500 species of fish that live on coral reefs around the world. Many of these fish cannot survive anywhere else.

Threats to Coral Reefs

Today, coral reefs around the world are in danger. Rising ocean temperatures caused by climate change make the water too warm for coral polyps, causing them to turn white in a process called coral bleaching. Pollution from land — including chemicals, plastic waste, and soil runoff — damages the water quality that reefs need to survive. Overfishing removes important species that help keep the reef ecosystem balanced.

Why Coral Reefs Matter

Coral reefs protect coastlines from storms and strong waves by acting as natural barriers. They provide food and income for millions of people living in coastal communities. Scientists also study coral reef organisms to develop new medicines. Losing coral reefs would affect not only the ocean but also the people and communities that depend on them.

8. What is this passage mostly about?

- A. What coral reefs are, why they matter, and why they are in danger today
- B. How the Great Barrier Reef became the largest reef in the entire world
- C. The different types of fish and animals that can only live on coral reefs
- D. How scientists use coral reef organisms to develop new types of medicine

9. What does the heading "A City Under the Sea" tell the reader about the section that follows?
- A. The section will explain how coral polyps build their hard limestone skeletons
 - B. The section will describe the locations of coral reefs around the world today
 - C. The section will list the threats that are causing coral reefs to die right now
 - D. The section will describe the many living things that make their home on reefs
10. According to the passage, what percentage of all marine species live on coral reefs?
- A. Less than one percent of all marine species found in the world's oceans
 - B. About 25 percent of all marine species found throughout the world's oceans
 - C. More than 50 percent of all marine species found across every ocean on Earth
 - D. Nearly 75 percent of all marine species found in tropical waters near the equator
11. Read this sentence from the passage: "Rising ocean temperatures cause coral polyps to turn white in a process called coral bleaching." What does the word bleaching most likely mean in this sentence?
- A. Growing larger and spreading across a wider area of the warm ocean floor
 - B. Breaking apart into tiny pieces that float away in the strong ocean currents
 - C. Losing colour and turning white because of harmful conditions in the water
 - D. Sinking deeper underwater to escape from the rising warmth near the surface
12. Which of these sentences from the passage states a fact?
- A. The Great Barrier Reef stretches for more than 2,300 kilometres along Australia
 - B. Coral reefs are the most beautiful places you could ever visit in the ocean
 - C. Everyone should care more about protecting the coral reefs from being damaged
 - D. Swimming near a coral reef is the most exciting experience a person can have

13. According to the passage, what is one effect of rising ocean temperatures on coral reefs?

- A. The reefs grow faster because warmer water helps the polyps build more easily
- B. New species of fish move to the reefs because the fish prefer warmer water
- C. The ocean becomes clearer, allowing even more sunlight to reach the reef below
- D. Coral polyps turn white through bleaching because the water becomes too warm

14. According to the passage, how do coral reefs help protect coastal communities from damage?

- A. They provide fresh drinking water to all people living near the ocean shoreline
- B. They attract tourists who bring money and employment to the coastal area nearby
- C. They act as natural barriers that block storms and strong waves from the shore
- D. They filter ocean pollution from the water before it reaches the sandy coastline

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Read this sentence: "_____ been my best friend since kindergarten, and I hope we are friends forever." Which word correctly completes the sentence?

- A. Shes
- B. She's
- C. Shes'
- D. She

16. A student wrote these two sentences: "The puppy was playful. The puppy chewed on everything in the house." Which revision best combines them into one sentence?

- A. The puppy was playful and the puppy chewed and the puppy chewed on everything.

- B. Playful was the puppy and chewing on everything in the house was the puppy also.
- C. The playful puppy chewed on everything in the house from morning until night.
- D. The puppy was playful, the puppy chewed, on everything in the house it chewed.

17. Which sentence uses capital letters correctly?

- A. My family celebrates diwali every november with lights and special food.
- B. My Family celebrates Diwali every november with lights and special food.
- C. My family celebrates Diwali every November with lights and special food.
- D. My family celebrates diwali every November with Lights and Special food.

18. Which of these words is spelled correctly?

- A. through
- B. thrugh
- C. thru
- D. throgh

19. Read this paragraph from a student's narrative: "Right now, the sun is shining and the birds are singing outside my window. I _____ at the blue sky and feel happy." Which word correctly completes the paragraph?

- A. looked
- B. was looking
- C. will look
- D. look

20. Which of these is a complete sentence?

- A. The two brothers who live on the corner near the library and the park downtown.

- B. The two brothers walked to the library and borrowed three books each that day.
- C. Walking to the library together on a warm and sunny afternoon after school ended.
- D. Because the library was closed on Monday for the holiday during the whole week.

21. Read this paragraph: "I think dogs make better pets than cats. _____, dogs are loyal and always happy to see their owners come home. Second, dogs can be trained to do tricks and follow commands." Which word best fills the blank?

- A. First
- B. However
- C. Therefore
- D. In conclusion

22. OPEN-RESPONSE — Shorter Writing Piece

Should every family have a pet? Write a paragraph that shares your opinion. Give at least two reasons and support each reason with an example or specific detail.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read these sentences: "Emma and Jake made a poster for the school fair. _____ decorated it with bright colours and glitter." Which word correctly completes the second sentence?

- A. She
- B. He
- C. It
- D. They

24. Which sentence uses commas correctly?

- A. I wanted to go swimming but, the pool was closed for cleaning all afternoon.
- B. I wanted to go swimming, but the pool was closed for cleaning all afternoon.
- C. I wanted, to go swimming but the pool was closed for cleaning all afternoon.
- D. I wanted to go swimming but the pool, was closed for cleaning all afternoon.

25. Which sentence correctly punctuates the dialogue?

- A. Let's go outside "and play," said Mia to her sister after they finished lunch.
- B. "Let's go outside and play said Mia" to her sister after they finished lunch.
- C. "Let's go outside and play," said Mia to her sister after they finished lunch.
- D. Let's go "outside and play, said Mia to her sister" after they finished lunch.

26. Read this sentence: "The pile of books on the teacher's desk _____ ready to be handed out to the students." Which word correctly completes the sentence?

- A. is

- B. are
- C. were
- D. have been

27. A student wrote this sentence: "The flowers were nice and the garden was nice and the day was nice." Which revision improves the word choice in this sentence?

- A. The flowers were very nice and the garden was really nice and the day was so nice.
- B. The bright flowers filled the garden with colour on a warm and peaceful afternoon.
- C. The nice flowers and the nice garden and the nice day were all three very nice things.
- D. Everything was nice because the flowers were nice in the nice garden on a nice day.

28. Read these two sentences: "Lena forgot to bring her umbrella to school. She got soaked walking home in the heavy rain." Which word best joins these two sentences?

- A. Lena forgot to bring her umbrella to school, but she got soaked walking home.
- B. Lena forgot to bring her umbrella to school, or she got soaked walking home.
- C. Lena forgot to bring her umbrella to school, yet she got soaked walking home.
- D. Lena forgot to bring her umbrella to school, so she got soaked walking home.

29. OPEN-RESPONSE — Longer Writing Piece

Think about a person who is important to you — a family member, a friend, a teacher, or someone else in your life. Write a piece that describes this person.

Be sure to include:

- who the person is and why they are important to you
- details about what the person looks like, sounds like, or acts like
- a specific memory or moment you shared with this person
- a closing that explains what this person means to you

Write your answer in the space below.

Practice Exam 6: Answer Key and Explanations

- 1. C** — The passage opens with the family driving to the beach, and the central events — Noor playing in the waves, losing the bracelet, searching the sand, and the boy returning it — all take place at the beach on a warm Saturday afternoon. The car ride and the evening video chat are brief framing scenes, but the beach is where the story unfolds.
- 2. B** — The phrase "felt the world tilt sideways" is figurative language describing a sudden emotional shift. Noor has just discovered the bracelet is gone, and the phrase captures the feeling of everything suddenly going wrong — as if her stable, happy world has been knocked off balance. Nothing in the passage suggests a literal earthquake, dizziness, or a sliding towel.
- 3. B** — Noor had given up hope of finding the bracelet. Her family was packing to leave, and she had already mourned the loss. The boy's arrival with the bracelet in his hand is completely unexpected. Her "breath caught" and her "voice cracked" on the word "thank you" — physical signs of shock mixed with deep gratitude at recovering something she believed was gone forever.
- 4. A** — The passage establishes the bracelet's importance through the flashback to Teta giving it to Noor the day before she moved to Beirut. Teta whispered "So you remember me" and said "Now I'll be with you even when I'm far away." The bracelet is a physical connection to a grandmother who now lives across the ocean — its value is entirely sentimental, not financial.
- 5. D** — The boy who returns the bracelet is a stranger whose name Noor never learns. He performs an act of kindness — returning something that "looked important" — without being asked and without expecting anything in return. Teta's closing line reinforces the theme directly: "The world is full of people who do kind things without being asked. You just haven't met them all yet."

6. C — The author deliberately notes that Noor "did not even know his name" to underscore that the boy's kindness required no personal relationship, no introduction, and no expectation of being recognized. The detail highlights the theme that meaningful kindness can come from complete strangers — the act matters more than the identity of the person performing it.

7. Open-Response — A strong response explains that the bracelet cannot be replaced because its value comes from who gave it and when. Teta pressed it into Noor's palm as a farewell keepsake before moving to Beirut. Noor says "Teta held that one in her hands," meaning the specific physical object carries her grandmother's touch and the memory of that moment. A new bracelet might look the same, but it would not carry the same history. A Level 3 or 4 response cites the flashback details about Teta's gift-giving, connects them to why a replacement would not be equivalent, and explains the difference between the object's material value and its emotional meaning.

8. A — The passage covers what coral reefs are (polyps building limestone structures), where they are found (warm tropical waters), what lives on them (25 percent of marine species), what threatens them (bleaching, pollution, overfishing), and why they matter (coastal protection, food, medicine). The central thread running through all five sections is a comprehensive overview of coral reefs — what they are, their importance, and the dangers they face.

9. D — The heading "A City Under the Sea" uses a metaphor comparing the reef to a city, suggesting a busy, populated place. The section that follows describes the enormous variety of life on coral reefs — fish, sea turtles, octopuses, shrimp, eels, and thousands of other creatures that live, feed, and hide among the reef's structures. Every detail in the section relates to the reef as a habitat teeming with life.

10. B — The passage states directly: "Although coral reefs cover less than one percent of the ocean floor, they provide a home for about 25 percent of all marine species." The contrast between covering less than one percent of the ocean floor yet supporting 25 percent of its species is one of the passage's key supporting details.

11. C — The passage defines bleaching within the same sentence: rising temperatures cause coral polyps "to turn white." Bleaching describes the loss of colour that occurs when harmful conditions — specifically water that is too warm — stress the coral polyps. The word connects directly to the visual change from colourful coral to white coral.

12. A — The statement "The Great Barrier Reef stretches for more than 2,300 kilometres along Australia" is a specific, verifiable geographic measurement. Options B, C, and D each contain evaluative or prescriptive language — "most beautiful," "everyone should," and "most exciting" — that reflects personal opinion rather than provable fact.

13. D — The passage states the cause-and-effect relationship directly: "Rising ocean temperatures caused by climate change make the water too warm for coral polyps, causing them to turn white in a process called coral bleaching." The cause is rising temperatures; the effect is bleaching. The other options describe outcomes not supported by the passage.

14. C — The passage states directly that "Coral reefs protect coastlines from storms and strong waves by acting as natural barriers." The reef structure absorbs wave energy before it reaches the shore, reducing

damage to coastal communities. The other options — drinking water, tourism, and pollution filtering — are either not mentioned or not described as coastal protection functions.

15. B — The sentence requires a contraction of "She has" to make sense: "She has been my best friend since kindergarten." The contraction "She's" uses an apostrophe to replace the missing letters in "has." "Shes" without an apostrophe is not a standard English word. "Shes'" places the apostrophe incorrectly. "She" alone leaves the sentence without a verb.

16. C — "The playful puppy chewed on everything in the house from morning until night" successfully combines both original ideas into one smooth sentence by turning the adjective "playful" into a modifier before "puppy" and keeping the main action verb "chewed." Option A repeats "the puppy" three times. Option B inverts the sentence unnaturally. Option D is a comma splice with awkward phrasing.

17. C — "Diwali" must be capitalized because it is a holiday. "November" must be capitalized because it is a month. "Family," "lights," and "food" are common nouns and remain lowercase. Option A fails to capitalize both "Diwali" and "November." Option B incorrectly capitalizes "Family" and fails to capitalize "November." Option D fails to capitalize "Diwali" and incorrectly capitalizes "Lights" and "Special."

18. A — "Through" follows the correct English spelling: t-h-r-o-u-g-h. The *ough* letter combination is one of the trickiest spelling patterns in English and must be memorized because it does not follow standard phonetic rules. "Through" drops the *o*. "Thru" is an informal abbreviation not accepted in standard writing. "Throgh" drops the *u*.

19. D — The paragraph is written entirely in present tense: "is shining," "are singing," and "feel" all describe what is happening right now. To maintain tense consistency, the blank must also be present tense. "Look" is the correct simple present-tense form. "Looked" is past tense. "Was looking" is past progressive. "Will look" is future tense.

20. B — "The two brothers walked to the library and borrowed three books each that day" contains a clear subject (brothers) and a clear predicate (walked and borrowed), forming a complete thought. Option A has a subject but no main verb — "who live" is a relative clause modifying "brothers," not a predicate. Option C begins with a participle and has no subject. Option D begins with "Because," creating a dependent clause.

21. A — The paragraph uses a sequential structure with "Second" appearing in the following sentence. The blank introduces the first point in the sequence, so "First" is the logical match. "However" signals contrast. "Therefore" signals cause-and-effect. "In conclusion" signals a closing statement. Only "First" establishes the beginning of the numbered sequence that "Second" continues.

22. Open-Response — A strong response states a clear opinion in the opening sentence (yes or no to whether every family should have a pet), provides at least two distinct reasons each supported by a specific example or detail, and closes by restating the opinion. A Level 3 or 4 response uses transition words, includes personal examples or concrete details rather than general statements, and maintains a consistent first-person voice throughout the paragraph.

23. D — "Emma and Jake" is a compound subject naming two people, which requires the plural pronoun "They." "She" refers only to Emma. "He" refers only to Jake. "It" does not refer to people. Only "They" correctly replaces a subject that names two specific individuals acting together.

24. B — In a compound sentence joined by the conjunction "but," a comma is placed before the conjunction: "I wanted to go swimming, but the pool was closed." Option A places the comma after "but" instead of before it. Option C inserts a comma between the verb "wanted" and its infinitive "to go," breaking the verb phrase. Option D places a comma after the subject "pool."

25. C — Standard dialogue format encloses only the spoken words in quotation marks, places a comma inside the closing quotation mark, and keeps the speaker tag outside. Option C follows all three rules: "Let's go outside and play," said Mia. Option A misplaces quotation marks around non-spoken words. Option B omits the closing quotation mark and comma. Option D fragments the spoken sentence across multiple quotation marks.

26. A — The subject of this sentence is "pile," which is singular. The prepositional phrase "of books" sits between the subject and the verb but does not change the subject's number. A singular subject requires a singular verb: "is." "Are," "were," and "have been" are all plural or past-tense forms that do not agree with the singular present-tense subject "pile."

27. B — The original sentence uses the vague word "nice" three times, providing no specific imagery. Option B replaces all three uses with vivid, precise language — "bright flowers," "filled the garden with colour," "warm and peaceful afternoon" — creating a clear sensory picture. Options A, C, and D all retain the word "nice" and fail to improve the word choice.

28. D — The two sentences describe a cause-and-effect relationship: Lena forgot her umbrella (cause), and she got soaked in the rain (effect). The conjunction "so" correctly signals that the first event led directly to the second. "But" and "yet" signal contrast, implying the soaking was unexpected despite the forgotten umbrella — but getting soaked without an umbrella is the expected outcome, not a surprise. "Or" implies a choice.

29. Open-Response — A strong response follows the descriptive writing structure from Chapter 9, selecting a specific person and developing the description through multiple angles: physical appearance, personality traits, habits, and voice. The prompt requires a specific memory or moment shared with the person, so the response must include at least one concrete scene rather than only general statements. A Level 3 or 4 response uses sensory details, includes a simile or vivid word choice, organizes the description logically, and closes with a reflection on what the person means to the writer.

PRACTICE EXAM 7: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Wallet

Sofia kicked the last pile of leaves off the bottom of the slide and watched them scatter across the playground. It was a windy Tuesday afternoon, and most of the other kids had already gone home. Only Sofia and her friend Mia were still there, seeing who could swing highest before dinner.

"One more turn on the slide!" Sofia called out. She climbed the ladder and sat at the top, but before she pushed off, she noticed something tucked in the corner where the slide met the platform. It was a brown leather wallet, scuffed and faded.

Sofia picked it up and opened it. Inside were two twenty-dollar bills, a bus pass, and a white library card with a name printed on it: *George Petrov*.

Mia jogged over and peered at the wallet. "Forty dollars!" she said, her eyes wide. "That's enough for the new art set we saw at the store. Finders keepers, right?"

Sofia looked at the money and then at the library card. She thought about how she would feel if she lost forty dollars — the pit in her stomach, the retracing of steps, the hoping and hoping that someone honest had picked it up.

"I don't think I can keep it," she said quietly.

At home, Sofia showed the wallet to her father. He looked at the library card and searched for the name online. Within a few minutes, he found a phone number.

"Would you like to call, or should I?" he asked.

Sofia swallowed hard. "I'll do it."

An elderly man answered on the third ring. When Sofia explained that she had found his wallet at the playground, the man's voice broke.

"I have been looking everywhere," Mr. Petrov said. "I was walking my dog past the playground this morning, and it must have fallen from my coat pocket. I thought it was gone."

Sofia and her father walked the wallet to Mr. Petrov's house, which turned out to be only four blocks away. Mr. Petrov opened the door with a wide smile. His small grey dog barked once and wagged its tail.

"Thank you," Mr. Petrov said. He reached into the wallet and held out one of the twenty-dollar bills. "Please — take this."

Sofia shook her head. "No, thank you. It's yours."

Mr. Petrov looked at her for a long moment, then nodded slowly. "You are an honest person," he said. "The world needs more people like you."

On the walk home, Sofia's father put his arm around her shoulder.

"That was a hard thing to do," he said. "Saying no to twenty dollars isn't easy."

"It wasn't," Sofia admitted. "But it felt right."

Her father smiled. "That's how you know."

1. Read this sentence from the passage: "She thought about the pit in her stomach, the retracing of steps, the hoping and hoping that someone honest had picked it up." What does the phrase pit in her stomach most likely mean?

- A. A sharp pain caused by eating too much food right before going to the playground
- B. A hole in the ground near the playground where Sofia often likes to play and dig
- C. A warm, comfortable feeling that comes from knowing everything is perfectly fine
- D. A heavy, sinking feeling of worry or dread that something bad has happened

2. How does Mr. Petrov most likely feel when Sofia calls him on the phone to say she found his wallet?

- A. Suspicious, because he thinks Sofia might be trying to trick him into something
- B. Relieved, because he had been searching everywhere and thought it was gone

- C. Annoyed, because a stranger is calling his phone number during the evening time
- D. Embarrassed, because he does not want anyone to know that he lost his wallet

3. Which of these events happens first in the story?

- A. Sofia finds a brown leather wallet tucked in the corner of the playground slide
- B. Sofia's father searches online and finds Mr. Petrov's phone number at home
- C. Mr. Petrov holds out a twenty-dollar bill and offers it to Sofia as a reward
- D. Sofia and her father walk the wallet to Mr. Petrov's house four blocks away

4. Why does Sofia decide not to keep the wallet and the forty dollars inside it?

- A. Her friend Mia warns her that keeping the wallet would be breaking the law
- B. She already has enough money saved at home and does not need any more
- C. She imagines how she would feel if she lost something and no one returned it
- D. Her father tells her that she must return the wallet before she can eat dinner

5. What is the main message of this story?

- A. Children should never pick up things they find on the ground at the playground
- B. Doing the right thing is more important than personal gain, even when it is hard
- C. Parents should always help their children solve problems they cannot handle alone
- D. Losing a wallet is one of the worst things that can happen to an elderly person

6. Why does the author include the detail that Mr. Petrov offers Sofia twenty dollars as a reward?

- A. It shows that returning the wallet required real sacrifice, making her honesty stronger
- B. It proves that Mr. Petrov is a wealthy man who does not really need his money back
- C. It explains why Sofia's father wanted her to return the wallet in the first place

D. It shows that Mr. Petrov does not trust Sofia and wants to test her with money

7. OPEN-RESPONSE

How does Sofia show that she is an honest person in this story? Use at least two details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Our Solar System

The Sun at the Centre

Our solar system is a collection of planets, moons, and other objects that orbit — or travel around — a star called the Sun. The Sun is at the centre of the solar system, and its powerful gravity holds everything in place. The Sun is so large that more than one million Earths could fit inside it. It provides the light and heat that make life on Earth possible.

The Eight Planets

Eight planets orbit the Sun, each following its own path. The four planets closest to the Sun — Mercury, Venus, Earth, and Mars — are called the inner planets, or rocky planets, because they are made mostly of rock and metal. The four planets farthest from the Sun — Jupiter, Saturn, Uranus, and Neptune — are

called the outer planets, or gas giants, because they are made mostly of gas and are much larger than the inner planets.

A Closer Look at the Planets

Mercury is the smallest planet and the closest to the Sun. It has no atmosphere, so its surface is covered in craters. Venus is the hottest planet in the solar system, even though Mercury is closer to the Sun, because Venus has a thick atmosphere that traps heat. Earth is the only planet known to support life. Mars, often called the Red Planet because of its reddish soil, has the tallest volcano in the solar system — Olympus Mons.

Jupiter is the largest planet — more than 1,300 Earths could fit inside it. Saturn is famous for its bright, wide rings made of ice and rock. Uranus rotates on its side, unlike any other planet. Neptune, the farthest planet from the Sun, has the strongest winds in the solar system, reaching speeds of more than 2,000 kilometres per hour.

SPACE FACT: It takes light from the Sun about 8 minutes to reach Earth, but more than 4 hours to reach Neptune. That is how far apart the planets are!

Why We Study the Solar System

Scientists study the solar system to learn about how planets form, how they change over time, and whether life might exist somewhere beyond Earth. Spacecraft, telescopes, and rovers help scientists explore planets and moons that humans cannot visit in person. Every new discovery teaches us something about our place in the universe.

8. What is this passage mostly about?

- A. The planets and other objects that make up our solar system and orbit the Sun
- B. Why Venus is the hottest planet even though Mercury is closer to the Sun
- C. How scientists use spacecraft and telescopes to explore the distant planets today
- D. The difference between the rocky inner planets and the gas giant outer planets

9. What does the heading "A Closer Look at the Planets" tell the reader about the section that follows?

- A. The section will explain why the Sun is located at the centre of the solar system
- B. The section will describe how scientists send spacecraft to explore distant planets
- C. The section will give specific details and interesting facts about each of the planets

D. The section will compare our solar system to other solar systems found in space

10. According to the passage, why is Venus the hottest planet in the solar system?

- A. Venus is the planet closest to the Sun and receives the most direct sunlight
- B. Venus has many active volcanoes that release heat from deep inside the planet
- C. Venus rotates very slowly, keeping one side facing the Sun for a very long time
- D. Venus has a thick atmosphere that traps heat and keeps the surface very warm

11. Read this sentence from the passage: "Our solar system is a collection of planets, moons, and other objects that orbit the Sun." What does the word orbit mean in this sentence?

- A. Crash into something with great force and speed while moving through space
- B. Travel around something in a curved path that repeats over and over again
- C. Float without moving in one fixed position far out in the empty darkness of space
- D. Shine brightly with reflected light coming from a much larger and hotter star

12. Which of these sentences from the passage states a fact?

- A. More than one million Earths could fit inside the Sun based on its enormous size
- B. Saturn's rings are the most beautiful sight anyone could ever see in outer space
- C. Jupiter is the most interesting planet because it is so much bigger than the others
- D. Everyone should want to become a scientist so they can study the solar system

13. According to the passage, how are the inner planets different from the outer planets?

- A. The inner planets have bright rings made of ice and rock, while the outer planets do not
- B. The inner planets orbit the Sun more slowly than the outer planets travel around it
- C. The inner planets are made mostly of rock and metal, while the outer planets are gas giants

D. The inner planets have stronger winds and larger storms than the outer planets do

14. According to the passage, what is special about the planet Uranus compared to the others?

A. It is the smallest planet in the solar system and has no atmosphere at all on it

B. It rotates on its side, which is different from all the other planets in the system

C. It has the tallest volcano in the entire solar system, called Olympus Mons today

D. It has the brightest and widest rings of any planet, made entirely of ice and rock

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which sentence correctly punctuates the dialogue?

A. The teacher said, tomorrow we will have a spelling test after lunch in class.

B. The teacher said, "tomorrow we will have a spelling test after lunch in class.

C. "The teacher said, tomorrow we will have a spelling test after lunch in class."

D. The teacher said, "Tomorrow we will have a spelling test after lunch in class."

16. Which of these words is spelled correctly?

A. caught

B. cawt

C. cought

D. caght

17. Which sentence uses capital letters correctly?

- A. Our class took a field trip to the royal ontario Museum on wednesday.
- B. Our class took a field trip to the Royal Ontario Museum on Wednesday.
- C. Our class took a Field Trip to the Royal Ontario museum on Wednesday.
- D. Our Class took a field trip to the royal Ontario Museum on wednesday.

18. Which of these is a complete sentence?

- A. Running through the tall grass and chasing the butterflies on a warm spring day.
- B. The tall ship with the white sails docked at the harbour near the fish market.
- C. My grandmother's famous chocolate cake with the thick frosting on top of it.
- D. Although the rain had finally stopped and the bright sun was coming out at last.

19. Read this paragraph from a student's story: "Every Saturday, Layla and her mother go to the farmers' market downtown. They _____ fresh bread, vegetables, and sometimes flowers to bring home." Which word correctly completes the paragraph?

- A. bought
- B. were buying
- C. buy
- D. will buy

20. Read this paragraph: "There are many reasons why reading is good for you. _____, reading helps you learn new words and improve your vocabulary. In addition, reading helps you relax and use your imagination." Which word best fills the blank?

- A. First
- B. However
- C. Meanwhile

D. In conclusion

21. Read this sentence: "The jar of marbles _____ sitting on the shelf in the classroom closet." Which word correctly completes the sentence?

- A. are
- B. were
- C. have been
- D. is

22. OPEN-RESPONSE — Shorter Writing Piece

Imagine you got separated from your family during a busy outdoor festival. Write a story about what happened, how you felt, and how you found your way back.

Be sure to include:

- a beginning that describes where you were and how you got separated
- a middle that tells what you did and how you felt while you were lost
- an ending that tells how you found your family again
- details about what you saw, heard, and felt during the experience

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "Ben lent his favourite book to Olivia because _____ wanted to read it before the weekend." Which word correctly completes the sentence?

- A. he
- B. him
- C. she
- D. them

24. Read this sentence: "Maya packed her bag with a notebook a pencil case and a water bottle for school." Which version uses commas correctly?

- A. Maya packed her bag with a notebook, a pencil case and, a water bottle for school.
- B. Maya packed, her bag with a notebook a pencil case and a water bottle for school.
- C. Maya packed her bag, with a notebook a pencil case and a water bottle for school.
- D. Maya packed her bag with a notebook, a pencil case, and a water bottle for school.

25. Read these two sentences: "The class wanted to have the party outside. The weather forecast called for heavy rain all afternoon." Which word best joins these two sentences?

- A. The class wanted to have the party outside, but the weather forecast called for rain.
- B. The class wanted to have the party outside, so the weather forecast called for rain.
- C. The class wanted to have the party outside, or the weather forecast called for rain.
- D. The class wanted to have the party outside, and the weather forecast called for rain.

26. A student wrote these sentences: "The park was quiet. The sun was setting. The birds were singing." Which revision best combines these sentences?

- A. The park was quiet and the sun was setting and the birds were singing in the park.
- B. As the sun set over the quiet park, the birds filled the air with their evening songs.
- C. Quiet park, setting sun, singing birds — that is what was happening at the same time.
- D. The park was quiet, the sun was setting, the birds were singing, all at the same time.

27. A student wrote this sentence: "Me and my friend walked to school together because its closer than taking the bus." Which version corrects all the errors in this sentence?

- A. Me and my friend walked to school together because its closer than taking the bus.
- B. My friend and me walked to school together because it's closer than taking the bus.
- C. Me and my friend walked to school together because it's closer than taking the bus.
- D. My friend and I walked to school together because it's closer than taking the bus.

28. Read this sentence: "The _____ wings were bright blue and black with small white spots along the edges." Which word correctly completes the sentence?

- A. butterflys
- B. butterflys'
- C. butterfly's
- D. butterflies

29. OPEN-RESPONSE — Longer Writing Piece

Do you think children should help with chores at home? Write a piece that shares your opinion.

Be sure to include:

- a clear statement of your opinion in the opening sentence
- at least three reasons that explain why you feel this way
- specific examples or details that support each of your reasons
- -a closing that ties your reasons together and restates your opinion

Write your answer in the space below.

Practice Exam 7: Answer Key and Explanations

- 1. D** — The phrase "pit in her stomach" is figurative language describing an unpleasant physical sensation caused by worry or dread. Sofia is imagining how she would feel if she were the one who had lost forty dollars — the sinking, anxious feeling that comes with knowing something valuable is gone and hoping a stranger will do the right thing. The phrase has nothing to do with physical pain, a hole in the ground, or comfort.
- 2. B** — The passage states that Mr. Petrov's "voice broke" when Sofia told him she had found the wallet, and he says "I have been looking everywhere" and "I thought it was gone." A voice breaking with emotion, combined with the admission that he had given up hope, signals deep relief at recovering something he believed was permanently lost. Nothing in his response suggests suspicion, annoyance, or embarrassment.
- 3. A** — The story follows a clear chronological sequence. Sofia first finds the wallet on the playground slide. Then she goes home and her father finds the phone number. Then Sofia calls Mr. Petrov. Then they walk to his house. Then Mr. Petrov offers the reward. Finding the wallet at the playground is the earliest event in this chain and the event that sets the entire story in motion.
- 4. C** — The passage shows Sofia's internal reasoning directly: "She thought about how she would feel if she lost forty dollars — the pit in her stomach, the retracing of steps, the hoping and hoping that someone honest had picked it up." She puts herself in the owner's position and decides she cannot keep what belongs to someone else. Her empathy — imagining the other person's experience — is what drives her decision.
- 5. B** — The entire arc of the story shows Sofia choosing honesty over personal gain. She finds forty dollars, resists her friend's suggestion to keep it, makes a difficult phone call, walks the wallet to the owner's house, and then refuses the twenty-dollar reward. Her father's closing remark — "That was a hard thing to do" — and Sofia's reply — "But it felt right" — directly state the theme that doing the right thing matters more than the reward.
- 6. A** — The reward offer creates a second test of Sofia's honesty. Returning a wallet with no reward offered is one level of integrity. Turning down twenty dollars when the owner holds it out directly is a harder test. By including this detail, the author shows that Sofia's honesty is not just passive (not keeping what she found) but active (refusing money she could easily accept), which makes the character's integrity more impressive and the theme more powerful.
- 7. Open-Response** — A strong response identifies at least two specific actions that demonstrate Sofia's honesty. First, she decides not to keep the wallet and the forty dollars even though her friend says "Finders keepers." Second, she makes the phone call to Mr. Petrov herself even though it is difficult ("Sofia swallowed hard"). Third, she refuses the twenty-dollar reward, saying "No, thank you. It's yours." A Level 3 or 4 response names at least two of these actions, quotes or paraphrases the supporting details, and explains how each action shows honesty rather than simply listing events.
- 8. A** — The passage covers the Sun at the centre, the eight planets divided into inner and outer groups, specific facts about each planet, and why scientists study the solar system. While individual sections focus on specific topics like the rocky planets or the gas giants, the passage as a whole provides a broad overview of the planets and objects that make up our solar system and orbit the Sun.

9. C — The heading "A Closer Look at the Planets" signals that the section will move from the general overview of inner and outer planet groups to specific details about each individual planet. The section that follows delivers exactly this — facts about Mercury's craters, Venus's temperature, Mars's volcano, Jupiter's size, Saturn's rings, Uranus's rotation, and Neptune's winds.

10. D — The passage states directly: "Venus is the hottest planet in the solar system, even though Mercury is closer to the Sun, because Venus has a thick atmosphere that traps heat." The passage explicitly identifies Venus's thick atmosphere as the cause and rules out proximity to the Sun as the explanation by noting that Mercury is closer yet cooler.

11. B — The passage defines "orbit" within the same sentence by adding the explanation "or travel around." The solar system's planets orbit the Sun, meaning they travel around it in curved, repeating paths. The word does not mean crashing, floating motionlessly, or shining — it specifically describes the continuous circular or elliptical motion of one object around another.

12. A — The statement "More than one million Earths could fit inside the Sun" is a specific, verifiable measurement of the Sun's volume relative to Earth's. Options B, C, and D each contain evaluative or prescriptive language — "most beautiful," "most interesting," and "everyone should" — that reflects personal judgment or recommendation rather than measurable fact.

13. C — The passage states the comparison directly: the inner planets "are made mostly of rock and metal" while the outer planets "are made mostly of gas and are much larger than the inner planets." The distinction between rocky composition and gaseous composition is the primary difference the passage identifies between the two groups. Rings, orbital speed, and wind strength are not cited as the distinguishing characteristics.

14. B — The passage states directly: "Uranus rotates on its side, unlike any other planet." This unique rotational axis sets Uranus apart from every other planet in the solar system. Mercury has no atmosphere (not Uranus). Mars has Olympus Mons (not Uranus). Saturn is famous for rings (not Uranus). The sideways rotation is Uranus's distinctive feature as described in the passage.

15. D — Standard dialogue format requires: the speaker tag ("The teacher said,") followed by a comma, opening quotation marks, capitalization of the first word of spoken speech, the spoken sentence, end punctuation inside the closing quotation marks. Option D follows all four rules: The teacher said, "Tomorrow we will have a spelling test after lunch in class." Option A omits quotation marks entirely. Option B fails to capitalize "tomorrow." Option C places the speaker tag inside the quotation marks.

16. A — "Caught" follows the correct English spelling pattern c-a-u-g-h-t, using the *ough* letter combination that appears in related words like "taught" and "daughter." "Cawt" uses a phonetic approximation. "Cought" confuses the pattern with *ough* words. "Caght" drops the *u*. The *ough* pattern must be memorized because it does not follow standard phonetic rules.

17. B — "Royal Ontario Museum" is a proper noun — the official name of a specific institution — requiring all three words capitalized. "Wednesday" is a day of the week and must be capitalized. "Class," "field trip," and "took" are common words that remain lowercase. Option B is the only version that capitalizes every proper noun and day while leaving common words correctly lowercase.

18. B — "The tall ship with the white sails docked at the harbour near the fish market" contains a clear subject (ship) and a clear predicate (docked at the harbour), forming a complete thought. Option A begins with a participle (Running) and has no main verb or subject performing a completed action. Option C has a subject (cake) but no main verb. Option D begins with "Although," creating a dependent clause that cannot stand alone.

19. C — The paragraph describes a regular Saturday routine using present tense: "go" is simple present tense describing what happens every week. To maintain tense consistency, the blank must also be present tense. "Buy" is the correct simple present form matching the habitual action described by "Every Saturday." "Bought" is past tense. "Were buying" is past progressive. "Will buy" is future tense.

20. A — The paragraph introduces multiple reasons with "In addition" appearing in the following sentence to mark the second point. The blank introduces the first point in the sequence, so "First" is the logical match that establishes the numbered structure. "However" signals contrast. "Meanwhile" signals simultaneous action. "In conclusion" signals a closing — none of which fits the opening position of a list.

21. D — The subject of this sentence is "jar," which is singular. The prepositional phrase "of marbles" sits between the subject and the verb but does not change the subject's number. A singular subject requires a singular verb: "is." "Are" and "were" are plural forms. "Have been" pairs a plural helper with a singular subject. The strategy is to identify the true subject and match the verb to it.

22. Open-Response — A strong response follows the narrative writing structure from Chapter 9: a hook opening that places the writer at the festival and describes how the separation happened, a developed middle that builds tension through the experience of being lost (what the writer saw, heard, and felt), and a satisfying ending that resolves the situation by reuniting with family. A Level 3 or 4 response includes feelings at multiple points (excitement at the festival, panic or worry when lost, relief when found), uses sensory details to create the festival setting, maintains past tense throughout, and uses transition words to move through the events chronologically.

23. C — The sentence describes Ben lending a book to Olivia because someone wanted to read it. The person who wanted to read it is Olivia — the recipient of the book. "She" is the correct subject pronoun referring to Olivia. "He" would refer to Ben, but Ben already has the book and would not need to borrow it from himself. "Him" is an object pronoun. "Them" is plural.

24. D — When listing three or more items in a series, commas must separate each item: "a notebook, a pencil case, and a water bottle." Option D places commas correctly after "notebook" and "pencil case," with the final comma before "and" completing the list. Options A, B, and C each misplace at least one comma or insert commas where they do not belong.

25. A — The two sentences present a contrast: the class wanted an outdoor party, but the forecast predicted rain that would prevent it. The conjunction "but" correctly signals this contrast between a desire and an obstacle. "So" implies the first idea caused the second, which is illogical. "Or" implies a choice. "And" merely adds without acknowledging the conflict between the plan and the weather.

26. B — "As the sun set over the quiet park, the birds filled the air with their evening songs" combines all three original ideas into one well-crafted sentence. It uses a subordinating conjunction ("As") to establish

timing, turns "quiet" into a modifier for "park," and transforms "the birds were singing" into the vivid image of filling the air with songs. Option A chains three clauses with repetitive "and" connectors. Option C is fragmented. Option D is a comma splice.

27. D — The original sentence contains two errors: "Me" is used as a subject pronoun (should be "I"), and "its" is used where the contraction "it's" (it is) is needed. Option D corrects both: "My friend and I" fixes the pronoun, and "it's" provides the correct contraction. Option B fixes "it's" but keeps "me" as the subject. Option C fixes "it's" but keeps "Me and my friend." Only option D addresses both errors simultaneously.

28. C — The sentence describes wings that belong to one butterfly, requiring the possessive singular form. "Butterfly's" uses an apostrophe plus *-s* to show ownership: the wings belonging to the butterfly. "Butterflys" adds an *-s* to a word that forms its plural by changing *-y* to *-ies*, producing a non-existent form. "Butterflys'" places a possessive apostrophe on the same non-existent form. "Butterflies" is the correct plural but is not possessive.

29. Open-Response — A strong response follows the opinion writing structure from Chapter 9: a clear opening statement of opinion, at least three distinct reasons each supported by specific examples, and a closing that restates the opinion and ties the reasons together. The piece should use transition words ("First," "Second," "Third," "For these reasons") and varied sentence types. A Level 3 or 4 response includes concrete examples from real life rather than general statements, maintains a consistent first-person voice, and provides a closing sentence that connects back to the opening claim with the weight of the supporting reasons behind it.

PRACTICE EXAM 8: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Spelling Bee

Jaden had been preparing for the school spelling bee for three weeks. Every night, his mother would read words from a practice list while Jaden spelled them out loud at the kitchen table. He kept a notebook of the ones he got wrong, and by the third week, the notebook was almost empty.

On Friday morning, the gymnasium was set up with rows of chairs for the audience and a microphone at the front. Twenty-two students from Grades 3, 4, and 5 lined up on the stage. Jaden's stomach fluttered, but he reminded himself of all those evenings at the kitchen table.

The early rounds were straightforward. "Calendar." "Mystery." "Library." One by one, students misspelled a word and sat down with the audience. By Round 6, only five students remained. By Round 9, it was just Jaden and a girl from the other Grade 3 class named Amara.

Jaden had never spoken to Amara before, but he had noticed her during the rounds. She spelled each word slowly and carefully, as if she was seeing the letters in her mind before saying them out loud. She had not made a single mistake.

In Round 10, the judge gave Amara her word: "necessary."

Amara's face went pale. She asked the judge to repeat the word, then to use it in a sentence. The judge said, "It is necessary to study every night."

Amara took a deep breath. "N-E-C-E-S-S-" She paused. The gymnasium was silent. "E-R-Y," she finished.

"I'm sorry," the judge said. "That is incorrect. The correct spelling is N-E-C-E-S-S-A-R-Y."

Amara had added an extra S and missed the A. She walked off the stage with her head down.

The judge turned to Jaden. "Your word is 'celebrate.'"

Jaden looked at Amara sitting in the front row, staring at her shoes. Then he looked at the microphone.

"C-E-L-E-B-R-A-T-E," he said.

"That is correct," the judge said. "Congratulations — you are the winner of this year's spelling bee."

The audience clapped. Jaden's mother stood up in the back row, beaming. His teacher, Ms. Rivera, gave him a thumbs-up. The principal handed him a small gold trophy and shook his hand.

But at recess, instead of showing the trophy to his friends, Jaden walked across the field to where Amara was sitting alone on a bench, her chin resting on her hands.

"That word is really hard," Jaden said, sitting down beside her. "I got it wrong three times when I was practising at home."

Amara looked up. "Really?"

"Really," Jaden said. He pulled his practice notebook from his backpack and opened it. "See? N-E-C-E-S-S-E-R-Y. N-E-S-S-E-S-A-R-Y. I couldn't get it right until my mom taught me a trick."

"What trick?" Amara asked.

"One collar, two socks," Jaden said. "One C, two S's. It sounds silly, but it worked."

Amara laughed — the first time she had laughed all day.

"Next year," Jaden said, "you're going to win."

Amara smiled. "Maybe. But either way, thanks for being nice about it."

Jaden walked back across the field carrying his trophy in one hand and his practice notebook in the other. The trophy was shiny and new. But somehow, the notebook felt more important.

1. Where does the spelling bee competition take place in this story?
 - A. In Jaden's kitchen at home where he practices with his mother every night
 - B. In the school principal's office where the winner receives the gold trophy
 - C. In the school gymnasium where the stage and audience chairs are set up
 - D. On the school playground where Jaden and Amara sit together on a bench

2. Read this sentence from the passage: "Jaden's stomach fluttered, but he reminded himself of all those evenings at the kitchen table." What does the phrase stomach fluttered most likely mean?

- A. He was hungry because he had not eaten breakfast before the competition
- B. He was sick and needed to see the school nurse before the event started
- C. He was bored because he wished the spelling bee would be over quickly
- D. He was nervous and felt a light, shaky sensation inside his body from worry

3. Based on how Amara spells each word during the early rounds, what can the reader tell about her as a speller?

- A. She rushes through the words quickly because she is eager to win the trophy
- B. She guesses at the letters randomly because she did not study before the event
- C. She copies the spelling from a list she has hidden with her on the stage
- D. She is careful and thoughtful, taking her time to see the letters in her mind

4. Which of these events happens right after Amara misspells the word "necessary" on stage?

- A. The judge gives Jaden the word "celebrate" as his next word in the spelling bee
- B. Jaden shows Amara his practice notebook with his own spelling mistakes in it
- C. The principal hands Jaden a small gold trophy and shakes his hand on stage
- D. Jaden walks across the field to the bench where Amara is sitting alone at recess

5. What is the main message of this story?

- A. Spelling bees are unfair because some words are much harder than the others
- B. Being kind to someone who has lost matters more than celebrating your own win
- C. Practice notebooks are the best way to prepare for any school competition

D. Students should always ask the judge to repeat the word before they begin spelling

6. Why does the author end the story by saying the notebook "felt more important" than the trophy?

A. It shows that Jaden thinks the trophy is too small and not worth keeping at all

B. It suggests that Jaden regrets winning and wants to give the trophy to Amara

C. It shows that helping Amara meant more to Jaden than winning the competition

D. It proves that Jaden only won because he had a better practice notebook at home

7. OPEN-RESPONSE

Why does Jaden show Amara his practice notebook at recess instead of celebrating with his friends? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

The World of Wolves

Built for the Pack

Wolves are social animals that live and work together in groups called packs. A typical wolf pack has between five and ten members, including two parent wolves — called the alpha pair — and their offspring from recent years. Every member of the pack has a role, from the strongest hunters to the youngest pups learning to follow the group.

Where Wolves Live

Wolves once roamed across most of North America, Europe, and Asia. Today, their range is much smaller. In Canada, grey wolves are still found in most provinces and territories, especially in the forests and tundra of northern Ontario, British Columbia, and the Northwest Territories. Wolves need large territories to find enough food — a single pack may roam an area of 100 to 1,000 square kilometres.

How Wolves Hunt

Wolves are carnivores, meaning they eat meat. Their main prey includes deer, elk, moose, and caribou — animals much larger than a single wolf. This is why wolves hunt as a pack. Working together, the pack can surround prey, take turns chasing it, and bring down animals that no single wolf could catch alone. A wolf can run at speeds of up to 60 kilometres per hour in short bursts, and the pack can travel more than 30 kilometres in a single day while searching for food.

WOLF FACT: Wolves communicate with each other through howling, body language, and scent marking. A wolf's howl can be heard from up to 16 kilometres away and helps the pack stay connected across large distances.

The Importance of Wolves

Scientists have learned that wolves play an important role in keeping ecosystems healthy. When wolves hunt deer and elk, they prevent these animals from eating too many plants in one area. This allows trees and shrubs to grow back, which provides habitat for birds, insects, and smaller animals. In Yellowstone National Park in the United States, the return of wolves after a 70-year absence helped forests recover and even changed the way rivers flowed through the park.

Wolves and People

For centuries, people feared wolves and hunted them to protect livestock. In many parts of the world, wolf populations dropped sharply. Today, conservation programs work to protect wolves and help their populations recover. In Canada, wolves are considered an important part of the natural environment, and many Indigenous communities have deep cultural and spiritual connections to wolves that go back thousands of years.

8. What is this passage mostly about?

A. How wolves live, hunt, and play an important role in nature and ecosystems

- B. Why people feared wolves and hunted them for centuries around the world
- C. How fast wolves can run and how far they travel each day to search for food
- D. The differences between grey wolves in Canada and wolves living in other places

9. What does the heading "How Wolves Hunt" tell the reader about the section that follows?

- A. The section will explain where wolves live and how large their territories are
- B. The section will describe how wolf packs are organized with their alpha leaders
- C. The section will list all the reasons why wolves are important for the ecosystem
- D. The section will describe the way wolves work together to catch their prey

10. According to the passage, why do wolves hunt as a pack instead of hunting alone?

- A. A single wolf is too slow to catch any of the animals that wolves normally eat
- B. Young wolves need to learn hunting skills by watching the older pack members
- C. Their prey animals are much larger than a single wolf and require teamwork
- D. The alpha pair forces all members of the pack to hunt together at all times

11. Read this sentence from the passage: "Wolves are carnivores, meaning they eat meat." What does the word carnivores mean?

- A. Animals that eat only plants, fruits, and vegetables found in forests and fields
- B. Animals that eat meat as their main source of food and energy for survival
- C. Animals that sleep during the day and hunt only at night under cover of darkness
- D. Animals that live together in packs with other members of the same species

12. Which of these sentences from the passage states a fact?

- A. A wolf can run at speeds of up to 60 kilometres per hour in short bursts

- B. Wolves are the most fascinating animals living in the Canadian wilderness today
- C. Everyone should support programs that protect wolves across North America
- D. Hearing a wolf howl at night is the most exciting experience in all of nature

13. According to the passage, what happened when wolves returned to Yellowstone National Park after being absent for 70 years?

- A. The deer population grew even larger because wolves brought more food into the area
- B. The rivers in the park dried up because wolves drank too much of the park's water
- C. The forests began to recover because wolves prevented deer from overeating the plants
- D. The park had to close to visitors because the wolves were too dangerous for people

14. According to the passage, how do wolves communicate with each other across large distances?

- A. By leaving tracks in the snow that other members of the pack can follow later
- B. By changing the colour of their fur to send visual signals across the territory
- C. By tapping their paws on the ground in patterns other wolves can feel nearby
- D. By howling, which can be heard from up to 16 kilometres away across the land

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The bright orange leaves falling gently from the tall maple trees along the street.
- B. My grandfather built a wooden birdhouse and hung it from the branch out back.
- C. After the last day of school before summer vacation started for all the students.
- D. The excited puppy with the wagging tail and the floppy ears near the front door.

16. Which sentence uses capital letters correctly?

- A. Next tuesday, we will visit the CN tower in Toronto with our class.
- B. Next Tuesday, we will visit the cn Tower in toronto with our class.
- C. Next Tuesday, we will visit the CN Tower in Toronto with our class.
- D. Next tuesday, we will Visit the CN Tower in Toronto with our Class.

17. Which of these words is spelled correctly?

- A. February
- B. Febuary
- C. Feburary
- D. Febrary

18. Read this paragraph from a student's recount: "Last weekend, my brother and I helped our neighbour rake her leaves. We filled six large bags and _____ them by the curb for pickup." Which word correctly completes the paragraph?

- A. place
- B. are placing
- C. will place
- D. placed

19. Read this paragraph: "There are many benefits to walking to school. First, walking gives you exercise that keeps your body healthy and strong. _____, walking to school saves gas and is better for the environment." Which word best fills the blank?

- A. However
- B. Second
- C. Finally

D. For example

20. Read this sentence: "The flock of geese _____ flying south for the winter in a large V shape." Which word correctly completes the sentence?

A. are

B. were

C. is

D. have been

21. Read this sentence: "All of the _____ backpacks were hanging on hooks in the hallway outside the classroom." Which word correctly completes the sentence?

A. student's

B. students

C. students'

D. students's

22. OPEN-RESPONSE — Shorter Writing Piece

Write about a time you did something kind for someone else without being asked. Tell what happened in order, explain why you decided to help, and describe how you felt afterward.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "Grandma made soup for dinner, and _____ tasted wonderful on a cold winter evening." Which word correctly completes the sentence?

- A. it
- B. she
- C. they
- D. her

24. Read this sentence: "During the field trip to the farm we saw horses cows and chickens." Which version uses commas correctly?

- A. During the field trip to the farm we saw horses, cows, and chickens.
- B. During the field trip to the farm, we saw horses, cows, and chickens.
- C. During the field trip, to the farm we saw horses cows and, chickens.
- D. During, the field trip to the farm we saw horses cows and chickens.

25. Which sentence correctly punctuates the dialogue?

- A. Watch out for that puddle! shouted Marcus to his friend walking just ahead.
- B. Watch out for that "puddle!" shouted Marcus to his friend walking just ahead.
- C. "Watch out for that puddle! shouted Marcus" to his friend walking just ahead.
- D. "Watch out for that puddle!" shouted Marcus to his friend walking just ahead.

26. Read these two sentences: "We could play basketball at the park after school. We could ride our bikes along the trail instead." Which word best joins these two sentences?

- A. We could play basketball at the park, or we could ride our bikes along the trail.
- B. We could play basketball at the park, but we could ride our bikes along the trail.
- C. We could play basketball at the park, so we could ride our bikes along the trail.
- D. We could play basketball at the park, yet we could ride our bikes along the trail.

27. A student wrote this sentence: "the children's books were scattered all over the floor of the room." Which version corrects all the errors in this sentence?

- A. the childrens books were scattered all over the floor of the messy room today.
- B. the children's Books were scattered all over the floor of the room after class.
- C. The childrens' books were scattered all over the floor of the room after class.
- D. The children's books were scattered all over the floor of the room after class.

28. A student wrote these sentences: "The wind blew hard all night. Many branches fell from the old oak tree." Which revision best combines these sentences?

- A. The wind blew hard all night and many branches fell from the old oak tree then.
- B. The wind blew so hard all night that many branches fell from the old oak tree.
- C. Blowing hard all night, many branches falling, that is what happened to the tree.
- D. The wind blew hard, many branches fell, from the old oak tree all night long then.

29. OPEN-RESPONSE — Longer Writing Piece

Do you think it is more important to be a good winner or a good loser?

Write a piece that shares your opinion.

Be sure to include:

- a clear statement of your opinion in the opening sentence
- at least three reasons that explain why you feel this way
- specific examples or details that support each of your reasons
- a closing that ties your reasons together and restates your opinion

Write your answer in the space below.

Practice Exam 8: Answer Key and Explanations

- 1. C** — The passage states that "the gymnasium was set up with rows of chairs for the audience and a microphone at the front" and that "twenty-two students lined up on the stage." The spelling bee competition itself — from the first round through Jaden's winning word — takes place entirely in the school gymnasium. The kitchen and the playground bench are settings for other scenes, not the competition.
- 2. D** — The phrase "stomach fluttered" describes the physical sensation of nervousness — a light, shaky, unsettled feeling inside the body that comes from anxiety or worry before a stressful event. Jaden counters this feeling by reminding himself of his preparation, which confirms the sensation is nerves rather than hunger, illness, or boredom.
- 3. D** — The passage states directly that Amara "spelled each word slowly and carefully, as if she was seeing the letters in her mind before saying them out loud." This description shows a deliberate, thoughtful speller who visualizes each word before speaking. She does not rush, guess, or cheat — she takes her time and has not made a single mistake through nine rounds.
- 4. A** — The passage presents a clear sequence: Amara misspells "necessary" and walks off the stage, then "The judge turned to Jaden" and gives him the word "celebrate." The judge giving Jaden his next word is the immediate next event after Amara's elimination. The notebook, the trophy, and the bench scene all happen later.
- 5. B** — The story's arc shows Jaden winning the trophy but choosing to spend his recess comforting Amara rather than celebrating with friends. The closing image — the notebook feeling "more important" than the trophy — directly states that the act of kindness mattered more to Jaden than the win. The theme is that how you treat others after a competition defines your character more than the result.
- 6. C** — The trophy represents Jaden's achievement — winning the spelling bee. The notebook represents his act of kindness — showing Amara that he struggled too and sharing a trick to help her improve. By saying the notebook "felt more important," the author signals that the human connection Jaden made with Amara carried more personal meaning than the competitive victory the trophy represents.
- 7. Open-Response** — A strong response identifies that Jaden notices Amara sitting alone on the bench with "her chin resting on her hands" and chooses empathy over celebration. He shows her his notebook with his own misspellings of "necessary" — "N-E-C-E-S-S-E-R-Y" and "N-E-S-S-E-S-A-R-Y" — to prove that the word was hard for him too. He also shares his mother's memory trick ("One collar, two socks") to help Amara succeed next time. A Level 3 or 4 response cites at least two of these details and explains that Jaden acts out of kindness because he understands how Amara feels after losing in front of everyone.
- 8. A** — The passage covers how wolves live in packs, where they are found, how they hunt cooperatively, their role in ecosystems, and their relationship with humans. While individual sections focus on specific topics like hunting speed or Yellowstone's recovery, the passage as a whole provides a comprehensive overview of wolf behavior, ecology, and importance in nature.

9. D — The heading "How Wolves Hunt" signals that the section will focus on wolves' hunting methods. The section that follows describes wolves as carnivores, identifies their prey (deer, elk, moose, caribou), explains why they hunt as a pack (prey is larger than a single wolf), and details their speed and daily travel distance. Every detail relates to how wolves work together to catch food.

10. C — The passage states directly: "Their main prey includes deer, elk, moose, and caribou — animals much larger than a single wolf. This is why wolves hunt as a pack." The cause-and-effect relationship is explicit: the prey is too large for one wolf, so the pack hunts cooperatively to surround, chase, and bring down animals that no individual could catch alone.

11. B — The passage defines the word within the same sentence: "Wolves are carnivores, meaning they eat meat." The definition is provided explicitly through the phrase "meaning they eat meat." Carnivores are animals whose primary food source is meat, distinguishing them from herbivores (plant-eaters) and omnivores (both). The word has nothing to do with sleep patterns or social structure.

12. A — The statement "A wolf can run at speeds of up to 60 kilometres per hour in short bursts" is a specific, measurable, verifiable fact about wolf physiology. Options B, C, and D each contain evaluative or prescriptive language — "most fascinating," "everyone should," and "most exciting" — that reflects personal opinion rather than provable scientific measurement.

13. C — The passage describes the cause-and-effect chain directly: "the return of wolves after a 70-year absence helped forests recover and even changed the way rivers flowed." The mechanism is explained in the preceding sentences: wolves hunt deer and elk, preventing them from eating too many plants, which allows trees and shrubs to grow back. Forest recovery was the documented result of wolves returning to Yellowstone.

14. D — The WOLF FACT box states directly: "A wolf's howl can be heard from up to 16 kilometres away and helps the pack stay connected across large distances." The passage also mentions body language and scent marking as communication methods, but howling is the specific method identified for long-distance communication across the pack's territory.

15. B — "My grandfather built a wooden birdhouse and hung it from the branch out back" contains a clear subject (grandfather) and a clear compound predicate (built and hung), forming a complete thought. Option A has a subject (leaves) but no main verb — "falling" is a participle, not a predicate. Option C begins with "After," creating a dependent clause. Option D has a subject (puppy) but no main verb.

16. C — "Tuesday" is a day of the week and must be capitalized. "CN Tower" is a proper noun — the official name of a specific landmark — requiring both letters and "Tower" capitalized. "Toronto" is a city name requiring a capital. Option A fails to capitalize "tuesday" and "Tower." Option B fails to capitalize "CN" properly and "toronto." Option D fails to capitalize "tuesday" and incorrectly capitalizes "Visit" and "Class."

17. A — "February" follows the correct English spelling: F-e-b-r-u-a-r-y. The first *r* after "Feb" is the letter most commonly dropped in misspellings. "Febuary" (option B) is the most common error — dropping the first *r*. "Feburary" transposes letters. "Febrary" drops both the *u* and the *a*. This month name is among the most frequently misspelled words in English.

18. D — The paragraph is written in past tense: "helped" and "filled" are both past-tense verbs describing events from last weekend. To maintain tense consistency, the blank must also be past tense. "Placed" is the correct past-tense form. "Place" is present tense. "Are placing" is present progressive. "Will place" is future tense.

19. B — The paragraph uses a sequential structure with "First" introducing the opening point about exercise. The blank introduces the next point in the sequence about the environment, so "Second" is the logical continuation. "However" signals contrast. "Finally" signals the last point, but only one point has been given so far. "For example" introduces an illustration of a previous point rather than a new point.

20. C — The subject of this sentence is "flock," which is singular. The prepositional phrase "of geese" sits between the subject and the verb but does not change the subject's number. A singular subject requires a singular verb: "is." "Are" and "were" are plural forms. "Have been" pairs a plural helper with a singular subject. Identifying the true subject — "flock," not "geese" — is the key to choosing the correct verb.

21. C — The sentence describes backpacks belonging to multiple students, requiring the possessive plural form. "Children" and "women" form possessives with apostrophe-*s* because they are irregular plurals, but "students" is a regular plural ending in *-s*. For regular plurals, the possessive is formed by adding an apostrophe after the existing *-s*: "students'." "Student's" is singular possessive. "Students" alone is plural but not possessive. "Students's" is not a standard form.

22. Open-Response — A strong response follows the recount writing structure from Chapter 9: a clear opening that identifies what kind act the writer performed and when it happened, a developed middle describing what happened in chronological order and explaining why the writer decided to help without being asked, and a reflective closing capturing how the experience felt afterward. A Level 3 or 4 response stays in past tense and first person, uses sequence transitions, includes specific details from the real experience, and closes with a reflection on what the act of kindness meant.

23. A — The pronoun must replace "soup," which is a singular thing. "It" is the correct singular pronoun for a non-person noun. "She" would refer to Grandma, but the sentence says the thing that "tasted wonderful" is the soup, not the person. "They" is plural. "Her" is a possessive or object pronoun referring to a person.

24. B — This sentence requires commas in two places: after the introductory phrase "During the field trip to the farm" and between items in the list "horses, cows, and chickens." Option B is the only version that places a comma after the introductory phrase AND correctly separates all three list items with commas. Option A omits the comma after the introductory phrase. Options C and D misplace commas entirely.

25. D — Standard dialogue format encloses only the spoken words in quotation marks and places end punctuation inside the closing quotation mark. Since the spoken words form an exclamation, the exclamation point goes inside the quotation marks, and the speaker tag follows in lowercase: "Watch out for that puddle!" shouted Marcus. Option A omits quotation marks entirely. Option B encloses only "puddle!" Option C places the speaker tag inside the quotation marks.

26. A — The two sentences present two alternatives for how to spend time after school: playing basketball or riding bikes. The conjunction "or" correctly signals a choice between two options. "But" signals contrast

between opposing ideas, which does not fit two equally appealing options. "So" implies one caused the other. "Yet" signals an unexpected contrast.

27. D — The original sentence contains one error: the lowercase "the" at the beginning should be capitalized to "The" since it starts a sentence. The possessive "children's" is already correctly formed in the original. Option D is the only version that capitalizes "The" at the start while keeping "children's" correctly as the irregular plural possessive. Option A drops the apostrophe. Option B keeps the lowercase "the." Option C changes "children's" to "childrens" which incorrectly treats "children" as if it needed an additional plural -s.

28. B — "The wind blew so hard all night that many branches fell from the old oak tree" uses the "so...that" construction to establish a clear cause-and-effect relationship: the intensity of the wind (cause) resulted in branches falling (effect). Option A chains two clauses with a flat "and" connector. Option C produces an awkward participial construction. Option D is a run-on with misplaced phrases.

29. Open-Response — A strong response follows the opinion writing structure from Chapter 9: a clear opening statement of opinion (whether being a good winner or a good loser matters more), at least three distinct reasons each supported by specific examples, and a closing that restates the opinion with the supporting reasons behind it. A Level 3 or 4 response uses transition words, draws on personal experience or concrete scenarios to support each reason, and demonstrates genuine reasoning about why one matters more than the other rather than simply stating a preference.

PRACTICE EXAM 9: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

Show and Tell

Owen pressed his forehead against the cool glass of the balcony door and sighed. His teacher, Ms. Lam, had announced that next Friday would be Pet Show-and-Tell Day. Every student was supposed to bring a photo of their pet and talk about it in front of the class.

The problem was that Owen did not have a pet.

He lived on the sixth floor of an apartment building that did not allow animals. No dogs, no cats, no hamsters, no fish tanks. His best friend, Dev, had a golden retriever named Biscuit. His classmate Hana had two rabbits and a budgie. Even quiet little Noor had a tabby cat that slept on her bed every night. Owen had a balcony and a view of the parking lot.

He slid open the balcony door and stepped outside into the cool morning air. Almost immediately, a grey squirrel appeared at the far end of the railing. It sat up on its hind legs and twitched its bushy tail back and forth like a fuzzy metronome.

"Morning, Chester," Owen said.

Chester had been visiting the balcony every morning for almost a year. Owen had named him after the squirrel's habit of puffing out his cheeks when he stuffed them full of peanuts — cheeks like a chipmunk's, but bigger. Every morning, Owen put three unsalted peanuts on the railing, and every morning, Chester came.

Owen watched Chester grab the first peanut and turn it over and over in his tiny paws, inspecting it before cracking it open. The squirrel ate one peanut on the spot and stuffed the other two into his cheeks for later. Then he chattered once — a sharp, rapid clicking sound — and disappeared over the side of the building.

At dinner that night, Owen told his mother about Show-and-Tell Day.

"I don't have anything to bring," he said, pushing rice around his plate.

His mother tilted her head. "What about Chester?"

Owen frowned. "Chester isn't really my pet. He's a wild squirrel."

"He chose to visit you every morning for a year," his mother said. "He waits on the railing until you come out. He eats from your hand. That counts for something."

Owen thought about it. He went to his room and found the photo his mother had taken last autumn — Owen sitting cross-legged on the balcony, Chester perched on the railing beside him with both cheeks bulging with peanuts.

On Friday, Owen waited while his classmates showed photos of dogs doing tricks, cats napping in sunbeams, hamsters running on wheels, and fish drifting through bright blue tanks. When his turn came, he walked to the front of the room and held up the photo.

"This is Chester," Owen said. "He's a grey squirrel who lives somewhere near my building. He visits my balcony every morning, and I feed him peanuts."

The class leaned forward.

Owen told them about Chester's cheek-stuffing habit, about the way he forgot where he buried peanuts and had to dig in three or four spots before finding them, about the sharp chattering sound he made when Owen was late bringing breakfast, and about the time Chester brought a second squirrel to the railing — a smaller one that Owen named Junior.

When Owen finished, the room was quiet for a moment. Then Dev said, "I wish I had a squirrel friend."

Ms. Lam smiled. "Thank you, Owen. It sounds like Chester is very lucky to have you, and you are very lucky to have him."

Owen sat down and looked at the photo one more time. He didn't have a pet like everyone else. But he had something that was entirely his own.

1. Where does Owen live?

- A. In an apartment building on the sixth floor that does not allow any pets
- B. In a large house with a backyard where wild squirrels visit the bird feeder
- C. On a farm outside the city where many different wild animals roam freely

D. In a townhouse near the school where his family keeps a small garden

2. Read this sentence from the passage: "It sat up on its hind legs and twitched its bushy tail back and forth like a fuzzy metronome." What does the word twitched most likely mean?

A. Held perfectly still without any movement at all for a long period of time

B. Wrapped tightly around the railing to keep from falling off the balcony edge

C. Changed from one bright colour to another depending on the morning light

D. Moved quickly in small, sudden jerks from one side to the other repeatedly

3. How does Owen most likely feel when Ms. Lam first announces Pet Show-and-Tell Day?

A. Excited, because he cannot wait to show the class something very interesting

B. Proud, because he knows his pet is more unusual than anyone else's pet

C. Left out, because he is the only student in his class who does not have a pet

D. Angry, because he thinks the teacher should not have picked this topic at all

4. Why does Owen's mother suggest that he bring a photo of Chester to Show-and-Tell?

A. She thinks the class needs to learn important scientific facts about grey squirrels

B. She wants Owen to see that his connection with Chester is special and worth sharing

C. She is worried that Owen will get in trouble for not bringing something to school

D. She believes that Chester is a real pet because the squirrel lives on their balcony

5. What is the main message of this story?

- A. You do not need to have what everyone else has to have something truly special
- B. Wild animals should never be treated as pets because they belong in the wild
- C. Apartment buildings should change their rules so all families can keep their pets
- D. Show-and-Tell is the most important activity of the school year for all students

6. Why does the author include the detail about Dev saying "I wish I had a squirrel friend"?

- A. It shows that Dev does not actually like his own dog and wants a different pet
- B. It proves that squirrels make better pets than dogs for children in apartment buildings
- C. It shows that Owen's story impressed his classmates and made them see his situation as special
- D. It explains why Dev and Owen will start feeding squirrels together at school next week

7. OPEN-RESPONSE

How do Owen's feelings about Show-and-Tell Day change from the beginning of the story to the end? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

How Chocolate Is Made

From Bean to Bar

Chocolate is one of the world's most popular treats, but most people have never seen the ingredient it starts from. Chocolate begins as a seed — called a cacao bean — that grows inside large, colourful pods on cacao trees in tropical countries near the equator.

Growing and Harvesting

Cacao trees grow best in warm, rainy climates. The largest cacao-producing countries include Côte d'Ivoire, Ghana, and Indonesia. The cacao pods grow directly on the trunk and large branches of the tree and are harvested by hand. Workers use long-handled tools to cut the ripe pods from the trees. Each pod is about the size of a football and contains 30 to 50 cacao beans surrounded by a sweet, white pulp.

Fermenting and Drying

After the pods are opened, the beans and pulp are placed in large wooden boxes or covered with banana leaves and left to ferment for five to seven days. Fermentation is a natural process in which tiny organisms break down the sugars in the pulp, and this step is essential because it develops the rich chocolate flavour that raw cacao beans do not have. After fermentation, the beans are spread out in the sun to dry for one to two weeks.

Roasting and Grinding

The dried beans are shipped to chocolate factories around the world. At the factory, the beans are roasted at high temperatures — much like coffee beans — to bring out their flavour. After roasting, the outer shells are removed, leaving the inner part of the bean called the nib. The nibs are ground into a thick, dark paste called chocolate liquor, which contains both cocoa solids and cocoa butter.

CHOCOLATE FACT: It takes approximately 400 cacao beans to make just one pound (about 450 grams) of chocolate. That is the beans from about 10 cacao pods!

Mixing and Moulding

To make the chocolate bars you find in stores, manufacturers mix the chocolate liquor with sugar, milk powder (for milk chocolate), and extra cocoa butter. The mixture is stirred and heated for many hours in a process called conching, which makes the chocolate smooth and creamy. Finally, the liquid chocolate is poured into moulds, cooled, wrapped, and shipped to stores around the world.

8. What is this passage mostly about?

- A. Why cacao trees grow best in warm tropical countries located near the equator
- B. The differences between milk chocolate and dark chocolate bars sold in stores
- C. How cacao beans are harvested by workers using long-handled cutting tools
- D. The steps involved in turning cacao beans into the chocolate that people eat

9. What does the heading "Fermenting and Drying" tell the reader about the section that follows?

- A. The section will explain how cacao trees are planted and watered by the farmers
- B. The section will describe how the beans are processed after being removed from pods
- C. The section will list the countries where the most cacao beans are grown and sold
- D. The section will explain how chocolate bars are wrapped and shipped to the stores

10. According to the passage, why is fermentation an essential step in making chocolate?

- A. It develops the rich chocolate flavour that raw cacao beans do not naturally have
- B. It makes the beans soft enough to be easily removed from inside the large pods

- C. It removes the bitter outer shells so that only the sweet inner nibs are left behind
- D. It dries the beans quickly so they can be shipped to the factories around the world

11. Read this sentence from the passage: "The nibs are ground into a thick, dark paste called chocolate liquor." What does the word ground mean in this sentence?

- A. Planted in the soil so that new cacao trees can grow from the nibs over time
- B. Dropped from a high place onto a flat surface to break them into large chunks
- C. Crushed and pressed into a smooth substance using heavy machines at the factory
- D. Heated in an oven at high temperatures until the nibs turned into a liquid to pour

12. According to the passage, what is the effect of the conching process on the chocolate mixture?

- A. It removes the cocoa butter from the mixture and leaves only the cocoa solids
- B. It changes the colour of the chocolate from dark brown to a lighter golden shade
- C. It makes the chocolate smooth and creamy by stirring and heating it for many hours
- D. It adds sugar and milk powder to the chocolate liquor for the very first time

13. Which of these is an opinion?

- A. Each cacao pod contains between 30 and 50 cacao beans surrounded by white pulp
- B. The largest cacao-producing countries include Côte d'Ivoire, Ghana, and Indonesia
- C. It takes approximately 400 cacao beans to make just one pound of finished chocolate

D. Chocolate is the most delicious treat in the entire world and everyone should try it

14. According to the passage, what happens to the cacao beans right after they are roasted at the factory?

A. Their outer shells are removed, leaving the inner part of the bean called the nib

B. They are placed in wooden boxes and left to ferment for five to seven full days

C. They are spread out in the sun to dry for one to two weeks before being shipped

D. They are mixed with sugar and milk powder to create the finished chocolate bar

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these words is spelled correctly?

A. togeather

B. together

C. togather

D. togethor

16. Read this sentence: "I cannot believe we won the game ____" Which punctuation mark correctly ends this sentence?

- A. A period, because the sentence makes a calm and simple statement of fact
- B. A comma, because the sentence will continue with more important information
- C. A question mark, because the speaker is asking someone about the game result
- D. An exclamation point, because the speaker is expressing strong excitement

17. Which sentence uses capital letters correctly?

- A. We read a book called Charlotte's web by E.B. white in class this month.
- B. We read a book called charlotte's Web by E.B. White in class this Month.
- C. We read a book called Charlotte's Web by E.B. White in class this month.
- D. We Read a Book called Charlotte's Web by E.B. White in Class this month.

18. Which of these is a complete sentence?

- A. The old wooden fence behind our house needs to be repainted this summer.
- B. Climbing over the rocks and splashing through the stream after the heavy rain.
- C. My aunt who lives in Halifax and works at the university near the waterfront.
- D. Whenever the school bell rings at the end of the day and everyone goes home.

19. Read this paragraph from a student's recount: "Last Friday, our class had a pizza party to celebrate the end of the term. We ate pizza, drank juice, and _____ games in the gymnasium." Which word correctly completes the paragraph?

- A. play

- B. played
- C. are playing
- D. will play

20. Read this sentence: "The row of tall sunflowers along the fence _____ beautiful in the late afternoon light." Which word correctly completes the sentence?

- A. looks
- B. look
- C. looking
- D. have looked

21. Read this paragraph: "Making a smoothie is easy if you follow these steps. _____, gather your ingredients: fruit, yogurt, and juice. Next, put everything into the blender and press the button." Which word best fills the blank?

- A. First
- B. However
- C. Therefore
- D. In conclusion

22. OPEN-RESPONSE — Shorter Writing Piece

Think about an object that is special to you — a toy, a book, a piece of clothing, or something else you treasure. Write a paragraph that describes this object and explains why it is important to you. Use details that help the reader see, touch, and understand what makes it special.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "The teacher asked Maya to read the poem aloud because _____ had the clearest voice in the whole class." Which word correctly completes the sentence?

- A. he
- B. them
- C. she
- D. it

24. Which sentence uses commas correctly?

- A. The sun was shining brightly but, we still needed our jackets for the cold wind.
- B. The sun was shining brightly but we still needed, our jackets for the cold wind.
- C. The sun, was shining brightly but we still needed our jackets for the cold wind.
- D. The sun was shining brightly, but we still needed our jackets for the cold wind.

25. Which sentence correctly punctuates the dialogue?

- A. Has anyone seen my notebook? asked Eli while searching through his messy desk.
- B. "Has anyone seen my notebook?" asked Eli while searching through his messy desk.
- C. Has anyone seen "my notebook?" asked Eli while searching through his messy desk.
- D. "Has anyone seen my notebook? asked Eli while searching through his messy desk."

26. A student wrote these sentences: "The library was quiet. Students were reading. The librarian was shelving books." Which revision best combines these sentences?

- A. The library was quiet and students were reading and the librarian was shelving books.
- B. Quiet library, reading students, shelving librarian — all three things happened then.
- C. In the quiet library, students were reading while the librarian shelved books nearby.
- D. The library was quiet, students were reading, the librarian was shelving all the books.

27. Read these two sentences: "The trail was steep and rocky. We kept hiking until we reached the top of the hill." Which word best joins these two sentences?

- A. The trail was steep and rocky, so we kept hiking until we reached the top of the hill.
- B. The trail was steep and rocky, or we kept hiking until we reached the top of the hill.
- C. The trail was steep and rocky, and we kept hiking until we reached the top of the hill.
- D. The trail was steep and rocky, but we kept hiking until we reached the top of the hill.

28. A student wrote this sentence: "Its important to drink water every day so your body stays healthy and strong." Which version corrects the error in this sentence?

- A. Its important to drink water everyday so your body stays healthy and strong today.
- B. It's important to drink water every day so your body stays healthy and strong.
- C. Its' important to drink water every day so your body stays healthy and strong.
- D. Its important to drink water every day so you're body stays healthy and strong.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you woke up one morning and discovered that a tiny, friendly dragon was sitting on your windowsill. Write a story about your day with the dragon.

Be sure to include:

- a beginning that describes how you discover the dragon and how you feel
- a middle that tells what happens during the day and any problems you face
- an ending that tells how the story turns out
- details about what the dragon looks like, sounds like, and does

Write your answer in the space below.

Practice Exam 9: Answer Key and Explanations

- 1. A** — The passage states directly that Owen "lived on the sixth floor of an apartment building that did not allow animals." It specifies "No dogs, no cats, no hamsters, no fish tanks," establishing both the location (sixth-floor apartment) and the restriction (no pets allowed). This detail is central to the story's conflict.
- 2. D** — The passage describes Chester's tail moving "back and forth like a fuzzy metronome." A metronome swings rapidly in small, rhythmic movements. "Twitched" describes the same kind of motion — quick, small, sudden jerks from side to side. The word does not mean holding still, wrapping around something, or changing colour.
- 3. C** — The passage establishes that Owen "did not have a pet" and then lists all the pets his classmates have — Dev's golden retriever, Hana's rabbits and budgie, Noor's tabby cat. Owen's summary of his own situation — "Owen had a balcony and a view of the parking lot" — communicates his feeling of being the only one without something everyone else has. His sigh at the opening and his statement "I don't have anything to bring" confirm he feels excluded.
- 4. B** — Owen's mother does not claim Chester is a real pet or insist Owen must bring something. She reframes the situation: "He chose to visit you every morning for a year. He waits on the railing until you come out. He eats from your hand. That counts for something." Her goal is to help Owen recognize that his relationship with Chester is meaningful and worth sharing, even if it is different from what his classmates have.
- 5. A** — The story's arc moves Owen from feeling left out because he lacks a traditional pet to realizing that his connection with Chester is "entirely his own" — unique and special in a way no one else's pet can match. Dev's comment "I wish I had a squirrel friend" confirms that Owen's situation, once a source of embarrassment, is now a source of admiration. The theme is that being different does not mean having less.
- 6. C** — Dev owns a golden retriever and has no reason to be jealous of Owen's situation — unless Owen's presentation genuinely impressed him. Dev's spontaneous comment "I wish I had a squirrel friend" shows that Owen's story captivated the class and transformed his perceived disadvantage into something his classmates envied. The detail confirms that Owen's unique experience resonated with his peers.
- 7. Open-Response** — A strong response identifies that Owen's feelings shift from embarrassment and exclusion at the beginning to pride and confidence at the end. At the start, he sighs, says "I don't have anything to bring," and pushes rice around his plate — signs of discouragement. By the end, after the class leans forward during his presentation and Dev wishes for a squirrel friend, Owen recognizes that he "had something that was entirely his own." A Level 3 or 4 response names both feelings clearly, cites specific details from the beginning and end, and explains how the Show-and-Tell experience caused the shift.
- 8. D** — The passage traces the complete chocolate-making process from cacao bean to finished bar: growing and harvesting pods, fermenting and drying beans, roasting and grinding at factories, and mixing and moulding into bars. While individual sections focus on specific steps, the passage as a whole answers the question of how cacao beans become the chocolate people buy and eat.

9. B — The heading "Fermenting and Drying" signals that the section will cover what happens to the beans after they are removed from the harvested pods. The section describes beans being placed in wooden boxes to ferment for five to seven days, then spread in the sun to dry for one to two weeks. Both processes happen before the beans are shipped to factories.

10. A — The passage states the reason explicitly: "this step is essential because it develops the rich chocolate flavour that raw cacao beans do not have." Without fermentation, the beans would lack the characteristic chocolate taste. The passage makes clear that raw cacao beans taste nothing like finished chocolate — fermentation is what creates the flavour.

11. C — In this context, "ground" describes the nibs being physically crushed and pressed into a paste. The passage says the result is "a thick, dark paste called chocolate liquor," which is produced by heavy mechanical processing at the factory. The word does not mean planted, dropped, or heated — it means reduced to a fine, smooth substance through crushing.

12. C — The passage states directly: the mixture "is stirred and heated for many hours in a process called conching, which makes the chocolate smooth and creamy." The cause is the extended stirring and heating; the effect is the smooth, creamy texture of the finished chocolate. Conching does not remove cocoa butter, change the colour, or add ingredients.

13. D — The statement "Chocolate is the most delicious treat in the entire world and everyone should try it" contains two opinion signals: "most delicious" (an evaluative superlative judgment) and "everyone should" (a prescriptive recommendation). Options A, B, and C each contain specific, verifiable facts — bean counts per pod, producing countries, and beans per pound — drawn directly from the passage.

14. A — The passage describes the sequence clearly: "At the factory, the beans are roasted at high temperatures... After roasting, the outer shells are removed, leaving the inner part of the bean called the nib." Shell removal is the step that immediately follows roasting. Fermentation and drying happen before shipping. Mixing with sugar happens much later in the process.

15. B — "Together" follows the correct spelling pattern t-o-g-e-t-h-e-r. "Togeather" inserts an extra *a*. "Togather" replaces *e* with *a*. "Togethor" replaces the final *e* with *o*. This is a high-frequency word that Grade 3 students use regularly in their writing, and the correct spelling should be memorized.

16. D — The sentence "I cannot believe we won the game" expresses strong excitement and disbelief. The phrase "cannot believe" signals that the speaker is emotionally overwhelmed by the outcome. An exclamation point captures this strong feeling. A period would flatten the emotion. A question mark does not fit because no information is being requested.

17. C — "Charlotte's Web" is the title of a book, requiring the important words to be capitalized. "E.B. White" is a proper name requiring capitals. "Class" and "month" are common words that remain lowercase. Option A fails to capitalize "Web" and "White." Option B fails to capitalize "Charlotte's" and incorrectly capitalizes "Month." Option D incorrectly capitalizes "Read," "Book," and "Class."

18. A — "The old wooden fence behind our house needs to be repainted this summer" contains a clear subject (fence) and a clear predicate (needs to be repainted), forming a complete thought. Option B begins

with a participle (Climbing) and has no main verb. Option C has a subject (aunt) but no main verb — "who lives" and "works" form a relative clause, not a predicate. Option D begins with "Whenever," creating a dependent clause.

19. B — The paragraph is written in past tense: "had" and "ate" and "drank" are all past-tense verbs describing events from last Friday. To maintain tense consistency, the blank must also be past tense. "Played" is the correct past-tense form. "Play" is present. "Are playing" is present progressive. "Will play" is future.

20. A — The subject of this sentence is "row," which is singular. The prepositional phrase "of tall sunflowers" sits between the subject and the verb but does not change the subject's number. A singular subject requires a singular verb: "looks." "Look" is the plural form. "Looking" is incomplete without a helper verb. "Have looked" pairs a plural helper with a singular subject.

21. A — The paragraph describes a sequence of steps for making a smoothie, with "Next" appearing in the following sentence. The blank introduces the first step, so "First" is the logical match that establishes the sequential structure. "However" signals contrast. "Therefore" signals cause-and-effect. "In conclusion" signals a closing statement — none of which fits the opening of a numbered sequence.

22. Open-Response — A strong response follows the descriptive writing structure from Chapter 9: an opening that names the special object, a developed middle that describes what it looks like and feels like using sensory details, and a closing that explains why the object is important. A Level 3 or 4 response uses specific visual and tactile details rather than vague adjectives, includes a personal memory or story connected to the object, and explains its emotional significance in a way that helps the reader understand why it matters.

23. C — The sentence describes why the teacher chose Maya — because the person "had the clearest voice." Maya is female, so "she" is the correct subject pronoun. "He" refers to a male. "Them" is plural. "It" does not refer to a person. The pronoun must match Maya in gender and serve as the subject of the dependent clause.

24. D — In a compound sentence joined by the conjunction "but," a comma is placed before the conjunction: "The sun was shining brightly, but we still needed our jackets." Option A places the comma after "but" instead of before it. Option B inserts a comma after "needed." Option C places a comma after the subject "sun," breaking the subject-verb connection.

25. B — Standard dialogue format encloses only the spoken words in quotation marks. Since the spoken words form a question, the question mark goes inside the closing quotation marks, and the speaker tag follows in lowercase: "Has anyone seen my notebook?" asked Eli. Option A omits quotation marks. Option C encloses only part of the speech. Option D includes the speaker tag inside the closing quotation marks.

26. C — "In the quiet library, students were reading while the librarian shelved books nearby" combines all three original ideas into one well-structured sentence. It uses "quiet" as a modifier for "library," introduces the setting with a prepositional phrase, and connects the two simultaneous actions with "while." Option A chains three clauses with repetitive "and." Option B is fragmented. Option D is a comma splice.

27. D — The two sentences present a contrast: the trail was difficult (steep and rocky), but the hikers persisted (kept going until they reached the top). The conjunction "but" correctly signals this contrast between an obstacle and the determination to overcome it. "So" would imply the difficulty caused them to keep going, which reverses the logic. "Or" implies choice. "And" merely adds without acknowledging the contrast.

28. B — The original sentence uses "Its" where the contraction "It's" (meaning "It is") is needed. "It's important to drink water every day" requires the contraction because the sentence means "It is important." "Its" without an apostrophe is a possessive pronoun meaning "belonging to it," which does not fit here. Option A keeps the error. Option C uses "Its'" which is not a standard form. Option D changes "your" to "you're," introducing a new error.

29. Open-Response — A strong response follows the narrative writing structure from Chapter 9: a hook opening that describes discovering the dragon on the windowsill and the writer's immediate reaction, a developed middle that tells what happens during the day including at least one problem or complication, and a satisfying ending. The prompt specifically asks for details about what the dragon looks like, sounds like, and does, so the response should include sensory and descriptive details. A Level 3 or 4 response includes feelings at multiple points, uses dialogue where appropriate, maintains consistent past tense, and produces a closing that gives the story meaning beyond the surface adventure.

PRACTICE EXAM 10: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Old Oak Tree

Ava always arrived at school ten minutes early. Not because she liked being early — but because of the tree.

The old oak tree stood in the centre of the school courtyard, its branches spreading wide enough to shade three picnic tables and a patch of grass where dandelions grew in spring. Ava had been reading under it since Grade 1. The bark was rough and warm against her back, and the leaves rustled above her like pages turning in a very large book.

On a Monday morning in April, Ava walked into the courtyard and stopped. An orange ribbon was tied around the trunk of the oak tree. She had seen ribbons like that before, on trees along her street right before crews came to cut them down.

At the morning assembly, the principal, Mr. Decker, explained.

"The school board has approved a new covered walkway between the main building and the gymnasium," he said. "Unfortunately, the oak tree in the courtyard is in the path of the construction. It will need to be removed this summer."

Ava felt a sharp sting behind her eyes. She looked around the gymnasium and saw other students shifting uncomfortably in their seats. Her friend Luca was frowning. A girl named Suki, who always ate lunch under the tree, was staring at the floor.

That afternoon, Ava sat at her desk with a blank piece of paper. She was going to write a letter.

She started with the facts. The oak tree was more than fifty years old — the custodian, Mr. Warren, had told her it was planted when the school first opened. It provided shade for students during hot days when the playground equipment was too hot to touch. Birds nested in its upper branches every spring. A family of squirrels lived in a hollow near the base.

Then she wrote about what the tree meant to people. She had read hundreds of books under it. Luca had eaten lunch there with his grandfather on Grandparents' Day. Suki drew pictures of it in her sketchbook. The Grade 5 students had measured its trunk in a math lesson last fall and calculated that it was more than three metres around.

"A covered walkway is important," Ava wrote, "but could it be built in a different spot so the tree can stay?"

She showed the letter to her classmates. Within three days, thirty-two students and two teachers had signed the bottom. Ms. Chen, the art teacher, added a note that said, "This tree has been part of our school's identity for decades."

On Friday, Ava asked Mr. Decker if she could read her letter at the morning assembly.

"Of course," he said.

Ava stood at the microphone, her hands shaking slightly around the edges of the paper. She read the letter from beginning to end. When she finished, the gymnasium was quiet — and then the clapping started.

The following Monday, Mr. Decker made an announcement. He had spoken to the construction company. The walkway could be redirected around the courtyard instead of through it. The tree would stay.

At recess, Ava walked to the courtyard. The orange ribbon was gone. She sat down against the trunk, opened her book, and read.

At recess, Ava walked to the courtyard. The orange ribbon was gone. She sat down against the trunk, opened her book, and read.

1. Why does Ava always arrive at school ten minutes early?

- A. She likes to finish her homework in the classroom before the other students arrive
- B. She wants to spend time reading under the old oak tree in the school courtyard
- C. She needs to help her teacher set up the classroom before the lessons each day
- D. She enjoys playing on the playground equipment before the morning bell rings

2. Read this sentence from the passage: "Ava felt a sharp sting behind her eyes." What does the phrase sharp sting behind her eyes most likely mean?

- A. She felt tears forming because she was deeply upset about losing the tree

- B. She had a headache from sitting in the bright gymnasium lights for too long
 - C. She was squinting because the morning sun was shining directly into her face
 - D. She was allergic to something in the air inside the gymnasium during assembly
3. Based on the passage, how do the other students most likely feel when the principal announces the tree will be removed?
- A. Relieved, because they want a new covered walkway more than the old tree
 - B. Confused, because they do not understand what a covered walkway is at all
 - C. Indifferent, because they do not care about the tree one way or the other
 - D. Upset, because they have their own memories connected to the tree as well
4. Which of these events happens right after Ava reads her letter at the Friday assembly?
- A. Mr. Decker explains that the tree is in the path of the new construction project
 - B. Ava collects thirty-two student signatures and two teacher signatures for her letter
 - C. The gymnasium is quiet for a moment and then the audience begins to clap
 - D. Mr. Decker announces that the walkway will be redirected around the courtyard
5. What is the main message of this story?
- A. Schools should never build new walkways because they always destroy nature
 - B. Speaking up for something you care about can make a real difference in the end
 - C. Principals always listen to students who write letters about important school issues
 - D. Old trees are more important than any building project a school could ever plan
6. Which word best describes Ava in this story?
- A. Shy, because she is afraid to speak in front of the other students at the assembly
 - B. Selfish, because she only cares about her own reading spot underneath the tree
 - C. Careless, because she does not think about the benefits of the new covered walkway
 - D. Determined, because she takes action to save the tree even though it is difficult

7. OPEN-RESPONSE

What makes Ava's letter to the principal effective? Use at least two details from the text to explain why her letter convinces Mr. Decker to save the tree.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Bees and Pollination: A Partnership That Feeds the World

What Is Pollination?

Most flowering plants cannot produce fruit or seeds on their own. They need help moving a fine powder called pollen from one part of a flower to another, or from one flower to another of the same kind. This process is called pollination, and it is essential for the plants we depend on for food. Without pollination, there would be no apples, no strawberries, no almonds, and no chocolate.

How Bees Pollinate

Bees are the most important pollinators on Earth. When a bee lands on a flower to drink its sweet nectar, tiny grains of pollen stick to the bee's fuzzy body. When the bee flies to the next flower, some of that pollen rubs off onto the new flower. This transfer of pollen is what allows the plant to produce fruit and seeds. A single honeybee can visit between 50 and 1,000 flowers in a single trip, and a healthy hive may pollinate millions of flowers in one season.

Types of Bees

Not all bees are the same. Honeybees live in large colonies of up to 60,000 bees and produce honey from the nectar they collect. Bumblebees are larger and fuzzier than honeybees and are especially good at pollinating tomatoes and peppers because they vibrate their bodies to shake pollen loose — a technique called buzz pollination. Solitary bees, such as mason bees and leafcutter bees, live alone rather than in colonies and are surprisingly efficient pollinators despite their small numbers.

BEE FACT: About one-third of all the food humans eat depends on pollination by bees and other insects. Without bees, grocery stores would lose more than half of their fruits and vegetables.

Threats to Bees

Bee populations around the world have been declining in recent years. Pesticides used on farms can poison bees when they visit treated plants. Loss of wildflower habitats means bees have fewer places to find food. A tiny parasite called the varroa mite attacks honeybee colonies and spreads diseases. Climate change is also shifting the timing of flower blooms, which can leave bees without food at critical times of the year.

How We Can Help

Everyone can do something to help bees. Planting wildflowers in gardens and schoolyards gives bees more places to find nectar and pollen. Avoiding pesticides on lawns and gardens protects bees from poisoning. Leaving small patches of bare soil in gardens provides nesting sites for solitary bees. Even a small window box of flowers on a balcony can make a difference for bees in a city.

8. What is this passage mostly about?
- A. How bees pollinate plants, why they are important, and how people can help them
 - B. The differences between honeybees, bumblebees, and solitary bees around the world
 - C. Why pesticides are the most dangerous threat to bee populations on every continent
 - D. How to plant a wildflower garden that will attract the largest number of bees possible
9. What does the heading "Threats to Bees" tell the reader about the section that follows?
- A. The section will explain the different types of bees and how they live in colonies
 - B. The section will describe how bees transfer pollen from one flower to the next
 - C. The section will describe the dangers that are causing bee populations to decline
 - D. The section will list the ways that people can help bees in their gardens at home
10. According to the passage, how many flowers can a single honeybee visit in one trip?
- A. Between 10 and 50 flowers depending on the distance between each flower
 - B. Between 50 and 1,000 flowers depending on the type and location of flowers
 - C. Between 1,000 and 5,000 flowers when weather conditions are warm and dry
 - D. Between 5,000 and 10,000 flowers during the busiest season of the whole year

11. Read this sentence from the passage: "Bee populations around the world have been declining in recent years." What does the word declining most likely mean?

- A. Growing larger and spreading to new areas that bees have not lived in before
- B. Staying exactly the same without any noticeable change from one year to the next
- C. Moving from one country to another to find better flowers and warmer climates
- D. Getting smaller in number, with fewer bees being found than in previous years

12. Which of these sentences from the passage states a fact?

- A. About one-third of all the food humans eat depends on pollination by bees
- B. Bees are the most fascinating and wonderful insects in the natural world today
- C. Everyone should plant wildflowers in their garden to help save the bees forever
- D. Watching bees pollinate flowers is the most interesting thing a person can observe

13. According to the passage, what is one effect of pesticides being used on farms?

- A. The pesticides make the flowers grow larger and produce more nectar for the bees
- B. The pesticides can poison bees when they visit plants that have been treated
- C. The pesticides attract more bees to the farm and help increase pollination rates
- D. The pesticides change the colour of the flowers so bees cannot find them easily

14. According to the passage, what makes bumblebees especially good at pollinating tomatoes and peppers?

- A. Bumblebees are smaller than other bees and can fit inside the flowers more easily
- B. Bumblebees vibrate their bodies to shake pollen loose using buzz pollination
- C. Bumblebees live in very large colonies and can visit more flowers than other bees
- D. Bumblebees produce a special type of honey that helps tomato plants grow faster

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Read this sentence: "We _____ have time to finish the project before the bell rings at the end of class." Which word correctly completes the sentence?

- A. dont
- B. do'nt
- C. donot
- D. don't

16. Which sentence uses capital letters correctly?

- A. Last summer, my family visited the canadian Museum of history in Ottawa.
- B. Last Summer, my family visited the Canadian Museum of History in ottawa.
- C. Last summer, my family visited the Canadian Museum of History in Ottawa.
- D. Last summer, my Family visited the Canadian museum of history in Ottawa.

17. Which of these is a complete sentence?

- A. The firefighters arrived quickly and helped everyone get out of the building safely.
- B. Running down the hallway to the gymnasium when the fire alarm rang very loudly.
- C. The tall firefighter with the yellow helmet and the heavy coat standing at the door.
- D. Because the fire drill happened during lunch when everyone was in the cafeteria.

18. Which of these words is spelled correctly?

- A. wensday
- B. wendsday
- C. wedensday
- D. Wednesday

19. Read this paragraph from a student's writing: "Every evening, my dad cooks dinner while my mom sets the table. After we eat, my brother and I _____ the dishes together." Which word correctly completes the paragraph?

- A. washed
- B. were washing
- C. wash
- D. will wash

20. Read this paragraph: "Our school held a bake sale to raise money for new library books. Many students brought cookies, brownies, and cupcakes to sell. _____, we earned enough money to buy fifty new books for the library." Which word best fills the blank?

- A. First
- B. In the end
- C. However
- D. For example

21. Read this sentence: "The stack of permission slips on the counter _____ to be signed by parents before the Friday deadline." Which word correctly completes the sentence?

- A. have
- B. are needing
- C. were supposed
- D. needs

22. OPEN-RESPONSE — Shorter Writing Piece

Do you think schools should have outdoor classrooms where students can learn outside? Write a paragraph that shares your opinion. Give at least two reasons and support each reason with an example or specific detail.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read these sentences: "Lucas and Mia worked on a science poster together. _____ presented it to the class and received a great mark." Which word correctly completes the second sentence?

- A. He
- B. She
- C. It
- D. They

24. Which sentence correctly punctuates the dialogue?

- A. "I think it might rain today," said Grandpa while looking up at the grey sky.
- B. I think it might rain today, "said Grandpa while looking up at the grey sky."
- C. "I think it might rain today, said Grandpa" while looking up at the grey sky.
- D. I think it might "rain today," said Grandpa while looking up at the grey sky.

25. Read this sentence: "When the music started playing the children jumped up and began to dance around the room." Where should a comma be placed in this sentence?

- A. After the word "music" in the middle of the introductory phrase of the sentence
- B. After the word "up" between the two actions found in the main clause
- C. After the word "playing" at the end of the introductory phrase of the sentence
- D. After the word "dance" near the end of the sentence before the final phrase

26. A student wrote this sentence: "The dog runned across the yard and jumped over the fence chasing a cat." Which version corrects the error in this sentence?

- A. The dog runned across the big yard and then it jumped over the fence chasing it.
- B. The dog ran across the yard and jumped over the fence while chasing a nearby cat.
- C. The dogs runned across the yard and jumped over the big fence and chased a cat.
- D. The dog was runned across the yard and then jumped over the big fence after it.

27. Read these two sentences: "Grandma offered us cookies. We gratefully accepted and sat down at her kitchen table." Which word best joins these two sentences?

- A. Grandma offered us cookies, and we gratefully accepted and sat down at her table.
- B. Grandma offered us cookies, but we gratefully accepted and sat down at her table.
- C. Grandma offered us cookies, or we gratefully accepted and sat down at her table.
- D. Grandma offered us cookies, yet we gratefully accepted and sat down at her table.

28. A student wrote these sentences: "The morning was cold. We put on our warmest jackets. We walked to school." Which revision best combines these sentences?

- A. The morning was cold and we put on our warmest jackets and we walked to school.
- B. Cold morning, warm jackets, walking to school — that is what we did that day then.
- C. On the cold morning, we put on our warmest jackets and walked together to school.
- D. The morning was cold, we put on jackets, we walked to school all at the same time.

29. OPEN-RESPONSE — Longer Writing Piece

Write about a time you stood up for something you believed was important or right — at school, at home, or in your community. Tell what happened in order, explain why you felt it was important, and describe how you felt afterward.

Be sure to include:

- a beginning that explains what you stood up for and why it mattered to you
- a middle that describes what you did and how others responded to your actions
- an ending that tells how the situation turned out in the end
- details about how you felt at different points during the experience

Write your answer in the space below.

Practice Exam 10: Answer Key and Explanations

1. B — The opening lines state directly that Ava arrived early "not because she liked being early — but because of the tree." The passage then describes her sitting under the oak tree reading, with the bark "rough and warm against her back" and the leaves rustling "like pages turning in a very large book." Her early arrival is entirely motivated by wanting time to read under the tree before school begins.

2. A — The phrase "sharp sting behind her eyes" describes the physical sensation of tears forming — the burning, prickling feeling that comes just before crying. Ava has just heard that the tree she loves will be cut down, and the emotional impact is strong enough to produce a near-tears response. The phrase is figurative language for sadness, not a headache, sun exposure, or allergy.

3. D — The passage provides three specific observations of other students' reactions: "students shifting uncomfortably in their seats," Luca "frowning," and Suki "staring at the floor." These are all physical signs of discomfort and unhappiness. The passage later confirms that multiple students have personal connections to the tree — Luca ate lunch there with his grandfather, Suki sketches it — reinforcing that the upset is widespread and personal.

4. C — The passage describes the sequence clearly: Ava reads her letter at the Friday assembly, "When she finished, the gymnasium was quiet — and then the clapping started." The moment of silence followed by applause is the immediate response to her reading. The signature collection happened earlier in the week. Mr. Decker's announcement about redirecting the walkway comes the following Monday.

5. B — The story traces Ava from discovering a problem (the tree will be removed), through taking action (writing a letter, collecting signatures, presenting at assembly), to achieving a result (the walkway is redirected and the tree is saved). The theme is not that trees always beat buildings or that principals always listen, but that a person who cares about something and speaks up thoughtfully can change an outcome.

6. D — Ava does not simply feel upset and accept the situation. She writes a letter with facts and personal stories, collects thirty-two signatures, and reads the letter at a public assembly despite her hands shaking. Each step requires effort and courage. The word "determined" captures this quality — she identifies a goal and works persistently toward it despite obstacles and nervousness.

7. Open-Response — A strong response identifies at least two specific elements that make Ava's letter convincing. First, the letter includes facts: the tree is over fifty years old, it provides shade, birds nest in it, and squirrels live in its hollow. Second, the letter includes personal stories from multiple students: Ava's reading, Luca's Grandparents' Day lunch, Suki's sketches, and the Grade 5 math measurement. Third, the letter proposes a solution rather than just complaining: "could it be built in a different spot?" Fourth, the letter has community support with thirty-two student and two teacher signatures. A Level 3 or 4 response cites at least two of these elements and explains how each one strengthens the letter's persuasiveness.

8. A — The passage covers what pollination is, how bees perform it, the different types of bees, the threats bees face, and how people can help. While individual sections focus on specific aspects like bee types or pesticide dangers, the passage as a whole provides a comprehensive picture of bees as pollinators, their importance to food production, and the actions needed to protect them.

9. C — The heading "Threats to Bees" signals that the section will cover problems and dangers facing bee populations. The section that follows identifies four specific threats: pesticides poisoning bees, loss of wildflower habitats reducing food sources, varroa mites attacking colonies, and climate change shifting bloom timing. Every detail in the section describes a danger causing bee populations to decline.

10. B — The passage states directly: "A single honeybee can visit between 50 and 1,000 flowers in a single trip." This specific range appears in the "How Bees Pollinate" section and highlights the remarkable volume of pollination work that individual bees perform. The other options cite ranges not found anywhere in the passage.

11. D — The sentence states that bee populations "have been declining in recent years," and the section that follows describes multiple threats causing bees to disappear. The context makes clear that "declining" means getting smaller in number — fewer bees exist now than in previous years. The word does not mean growing, staying the same, or relocating to different countries.

12. A — The statement "About one-third of all the food humans eat depends on pollination by bees" is a specific, verifiable statistic drawn from the BEE FACT box. Options B, C, and D each contain evaluative or prescriptive language — "most fascinating and wonderful," "everyone should," and "most interesting" — that reflects personal judgment rather than measurable fact.

13. B — The passage states the cause-and-effect relationship directly: "Pesticides used on farms can poison bees when they visit treated plants." The cause is pesticide application; the effect is bee poisoning. The passage does not state that pesticides make flowers grow larger, attract more bees, or change flower colours — it identifies poisoning as the specific harmful effect.

14. B — The passage states directly that bumblebees "are especially good at pollinating tomatoes and peppers because they vibrate their bodies to shake pollen loose — a technique called buzz pollination." This vibration ability is the specific feature that makes bumblebees superior pollinators for these particular crops. The passage does not describe bumblebees as smaller, as living in very large colonies, or as producing a special honey.

15. D — The sentence requires the contraction of "do not" to fit naturally: "We don't have time." The contraction "don't" places the apostrophe where the missing letter *o* from "not" has been removed. "Dont" omits the apostrophe entirely. "Do'nt" places the apostrophe in the wrong position. "Donot" runs the two words together without a space or apostrophe.

16. C — "Canadian Museum of History" is a proper noun — the official name of a specific national institution — requiring all important words capitalized. "Ottawa" is a city name requiring a capital. "Summer" is a season and remains lowercase. "Family" is a common noun and remains lowercase. Option C is the only version that capitalizes every proper noun while leaving common words correctly lowercase.

17. A — "The firefighters arrived quickly and helped everyone get out of the building safely" contains a clear subject (firefighters) and a clear compound predicate (arrived and helped), forming a complete thought. Option B begins with a participle (Running) and has no main verb. Option C has a subject (firefighter) but no main verb — "standing" is a participle. Option D begins with "Because," creating a dependent clause that cannot stand alone.

18. D — "Wednesday" follows the correct English spelling: W-e-d-n-e-s-d-a-y. The word is derived from "Woden's day" and retains the *d* after *We* that many speakers do not pronounce, making it one of the most commonly misspelled day names. "Wensday," "wendsday," and "wedensday" are all phonetic approximations that do not match the correct spelling.

19. C — The paragraph describes a regular evening routine using present tense: "cooks," "sets," and "eat" are all simple present-tense verbs. To maintain tense consistency, the blank must also be present tense. "Wash" is the correct simple present form for "my brother and I" (first-person plural). "Washed" is past tense. "Were washing" is past progressive. "Will wash" is future tense.

20. B — The paragraph describes a sequence of events — the bake sale was held, students brought items, and a result was achieved. "In the end" correctly signals the final outcome or conclusion of the sequence: after all the effort, they earned enough money. "First" would introduce an opening step, not a conclusion. "However" signals contrast. "For example" introduces an illustration of a previous point.

21. D — The subject of this sentence is "stack," which is singular. The prepositional phrase "of permission slips" sits between the subject and the verb but does not change the subject's number. A singular subject requires a singular verb: "needs." "Have" is plural. "Are needing" pairs a plural helper with a singular subject. "Were supposed" is plural past tense.

22. Open-Response — A strong response follows the opinion writing structure from Chapter 9: a clear opening statement of opinion about outdoor classrooms, at least two distinct reasons each supported by a specific example or detail, and a closing that restates the opinion. A Level 3 or 4 response might argue that fresh air helps students concentrate, that nature provides real-world learning opportunities, or that being outside reduces stress — each supported with a concrete example rather than a general statement.

23. D — "Lucas and Mia" is a compound subject naming two people, which requires the plural pronoun "They." "He" refers only to Lucas. "She" refers only to Mia. "It" does not refer to people. Only "They" correctly replaces a subject that names two individuals acting together to present their poster.

24. A — Standard dialogue format encloses only the spoken words in quotation marks, places a comma inside the closing quotation mark before the speaker tag, and capitalizes the first word of the spoken sentence. Option A follows all rules: "I think it might rain today," said Grandpa. Options B and D misplace quotation marks around non-spoken words. Option C includes the speaker tag inside the quotation marks.

25. C — The phrase "When the music started playing" is an introductory dependent clause. A comma must separate it from the main clause that follows. Placing the comma after "playing" — the last word of the introductory clause — produces the correct sentence: "When the music started playing, the children jumped up and began to dance." Commas after "music," "up," or "dance" do not follow standard comma placement rules.

26. B — The original sentence contains the error "runned," which is an incorrect past-tense form of "run." The irregular past tense of "run" is "ran." Option B corrects this to "ran" while also improving the sentence with "while chasing" to clarify the timing. Options A, C, and D all retain the incorrect "runned" form.

27. A — The two sentences describe a natural sequence: Grandma made an offer, and the family accepted it. The conjunction "and" correctly signals that the second event follows naturally from the first — an offer followed by acceptance. "But" and "yet" signal contrast, implying the acceptance was unexpected, which contradicts the word "gratefully." "Or" implies a choice between alternatives.

28. C — "On the cold morning, we put on our warmest jackets and walked together to school" combines all three original ideas into one well-structured sentence. It turns "the morning was cold" into an introductory prepositional phrase, joins the two actions with "and," and eliminates repetition. Option A chains three clauses with repetitive "and." Option B is fragmented. Option D is a comma splice.

29. Open-Response — A strong response follows the recount writing structure from Chapter 9: a clear beginning that identifies what the writer stood up for and why it mattered, a developed middle describing the specific actions taken and how others responded, and a reflective ending that captures the outcome and the writer's feelings. A Level 3 or 4 response stays in past tense and first person, uses sequence transitions, includes specific details from the real experience, and closes with a reflection on what standing up for something taught the writer about themselves.

PRACTICE EXAM 11: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

The Project Partner

Felix loved writing. He filled notebooks with stories about space explorers, underwater kingdoms, and talking animals. When his teacher, Ms. Russo, asked the class to write, Felix was always the first one to pick up his pencil.

So when Ms. Russo announced the "My Heritage" project — a poster about each student's family and cultural background — Felix was excited. He already had ideas for what to write about his family's traditions from Trinidad: his grandmother's pelau recipe, the steelpan music his uncle played at every family gathering, and the colourful Carnival costumes his mother kept in a box in the closet.

Then Ms. Russo read out the partner assignments.

"Felix, you'll be working with Yuki."

Felix glanced across the room. Yuki had arrived at the school three weeks ago from Japan. She sat in the back row, near the window, and almost never spoke. When teachers asked her questions, she would nod or shake her head, and sometimes she whispered a one-word answer so quietly that the person next to her had to repeat it.

During their first work session, Felix sat across the table from Yuki with a stack of blank poster paper between them.

"So," Felix said, "what do you want to write about?"

Yuki looked at him for a long moment. Then she shrugged.

Felix tried again. "What's your family like? Where in Japan are you from?"

Yuki opened her mouth, then closed it. She looked down at the table. "Kyoto," she said softly.

Felix waited, but nothing more came. He sighed and started writing on his own.

That evening, Felix told his mother he was frustrated. "She doesn't say anything," he said. "I'm doing the whole project by myself."

His mother set down her coffee. "Felix, she moved here from another country three weeks ago. She's learning a whole new language. That takes courage." She paused. "Have you asked what she *can* do?"

Felix blinked. He hadn't.

The next morning, Felix brought extra supplies to school: coloured pencils, markers, and a fresh sheet of white paper. He put them in front of Yuki.

"Can you draw?" he asked.

Yuki looked at the pencils. She picked up a green one, paused for a moment, and began to draw.

Felix watched in silence as a Japanese garden appeared on the paper. A curved wooden bridge crossed a small pond. Orange and white koi fish swam beneath the surface. Cherry blossom trees with soft pink petals lined the edges of the garden, and a small stone lantern sat beside a winding path. The drawing was detailed, delicate, and beautiful.

Felix stared. "That's amazing," he said.

For the first time, Yuki smiled.

Over the next week, they divided the project in a way that made sense: Felix wrote the words and Yuki created the illustrations. Felix described his family's traditions from Trinidad on one half of the poster, and Yuki's drawings showed her family's life in Kyoto on the other half. The poster told two stories, side by side, in two different languages — words and pictures.

When they presented the poster to the class, Ms. Russo stood beside it for a long time.

"This," she said, "is what real teamwork looks like. Two different strengths, working together, creating something neither of you could have made alone."

Felix looked at Yuki. She was still smiling.

1. Read this sentence from the passage: "The drawing was detailed, delicate, and beautiful." What does the word delicate most likely mean in this sentence?

- A. Very large in size and covering most of the white page from edge to edge
- B. Drawn so quickly that the lines were messy and hard to see very clearly

- C. Dark and heavy with thick lines that pressed deeply into the white paper
- D. Fine and gentle, with light, careful lines that show small precise details

2. How does Felix most likely feel during his first work session with Yuki?

- A. Excited, because he already knows that Yuki will be a great project partner
- B. Calm, because he does not mind working slowly and quietly with a partner
- C. Frustrated, because Yuki barely speaks and he feels like he is working alone
- D. Afraid, because he worries that Ms. Russo will be angry at both of them

3. Why is Yuki so quiet during the first work session with Felix?

- A. She recently moved from Japan and is still learning to speak English fluently
- B. She does not like Felix and does not want to be his partner for the project
- C. She is angry because the teacher did not let her choose her own project partner
- D. She already finished her part of the project at home the night before class

4. Which of these events happens right after Felix's mother asks him "Have you asked what she can do?"

- A. Ms. Russo reads out the partner assignments and pairs Felix with Yuki
- B. Felix brings extra art supplies to school and asks Yuki if she can draw
- C. Yuki draws a detailed Japanese garden with koi fish and cherry blossom trees
- D. Felix and Yuki present their finished poster to the rest of the class together

5. What is the main message of this story?

- A. Students should always choose their own partners for important class projects
- B. Writing is a more important skill than drawing when making a school poster

- C. Different people bring different strengths that can create something great together
- D. Teachers should not pair students who do not speak the same language fluently

6. Why does the author describe Yuki's drawing of the Japanese garden in such detail?

- A. It shows the reader that Yuki has a powerful skill even though she is very quiet
- B. It proves that Japanese gardens are more beautiful than gardens in other countries
- C. It explains why Yuki's family decided to move from Kyoto to Canada recently
- D. It shows that Felix is not as talented as Yuki and should not have been writing

7. OPEN-RESPONSE

How does Felix's understanding of Yuki change from the beginning of the story to the end? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

How Earthquakes Happen

The Earth Is Always Moving

The ground beneath your feet may feel solid and still, but deep below the surface, the Earth is always in motion. The outer layer of the Earth, called the crust, is broken into large pieces called tectonic plates. These plates fit together like the pieces of a giant puzzle, but unlike a puzzle, they are constantly moving — slowly sliding, pushing, and grinding against each other.

What Causes an Earthquake

Most earthquakes occur along the edges where two tectonic plates meet. These edges are called fault lines. When plates push against each other, pull apart, or slide past one another, enormous pressure builds up in the rock along the fault line. When the pressure becomes too great, the rock suddenly breaks or shifts, releasing energy that travels through the ground in waves. These waves are what people feel as the shaking of an earthquake.

Measuring Earthquakes

Scientists measure the strength of an earthquake using a scale called the Richter scale. Small earthquakes with a magnitude of 2.0 or less happen thousands of times every day around the world, but they are so weak that people cannot feel them. An earthquake with a magnitude between 4.0 and 5.0 can rattle windows and shake furniture. Earthquakes above 7.0 are considered major and can cause serious damage to buildings and roads.

EARTHQUAKE FACT: The most powerful earthquake ever recorded occurred in Chile in 1960 and measured 9.5 on the Richter scale. It triggered tsunamis that reached as far as Japan, more than 17,000 kilometres away.

Where Earthquakes Happen Most

Earthquakes can happen anywhere on Earth, but they occur most frequently along certain zones where tectonic plates meet. The Ring of Fire, a horseshoe-shaped zone around the edges of the Pacific Ocean, is the most active earthquake region in the world. About 90 percent of all earthquakes happen along the Ring of Fire, which stretches from New Zealand through Japan, across to Alaska, and down the western coast of North and South America.

Staying Safe During an Earthquake

If an earthquake happens while you are inside a building, experts recommend the "Drop, Cover, and Hold On" method. Drop to your hands and knees so the shaking cannot knock you down. Take cover under a sturdy table or desk to protect your head from falling objects. Hold on to the table legs and stay covered until the shaking stops completely.

8. What is this passage mostly about?

- A. Why the Ring of Fire has more earthquakes than any other place on the planet
- B. How scientists use the Richter scale to measure the strength of each earthquake
- C. What the Drop, Cover, and Hold On safety method is and why it saves many lives
- D. What earthquakes are, why they happen, and how people can stay safe from them

9. What does the heading "What Causes an Earthquake" tell the reader about the section that follows?

- A. The section will explain how scientists measure the strength of each earthquake
- B. The section will describe the safest way to protect yourself during an earthquake
- C. The section will explain why the ground shakes when tectonic plates suddenly shift
- D. The section will list the places around the world where earthquakes happen most

10. According to the passage, what happens when the pressure along a fault line becomes too great?

- A. The rock suddenly breaks or shifts, releasing energy that travels through the ground
- B. The tectonic plates stop moving and the fault line closes up permanently forever
- C. The ground opens up and creates a deep hole that swallows buildings on the surface
- D. The ocean rises over the coastline and floods the cities that are near the fault line

11. Read this sentence from the passage: "These plates fit together like the pieces of a giant puzzle, but unlike a puzzle, they are constantly moving." What does the word constantly most likely mean?

- A. Very quickly, at speeds that can be seen and measured by people on the surface
- B. All the time without stopping, even though the movement is extremely slow
- C. Only during certain seasons of the year when underground temperatures are high
- D. Once every few hundred years when conditions deep underground become right

12. According to the passage, what causes the shaking that people feel during an earthquake?

- A. The wind pushes strongly against tall buildings and makes the ground vibrate
- B. Heavy rain soaks deep into the ground and weakens the soil under the surface
- C. Energy waves travel through the ground after rock breaks or shifts along a fault
- D. The tectonic plates rise above the surface and crash together with a loud sound

13. Which of these is an opinion?

- A. The most powerful earthquake ever recorded measured 9.5 on the Richter scale
- B. About 90 percent of all earthquakes happen along the Ring of Fire zone today
- C. Small earthquakes with a magnitude of 2.0 or less happen thousands of times daily
- D. Learning about earthquakes is the most interesting topic in all of science class

14. According to the passage, what should you do first if an earthquake happens while you are inside a building?

- A. Drop to your hands and knees so the shaking cannot knock you down to the ground
- B. Run outside the building as quickly as possible to get away from any falling objects
- C. Stand in a doorway and hold onto the frame until the shaking stops completely
- D. Call for help on the telephone and tell someone exactly where you are right now

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which sentence uses capital letters correctly?

- A. My teacher, mrs. Santos, is taking our class to the toronto Zoo on friday.

- B. My teacher, Mrs. Santos, is taking our class to the Toronto zoo on Friday.
- C. My teacher, Mrs. Santos, is taking our class to the Toronto Zoo on Friday.
- D. My Teacher, Mrs. Santos, is taking our Class to the Toronto Zoo on Friday.

16. Which of these is a complete sentence?

- A. The excited children laughing and splashing each other in the swimming pool.
- B. Whenever the ice cream truck comes around the corner playing its song loudly.
- C. The musicians played their instruments beautifully at the school concert last night.
- D. My best friend from summer camp who lives in a different city across the province.

17. Which of these words is spelled correctly?

- A. enough
- B. enough
- C. enought
- D. enouf

18. Read this paragraph from a student's story: "Yesterday afternoon, the sky turned dark and the wind began to blow. Thunder rumbled in the distance and rain _____ against the windows." Which word correctly completes the paragraph?

- A. pounds
- B. is pounding
- C. will pound
- D. pounded

19. Read this sentence: "The collection of rocks on the shelf _____ very heavy and difficult to move across the room." Which word correctly completes the sentence?

- A. is
- B. are
- C. were
- D. have been

20. Read this paragraph: "Our class had a wonderful time at the science museum. We watched a movie about dinosaurs in the theatre. _____, we visited the hands-on experiment room where we built model volcanoes." Which word best fills the blank?

- A. However
- B. After that
- C. In conclusion
- D. For example

21. Read this sentence: "How many students signed up for the talent show this year ____" Which punctuation mark correctly ends this sentence?

- A. A question mark, because the sentence is asking for specific information
- B. A period, because the sentence makes a simple statement about the show
- C. An exclamation point, because the speaker is expressing strong surprise
- D. A comma, because the sentence continues with more information after it

22. OPEN-RESPONSE — Shorter Writing Piece

Write instructions that explain how to pack a school bag the night before school. Include what you need and write the steps in the correct order.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "My dad made pancakes for the whole family, and _____ thanked him for making such a delicious breakfast." Which word correctly completes the sentence?

- A. we
- B. us
- C. them
- D. him

24. Read this sentence: "Before we left for the field trip the teacher reminded us to bring our lunches and water bottles." Where should a comma be placed in this sentence?

- A. After the word "Before" at the very beginning of the whole sentence
- B. After the word "trip" and also after the word "lunches" in the sentence
- C. After the word "us" between the verb and the rest of the sentence
- D. After the word "trip" at the end of the introductory phrase only

25. Which sentence correctly punctuates the dialogue?

- A. Don't forget your lunch! called Mom as I ran out the front door to school.
- B. "Don't forget your lunch!" called Mom as I ran out the front door to school.
- C. "Don't forget your lunch! called Mom as I ran out the front door to school."
- D. Don't forget "your lunch!" called Mom as I ran out the front door to school.

26. Read these two sentences: "The test was difficult. Most of the students still finished on time." Which word best joins these two sentences?

- A. The test was difficult, so most of the students still finished on time for class.
- B. The test was difficult, or most of the students still finished on time for class.
- C. The test was difficult, but most of the students still finished on time for class.
- D. The test was difficult, and most of the students still finished on time for class.

27. A student wrote these sentences: "The puppy was tired. The puppy curled up on the rug. The puppy fell asleep." Which revision best combines these sentences?

- A. The puppy was tired and the puppy curled up on the rug and the puppy fell asleep.
- B. Being tired, curling up, falling asleep, that is what the puppy did on the rug then.
- C. The puppy was tired, the puppy curled up, the puppy fell asleep on the rug today.
- D. The tired puppy curled up on the rug and fell asleep within just a few minutes.

28. A student wrote this sentence: "Were going to the park after school if the weather is nice today." Which version corrects the error in this sentence?

- A. Were going to the park after school if the weather is nice outside today then.
- B. We're going to the park after school if the weather is nice outside today.
- C. Wer'e going to the park after school if the weather is nice outside today.
- D. Were' going to the park after school if the weather is nice outside today.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you found a time machine that could take you back to any day in the past. Write a story about the day you chose to visit and what happened.

- **Be sure to include:**
- a beginning that explains when and where you travelled to and why you chose that day
- a middle that describes what you saw, heard, and experienced in the past
- an ending that tells what happened when you returned to the present
- details about how you felt at different points during the adventure

Write your answer in the space below.

Practice Exam 11: Answer Key and Explanations

- 1. D** — The passage describes Yuki's drawing as "detailed, delicate, and beautiful," placed alongside descriptions of "soft pink petals," "a small stone lantern," and "a winding path." In this context, "delicate" means fine and gentle — characterized by light, careful lines and precise small details rather than thick, heavy, or messy strokes. The word emphasizes the skilled craftsmanship of the drawing.
- 2. C** — During the first work session, Felix asks questions and receives only a shrug and a single whispered word in response. The passage states directly that he "sighed and started writing on his own," and that evening he tells his mother "She doesn't say anything. I'm doing the whole project by myself." These details show clear frustration at feeling like a solo worker rather than part of a team.
- 3. A** — The passage establishes that Yuki "had arrived at the school three weeks ago from Japan" and that she "almost never spoke," sometimes whispering answers "so quietly that the person next to her had to repeat it." Felix's mother confirms the reason: "She moved here from another country three weeks ago. She's learning a whole new language." Her quietness stems from the language barrier, not dislike, anger, or having already finished work.
- 4. B** — The passage presents the sequence clearly: Felix's mother asks "Have you asked what she can do?" and then "The next morning, Felix brought extra supplies to school: coloured pencils, markers, and a fresh sheet of white paper" and asks Yuki "Can you draw?" The art supplies and the drawing question are the direct result of his mother's advice, making them the immediate next action.
- 5. C** — The story traces Felix and Yuki from an unproductive first session — where Felix writes and Yuki is silent — to a successful collaboration where "Felix wrote the words and Yuki created the illustrations." Ms. Russo's closing statement delivers the theme directly: "Two different strengths, working together, creating something neither of you could have made alone." The message is that diversity of ability produces stronger results than uniformity.
- 6. A** — The author devotes an entire paragraph to describing the Japanese garden drawing in vivid detail — the curved bridge, the koi fish, the cherry blossoms, the stone lantern — to demonstrate that Yuki possesses a remarkable talent despite barely speaking. The description transforms the reader's perception of Yuki from a silent, seemingly unhelpful partner into a gifted artist, mirroring Felix's own shift in understanding.
- 7. Open-Response** — A strong response identifies that Felix initially sees Yuki as a frustrating, unhelpful partner and eventually recognizes her as a talented, essential contributor. At the beginning, he sighs during their work session and complains to his mother that "She doesn't say anything" and "I'm doing the whole project by myself." After his mother's advice prompts him to ask "Can you draw?" and he watches the detailed Japanese garden appear on the page, he says "That's amazing" — showing genuine admiration. By the end, they divide work according to their strengths, and Felix looks at Yuki smiling. A Level 3 or 4 response cites specific details from both the early frustration and the later appreciation and explains what caused Felix's understanding to change.
- 8. D** — The passage covers what the Earth's crust is made of (tectonic plates), what causes earthquakes (pressure along fault lines), how they are measured (Richter scale), where they happen most (Ring of Fire),

and how to stay safe (Drop, Cover, and Hold On). While individual sections address specific subtopics, the passage as a whole provides a comprehensive overview of what earthquakes are, why they occur, and what people should do during one.

9. C — The heading "What Causes an Earthquake" signals that the section will explain the mechanism behind earthquakes. The section that follows describes tectonic plates meeting at fault lines, pressure building in the rock, and the rock breaking or shifting to release energy waves that travel through the ground. Every detail explains the cause of the shaking people feel.

10. A — The passage states directly: "When the pressure becomes too great, the rock suddenly breaks or shifts, releasing energy that travels through the ground in waves." The breaking or shifting of rock is the specific event that occurs when accumulated pressure exceeds what the rock can hold. The passage does not describe plates stopping, the ground opening up, or the ocean flooding coastlines.

11. B — The passage states that tectonic plates are "constantly moving — slowly sliding, pushing, and grinding against each other." The word "constantly" is paired with "slowly," indicating that the movement is continuous but not fast. The plates move all the time without stopping, even though the movement is too slow for people to perceive on a daily basis.

12. C — The passage describes the cause-and-effect chain explicitly: pressure builds, "the rock suddenly breaks or shifts, releasing energy that travels through the ground in waves. These waves are what people feel as the shaking of an earthquake." The energy waves travelling through the ground after rock breaks along a fault line are the direct cause of the shaking. Wind, rain, and plates rising above the surface are not described as causes.

13. D — The statement "Learning about earthquakes is the most interesting topic in all of science class" contains the evaluative superlative "most interesting," which is a personal judgment that different students could reasonably disagree with. Options A, B, and C each contain specific, verifiable facts drawn directly from the passage — the 9.5 magnitude, the 90 percent figure, and the frequency of small earthquakes.

14. A — The passage describes the Drop, Cover, and Hold On method in a specific sequence: "Drop to your hands and knees so the shaking cannot knock you down" is listed as the first action. Taking cover under a table is second. Holding on is third. The passage does not recommend running outside, standing in a doorway, or calling for help — dropping to hands and knees is explicitly the first step.

15. C — "Mrs. Santos" requires capitals on both the title and surname (proper noun). "Toronto Zoo" is a proper noun requiring both words capitalized. "Friday" is a day of the week requiring a capital. Option A fails to capitalize "Mrs.," "Toronto," and "Friday." Option B fails to capitalize "Santos" and "Zoo." Option D incorrectly capitalizes "Teacher," "Class," and fails to capitalize "Friday."

16. C — "The musicians played their instruments beautifully at the school concert last night" contains a clear subject (musicians) and a clear predicate (played their instruments), forming a complete thought. Option A has a subject (children) but no main verb — "laughing" and "splashing" are participles. Option B begins with "Whenever," creating a dependent clause. Option D has a subject (friend) but no main verb — "who lives" is a relative clause.

17. B — "Enough" follows the correct spelling pattern e-n-o-u-g-h, using the *ough* letter combination that appears in other words like "though" and "through." "Enough" drops the *o*. "Enought" adds an extra *t*. "Enouf" replaces *gh* with *f*. The *ough* ending must be memorized as it does not follow standard phonetic patterns.

18. D — The paragraph is written in past tense: "turned," "began," and "rumbled" are all past-tense verbs describing events from yesterday afternoon. To maintain tense consistency, the blank must also be past tense. "Pounded" is the correct past-tense form. "Pounds" is present. "Is pounding" is present progressive. "Will pound" is future.

19. A — The subject of this sentence is "collection," which is singular. The prepositional phrase "of rocks" sits between the subject and the verb but does not change the subject's number. A singular subject requires a singular verb: "is." "Are," "were," and "have been" are plural or past-tense forms that do not agree with the singular present-tense subject.

20. B — The paragraph describes a chronological sequence of activities at the science museum: first watching a movie, then visiting the experiment room. "After that" correctly signals what happened next in time. "However" signals contrast. "In conclusion" signals a closing statement. "For example" introduces an illustration of a previous point — none of which fits a chronological progression.

21. A — The sentence "How many students signed up for the talent show this year" begins with the question word "How many" and seeks a specific numerical answer. Questions must end with a question mark. A period ends statements. An exclamation point ends exclamations. A comma does not end sentences.

22. Open-Response — A strong response follows the procedural writing structure from Chapter 9: an opening that names the task, a materials or items list (homework, textbooks, pencil case, lunch supplies), and numbered or sequenced steps in the correct order using imperative voice and transition words. A Level 3 or 4 response includes at least four clear steps, specifies what goes in the bag and in what order, uses transitions like "First," "Next," "Then," and "Finally," and closes with a sentence about the finished result.

23. A — The sentence describes the whole family thanking Dad for breakfast. "We" is the correct subject pronoun for a group that includes the speaker. "Us" is an object pronoun and cannot serve as the subject. "Them" refers to other people entirely. "Him" refers to Dad, who is already named as the person being thanked.

24. D — The phrase "Before we left for the field trip" is an introductory dependent clause. A comma must separate it from the main clause that follows. Placing the comma after "trip" — the last word of the introductory clause — produces the correct sentence: "Before we left for the field trip, the teacher reminded us to bring our lunches and water bottles."

25. B — Standard dialogue format encloses only the spoken words in quotation marks and places end punctuation inside the closing quotation mark. Since the spoken words form an exclamation, the exclamation point goes inside: "Don't forget your lunch!" The speaker tag follows in lowercase. Option A omits quotation marks entirely. Option C includes the speaker tag inside the quotation marks. Option D encloses only part of the speech.

26. C — The two sentences present a contrast: the test was difficult, but the students still finished on time. The word "still" reinforces that the outcome was surprising given the difficulty. "But" correctly signals this contrast between an obstacle and an unexpected positive result. "So" implies difficulty caused them to finish, which is illogical. "Or" implies choice. "And" merely adds without acknowledging the contrast.

27. D — "The tired puppy curled up on the rug and fell asleep within just a few minutes" combines all three original ideas into one smooth sentence by turning "tired" into an adjective modifying "puppy" and joining the two actions with "and." Option A repeats "the puppy" three times with flat "and" connectors. Option B produces an awkward fragmented list. Option C is a comma splice repeating the subject.

28. B — The original sentence uses "Were" where the contraction "We're" (meaning "We are") is needed. "We're going to the park" requires the apostrophe to show that the word is a contraction of "We are." "Were" without an apostrophe is the past tense of "to be." "Wer'e" and "Were'" place the apostrophe in incorrect positions.

29. Open-Response — A strong response follows the narrative writing structure from Chapter 9: a hook opening that describes finding the time machine and choosing a specific day to visit, a developed middle with sensory details about what the past looks and sounds and feels like, and a satisfying ending describing the return to the present. A Level 3 or 4 response names a specific time period or event, includes feelings at multiple points (excitement about travelling, wonder at seeing the past, perhaps nervousness about getting back), uses dialogue where appropriate, maintains consistent past tense, and closes with a reflection on what the experience meant.

PRACTICE EXAM 12: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Bridge Builder

Ezra loved building things. His bedroom floor was covered with half-finished Lego towers, cardboard forts held together with tape, and a popsicle-stick catapult that could launch a grape across the kitchen. When other kids were playing video games after school, Ezra was usually in the garage, gluing, cutting, or hammering something together.

So when Ms. Park announced the Grade 3 Bridge-Building Contest, Ezra felt a spark of excitement in his chest.

"Each student will build a bridge using only craft sticks and white glue," Ms. Park explained. "On Friday, we'll test them by stacking books on top. The bridge that holds the most weight wins the Strongest Bridge ribbon."

That night, Ezra spread a pile of craft sticks across the kitchen table and got to work. He built a flat bridge with two long rails and short sticks laid across the top like a tiny road. It looked good. He let the glue dry overnight, and the next morning, he tested it by placing books on top.

The bridge held one book. It held two. On the third book, there was a sharp crack, and the bridge snapped clean in half.

Ezra stared at the broken pieces. He swept them into the recycling bin and started over.

His second bridge was wider and used more sticks, but it was heavier too. When he tested it, the bridge sagged slowly in the middle and crumbled under the weight of just two books. More broken pieces. More recycling.

Ezra sat at the table with his arms crossed. "I can't do this," he said.

His father, who had been watching from the doorway, pulled up a chair and sat down beside him.

"How many bridges did you build?" his dad asked.

"Two. They both broke."

His father nodded. "Good. Every bridge that falls teaches you something the next one needs." He picked up one of the broken sticks from the recycling bin. "What did the first one teach you?"

Ezra thought about it. "It wasn't strong enough in the middle. It just bent until it cracked."

"And the second one?"

"Too heavy. I used too much glue and too many sticks, and the weight of the bridge itself made it collapse."

His father pointed to a picture on his phone — a photograph of a real bridge with crisscrossing metal beams. "See those triangles? Triangles are the strongest shape in building. They spread the weight out instead of letting it push down in one spot."

Ezra looked at the picture carefully. Then he picked up a fresh craft stick.

His third bridge took two evenings to build. It used triangle shapes along both sides, like a row of tiny mountain peaks. He used glue sparingly — just enough to hold each joint without adding unnecessary weight. When the glue had dried completely, he ran his finger along the top rail. It felt solid.

On Friday, Ms. Park lined up all the bridges on a long table in the classroom. One by one, she placed books on each bridge while the class counted.

Some bridges held three books. Some held five. A few cracked under the very first one. When it was Ezra's turn, the class leaned forward.

One book. Two. Three. Five. Eight. Ten. Twelve books sat stacked on Ezra's bridge, and it was still holding. On the thirteenth book, the bridge gave a quiet creak and finally bent sideways.

The class erupted in clapping.

Ms. Park awarded "Most Creative Bridge" to a girl named Diya, who had curved her bridge into the shape of a rainbow. Ezra's bridge won the "Strongest Bridge" ribbon — a small blue rectangle that he held in both hands like a treasure.

After school, his father was waiting by the car. He saw the ribbon and smiled.

"What did the first two bridges teach you?" he asked.

Ezra grinned. "Everything."

1. Which word best describes Ezra at the beginning of the story?
 - A. Lazy, because he spends most of his free time playing video games after school
 - B. Creative, because he is always building and making things from different materials
 - C. Shy, because he prefers to work alone in the garage and not talk to other students
 - D. Worried, because he is afraid the bridge-building contest will be too hard for him

2. Read this sentence from the passage: "Ezra felt a spark of excitement in his chest." What does the phrase spark of excitement most likely mean?
 - A. A burning pain that made Ezra feel uncomfortable and worried about the contest
 - B. A feeling of anger that came from not wanting to participate in the class activity
 - C. A cold, numb sensation that spread through his body when he heard the news
 - D. A sudden burst of happy energy that made him eager to start building right away

3. Which of these events happens first in the story?
 - A. Ezra builds a flat bridge with two rails and short sticks laid across the top
 - B. Ezra's father shows him a photograph of a real bridge with triangle shapes
 - C. Ezra builds a third bridge using triangle shapes along both sides for strength
 - D. Ms. Park stacks twelve books on Ezra's bridge while the class counts aloud

4. Why does Ezra's father say "Every bridge that falls teaches you something the next one needs"?
 - A. He wants Ezra to stop building bridges altogether and try a different hobby
 - B. He thinks Ezra should ask Ms. Park for more craft sticks and extra supplies
 - C. He wants Ezra to understand that failure is a useful part of learning to improve

D. He believes that Ezra will never build a bridge that is strong enough to win

5. What is the main message of this story?

A. Bridge-building contests are unfair because some students get more help at home

B. Parents should always build their children's school projects to make them better

C. Winning first place is the only thing that truly matters in any school competition

D. Learning from mistakes and trying again is how you build something truly strong

6. Why does the author include the detail that Ezra's third bridge held twelve books before finally bending?

A. It shows that twelve books is the maximum any craft-stick bridge can ever hold

B. It shows how much Ezra improved by learning from his two previous failed attempts

C. It proves that Ezra's father should have helped him build the bridge from the start

D. It explains why Ms. Park gave the Most Creative award to Diya instead of Ezra

7. OPEN-RESPONSE

What does Ezra learn from building the first two bridges that helps him succeed with the third?
Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

How Sound Works

What Is Sound?

Every sound you hear — a dog barking, a bell ringing, a friend whispering — begins with something vibrating. Vibration is a rapid back-and-forth movement. When an object vibrates, it pushes the air around it, creating invisible ripples called sound waves. These waves travel through the air until they reach your ears, and your brain turns them into the sounds you recognize.

How Sound Travels

Sound waves need something to travel through. They move easily through air, water, and solid materials like wood and metal. In fact, sound travels faster through solids and liquids than through air because the particles in solids and liquids are packed more closely together. This is why you can hear sounds more clearly when you press your ear against a wall or a table. Sound cannot travel through empty space — in the vacuum of outer space, there is no air for sound waves to move through, so it is completely silent.

Loud and Quiet, High and Low

Sounds can be described in two ways: by their volume and by their pitch. Volume is how loud or quiet a sound is. A jet engine is very loud because it produces large, powerful sound waves. A whisper is quiet because it produces small, gentle sound waves. Pitch is how high or low a sound is. A bird's chirp has a high pitch because the sound waves vibrate very quickly. A bass drum has a low pitch because the sound waves vibrate slowly.

SOUND FACT: Sound travels through air at about 343 metres per second. That means a clap of thunder that happens one kilometre away reaches your ears about three seconds later!

How We Hear

Sound waves enter your ear through the outer ear, which is shaped like a funnel to collect sound from the air around you. The waves travel down a short tunnel called the ear canal and hit a thin, stretched piece of skin called the eardrum. The eardrum vibrates when the sound waves hit it — vibrating quickly for high sounds and slowly for low sounds. These vibrations are passed through three tiny bones to a snail-shaped organ called the cochlea, which sends signals to the brain. Your brain interprets these signals as sound.

Sound in Everyday Life

Sound is everywhere. Musicians use vibrating strings, air columns, and drumheads to create music. Doctors use a tool called a stethoscope to listen to a patient's heartbeat and breathing. Ships use sonar — sound waves sent underwater — to map the ocean floor and locate objects beneath the surface. Understanding how sound works helps people build better concert halls, design hearing aids, and even detect earthquakes.

8. What is this passage mostly about?
- A. How sound is created by vibration, how it travels, and how the human ear detects it
 - B. Why sound waves cannot travel through the empty vacuum of outer space at all
 - C. The difference between loud sounds and quiet sounds that people hear every day
 - D. How doctors and musicians use sound waves in their everyday professional work
9. What does the heading "How We Hear" tell the reader about the section that follows?
- A. The section will explain what causes objects to vibrate and produce sound waves
 - B. The section will describe the difference between high-pitched and low-pitched sounds
 - C. The section will list examples of how sound is used in music, medicine, and ships
 - D. The section will describe how sound waves travel through the ear to reach the brain
10. According to the passage, why does sound travel faster through solids and liquids than through air?
- A. Solids and liquids are warmer than air, which makes the sound waves move faster
 - B. Solids and liquids contain more oxygen than air, which helps carry the sound along
 - C. The particles in solids and liquids are packed more closely together than in air
 - D. Solids and liquids are heavier than air, which pushes the sound waves along faster

11. Read this sentence from the passage: "Vibration is a rapid back-and-forth movement." What does the word rapid most likely mean?

- A. Slow and gentle, happening over a long period of time without any rush at all
- B. Very fast, happening quickly with many movements in a very short amount of time
- C. Completely silent, happening without making any noise that people are able to detect
- D. Extremely heavy, creating a strong force that pushes everything away from the source

12. According to the passage, what causes the eardrum to vibrate?

- A. Sound waves travelling down the ear canal hit the thin stretched skin of the eardrum
- B. The three tiny bones inside the ear push against the eardrum and make it move
- C. The cochlea sends a signal that tells the eardrum to start moving back and forth
- D. The brain sends a message telling the eardrum to vibrate so it can process sound

13. Which of these is an opinion?

- A. Sound travels through air at a speed of about 343 metres per second every day
- B. The outer ear is shaped like a funnel to collect sound from the surrounding air
- C. Sound cannot travel through the vacuum of outer space because there is no air
- D. Learning about how sound works is the most fascinating topic in all of science

14. According to the passage, what determines whether a sound has a high pitch or a low pitch?

- A. How far the sound waves travel before they finally reach the listener's waiting ears
- B. How quickly or slowly the sound waves vibrate as they move through the air
- C. How loud or quiet the sound is when it first leaves the vibrating object making it
- D. How large or small the object is that first creates the vibrating sound waves nearby

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The bright red fire truck with its loud siren racing down the busy street quickly.
- B. The librarian read a story to the children during the quiet afternoon reading time.
- C. Whenever the school bus arrives at the corner and opens its doors every morning.
- D. My older cousin who plays the guitar in a band every weekend at the community hall.

16. Which sentence uses capital letters correctly?

- A. In december, my family drives to montreal, Quebec, to celebrate the holidays.
- B. In December, my family drives to Montreal, quebec, to celebrate the Holidays.
- C. In December, my family drives to Montreal, Quebec, to celebrate the holidays.
- D. In december, my Family drives to Montreal, Quebec, to celebrate the holidays.

17. Which of these words is spelled correctly?

- A. realy
- B. reely
- C. relly
- D. really

18. Read this paragraph from a student's writing: "Right now, the snow is falling and the wind is blowing outside our window. My sister and I _____ for our warm jackets before heading outside." Which word correctly completes the paragraph?

- A. reach
- B. reached
- C. were reaching
- D. had reached

19. Read this paragraph: "We had a great day at the beach. We swam in the ocean and built a sandcastle in the warm afternoon sun. _____, we watched the sunset before driving home." Which word best fills the blank?

- A. However
- B. For example
- C. At the end of the day
- D. On the other hand

20. Read this sentence: "The bag of oranges on the kitchen table _____ to be put away in the refrigerator soon." Which word correctly completes the sentence?

- A. have
- B. needs
- C. are needing
- D. were supposed

21. Read this sentence: "The _____ homework was left on the bus by accident this morning." Which word correctly completes the sentence?

- A. students
- B. student
- C. students's

D. student's

22. OPEN-RESPONSE — Shorter Writing Piece

Do you think students should be allowed to choose some of the topics they learn about in school? Write a paragraph that shares your opinion. Give at least two reasons and support each reason with an example or specific detail.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read these sentences: "Amir and his sister set up a lemonade stand in the driveway. _____ sold twelve cups of lemonade before the rain started falling." Which word correctly completes the second sentence?

- A. He
- B. She
- C. It
- D. They

24. Read this sentence: "Even though it was raining outside the children still wanted to walk to the park after lunch." Where should a comma be placed in this sentence?

- A. After the word "though" near the beginning of the whole sentence
- B. After the word "children" in the middle of the main clause of the sentence
- C. After the word "outside" at the end of the introductory clause of the sentence
- D. After the word "park" near the end of the whole sentence before the last phrase

25. Which sentence correctly punctuates the dialogue?

- A. "Look at the rainbow!" shouted Mia, pointing at the sky after the storm ended.
- B. Look at the rainbow! "shouted Mia, pointing at the sky after the storm ended."
- C. "Look at the rainbow! shouted Mia, pointing at the sky after the storm ended."
- D. Look at "the rainbow!" shouted Mia, pointing at the sky after the storm ended.

26. A student wrote this sentence: "The childrens art work was displayed on the walls of the school hallway." Which version corrects all the errors in this sentence?

- A. The childrens artwork was displayed on the walls of the big school hallway today.
- B. The children's artwork was displayed on the walls of the school hallway.
- C. The childrens' art work was displayed on the walls of the school hallway today.
- D. The childrens art work was all displayed on the walls of the school hallway.

27. Read these two sentences: "The alarm clock rang at seven o'clock sharp. Sami was still too tired to get out of bed right away." Which word best joins these two sentences?

- A. The alarm clock rang at seven o'clock, so Sami was still too tired to get up.
- B. The alarm clock rang at seven o'clock, or Sami was still too tired to get up.
- C. The alarm clock rang at seven o'clock, but Sami was still too tired to get up.

D. The alarm clock rang at seven o'clock, and Sami was still too tired to get up.

28. A student wrote these sentences: "The river was wide. The river was deep. The water was cold." Which revision best combines these sentences?

A. The wide, deep river rushed along with cold water that chilled everything it touched.

B. The river was wide and the river was deep and the water was cold in the river then.

C. Wide river, deep river, cold water — that is what the river was like on that day then.

D. The river was wide, the river was deep, the water was cold, all three were true today.

29. OPEN-RESPONSE — Longer Writing Piece

Write about a time you tried something that was hard and did not give up. Tell what happened in order, explain what made it difficult, and describe how you felt when you finally succeeded.

Be sure to include:

- a beginning that tells what you were trying to do and when it happened
- a middle that describes the challenges you faced and what you did to keep going
- an ending that tells what happened and how you felt when you finally succeeded
- details about your feelings at different points during the experience

Write your answer in the space below.

Practice Exam 12: Answer Key and Explanations

1. B — The opening paragraph establishes that Ezra's bedroom floor is covered with Lego towers, cardboard forts, and a popsicle-stick catapult, and that "When other kids were playing video games after school, Ezra was usually in the garage, gluing, cutting, or hammering something together." These details paint a picture of a child who is always inventing, designing, and making things from different materials — the defining trait of a creative person. He is not lazy, shy, or worried at the start.

2. D — A "spark" is a small, sudden burst of energy — like the flash from a match. Combined with "excitement," the phrase describes a sudden rush of happy energy that lights up inside Ezra when he hears about the bridge-building contest. The word "spark" suggests the feeling arrives quickly and powerfully, matching Ezra's eagerness to start building immediately. The phrase does not describe pain, anger, or numbness.

3. A — The story follows a clear chronological sequence. Ezra first builds the flat bridge with two rails and sticks across the top — his first attempt. After it breaks, he builds a second bridge. After that also fails, his father shows him the photograph of a real bridge with triangles. Then Ezra builds the third bridge. Finally, Ms. Park tests the bridges at school. The flat bridge is the earliest event among the four options.

4. C — Ezra's father does not criticize the failures or suggest quitting. Instead, he reframes the broken bridges as learning opportunities by asking "What did the first one teach you?" His statement means that each failure contains information about what went wrong, and that information is exactly what is needed to improve the next attempt. He wants Ezra to see failure not as defeat but as a necessary step toward success.

5. D — The entire arc of the story traces Ezra from two failed bridges to a successful one. The first bridge taught him about strength in the middle. The second taught him about excess weight. The third bridge applied both lessons and held twelve books. The closing exchange — "What did the first two bridges teach you?" / "Everything" — delivers the theme directly: mistakes are not endpoints but essential steps in learning to build something strong.

6. B — The first bridge held three books before snapping. The second held only two before crumbling. The third held twelve — a dramatic improvement. By including this specific number, the author quantifies Ezra's growth and shows the reader exactly how much he improved by studying his failures and applying what he learned. The detail makes the abstract lesson about persistence concrete and measurable.

7. Open-Response — A strong response identifies what Ezra learned from each failed bridge and connects those lessons to the third bridge's success. From the first bridge, Ezra learned that a flat design "wasn't strong enough in the middle" and bent until it cracked. From the second, he learned that using "too much glue and too many sticks" made the bridge too heavy and caused it to collapse under its own weight. For the third bridge, he applied both lessons: he used triangle shapes along both sides to add strength (solving the first problem) and used glue "sparingly — just enough to hold each joint without adding unnecessary weight" (solving the second problem). A Level 3 or 4 response names both specific lessons, connects each to the third bridge's design, and explains how learning from failure led to success.

8. A — The passage covers what sound is (vibration creating sound waves), how it travels (through air, water, and solids), how volume and pitch work, how the human ear processes sound, and how sound is used in everyday life. While individual sections address specific aspects, the passage as a whole provides a comprehensive explanation of how sound is created by vibration, how it moves through different materials, and how the ear detects and interprets it.

9. D — The heading "How We Hear" signals that the section will explain the biological process of hearing. The section that follows traces the path of sound waves from the outer ear through the ear canal, to the eardrum, through three tiny bones, to the cochlea, and finally to the brain. Every detail describes how sound waves physically travel through the ear and are converted into signals the brain interprets.

10. C — The passage states directly: "sound travels faster through solids and liquids than through air because the particles in solids and liquids are packed more closely together." The closer packing of particles allows vibrations to pass from one particle to the next more quickly. The passage does not attribute faster travel to temperature, oxygen content, or weight.

11. B — The passage defines vibration as "a rapid back-and-forth movement." The word "rapid" modifies the movement, indicating it happens quickly — many back-and-forth cycles in a very short time. The word does not mean slow, silent, or heavy. The contrast between "rapid" and the everyday experience of not seeing objects vibrate underscores that these movements are too fast for the eye to detect individually.

12. A — The passage describes the hearing sequence: "The waves travel down a short tunnel called the ear canal and hit a thin, stretched piece of skin called the eardrum. The eardrum vibrates when the sound waves hit it." The cause is sound waves hitting the eardrum; the effect is vibration. The three tiny bones receive vibrations from the eardrum — they do not cause it. The cochlea and brain come later in the chain.

13. D — The statement "Learning about how sound works is the most fascinating topic in all of science" contains the evaluative superlative "most fascinating," which is a personal judgment that different people could reasonably disagree with. Options A, B, and C each contain specific, verifiable facts drawn directly from the passage — the speed of sound, the shape of the outer ear, and the inability of sound to travel through a vacuum.

14. B — The passage explains pitch directly: "A bird's chirp has a high pitch because the sound waves vibrate very quickly. A bass drum has a low pitch because the sound waves vibrate slowly." The speed of vibration — how quickly or slowly the sound waves move back and forth — is the factor that determines pitch. Distance travelled, volume, and object size are not identified as determinants of pitch in the passage.

15. B — "The librarian read a story to the children during the quiet afternoon reading time" contains a clear subject (librarian) and a clear predicate (read a story), forming a complete thought. Option A has a subject (fire truck) but no main verb — "racing" is a participle. Option C begins with "Whenever," creating a dependent clause. Option D has a subject (cousin) but no main verb — "who plays" is a relative clause modifying the subject.

16. C — "December" is a month and must be capitalized. "Montreal" and "Quebec" are proper nouns naming a city and a province, both requiring capitals. "Holidays" is a common noun used generally and

remains lowercase. Option A fails on "december" and "montreal." Option B fails on "quebec" and incorrectly capitalizes "Holidays." Option D fails on "december" and incorrectly capitalizes "Family."

17. D — "Really" follows the correct spelling pattern r-e-a-l-l-y, formed by adding the suffix *-ly* to the base word "real" while doubling the *l*. "Realy" drops the second *l*. "Reely" replaces *a* with *e*. "Relly" drops the *a* entirely. The word is high-frequency in Grade 3 writing and its correct spelling should be memorized.

18. A — The paragraph is written in present tense: "Right now" establishes the time frame, and "is falling" and "is blowing" are both present progressive. To maintain tense consistency, the blank must also be present tense. "Reach" is the correct simple present form. "Reached" is past tense. "Were reaching" is past progressive. "Had reached" is past perfect.

19. C — The paragraph describes a chronological day at the beach: swimming and sandcastle-building during the afternoon, then a final activity before leaving. "At the end of the day" correctly signals the last event in a temporal sequence — watching the sunset was the final thing they did before driving home. "However" signals contrast. "For example" introduces an illustration. "On the other hand" introduces an opposing perspective.

20. B — The subject of this sentence is "bag," which is singular. The prepositional phrase "of oranges" sits between the subject and the verb but does not change the subject's number. A singular subject requires a singular verb: "needs." "Have" is plural. "Are needing" pairs a plural helper with a singular subject. "Were supposed" is plural past tense.

21. D — The sentence describes homework belonging to one student, requiring the possessive singular form. "Student's" uses an apostrophe plus *-s* to show ownership: the homework belonging to the student. "Students" is plural but not possessive. "Student" is singular but not possessive. "Students's" is not a standard English form.

22. Open-Response — A strong response follows the opinion writing structure from Chapter 9: a clear opening statement of opinion about whether students should choose some topics, at least two distinct reasons each supported by a specific example, and a closing that restates the opinion. A Level 3 or 4 response might argue that students learn better when they are interested, that choosing topics builds independence, or that it helps students discover what they are passionate about — each supported with a concrete detail rather than a vague generalization.

23. D — "Amir and his sister" is a compound subject naming two people who worked together at the lemonade stand. The plural pronoun "They" is the correct replacement for a subject that includes two individuals. "He" refers only to Amir. "She" refers only to his sister. "It" does not refer to people.

24. C — The phrase "Even though it was raining outside" is an introductory dependent clause. A comma must separate it from the main clause: "Even though it was raining outside, the children still wanted to walk to the park." Placing the comma after "outside" — the last word of the dependent clause — follows standard comma placement rules for introductory clauses.

25. A — Standard dialogue format encloses only the spoken words in quotation marks and places end punctuation inside the closing quotation mark. Since the spoken words form an exclamation, the

exclamation point goes inside: "Look at the rainbow!" The speaker tag follows with a comma and lowercase. Option B places the quotation marks around the speaker tag. Option C includes the speaker tag inside the quotation marks. Option D encloses only part of the speech.

26. B — The original sentence contains two errors: "childrens" should be "children's" (irregular plural possessive — "children" is already plural, so the possessive is formed by adding apostrophe-*s*) and "art work" should be written as one word, "artwork." Option B corrects both: "The children's artwork." Option A fixes "art work" but not the possessive. Option C uses "childrens" which incorrectly treats "children" as a regular plural. Option D fixes neither error.

27. C — The two sentences present a contrast: the alarm clock rang (signaling it was time to get up), but Sami was still too tired to get out of bed. The conjunction "but" correctly signals this opposition between the expectation (alarm means get up) and the reality (too tired to move). "So" would imply being tired was caused by the alarm, which is illogical. "Or" implies choice. "And" merely adds without capturing the contrast.

28. A — "The wide, deep river rushed along with cold water that chilled everything it touched" combines all three original ideas into one vivid sentence by turning "wide" and "deep" into stacked adjectives and integrating the cold water detail into a descriptive clause. Option B repeats "the river" three times with flat "and" connectors. Option C is fragmented. Option D is a comma splice with repetitive structure.

29. Open-Response — A strong response follows the recount writing structure from Chapter 9: a clear beginning identifying what the writer tried and when it happened, a developed middle describing specific challenges and what the writer did to keep going, and a reflective ending that captures the moment of success and the feelings that came with it. A Level 3 or 4 response stays in past tense and first person, uses sequence transitions, names concrete obstacles rather than vague difficulty, and closes with a genuine reflection on what persistence felt like and what the experience taught them.

PRACTICE EXAM 13: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Promise

Leo and Sam had been best friends since kindergarten. They sat beside each other at lunch, picked each other first for every team, and walked home together on days when the weather was warm enough to skip the bus. When Sam told Leo that his birthday party was on Saturday, Leo said, "I'll be there."

That was three weeks ago. Leo had almost forgotten about it until Wednesday afternoon.

"Leo!" Marco called across the playground. "My dad got extra tickets to the Leafs game this Saturday. You want to come?"

Leo's stomach flipped. The Leafs against the Canadiens — at a real arena, with real ice, and a crowd that would shake the building. Leo had never been to a professional hockey game. He had watched every Leafs game on television this season and could name every player on the roster.

"Saturday?" Leo repeated.

"Two o'clock," Marco said. "It's going to be amazing."

Leo opened his mouth to say yes. Then he remembered.

Sam's party. Saturday. Two o'clock.

At dinner that evening, Leo pushed his peas around his plate. His mother noticed.

"What's going on?" she asked.

"Marco invited me to a Leafs game on Saturday. It's the same time as Sam's party."

"What did you promise Sam?"

"That I'd be there."

His mother took a sip of water. "Then you already know the answer."

"But it's the Leafs!" Leo said. "I've never been to a real game."

"I know," his mother said quietly. "And I know it's hard. But a promise means something, Leo — especially when keeping it costs you something."

On Saturday afternoon, Leo walked up Sam's driveway carrying a wrapped box. He could hear music playing inside.

When Sam opened the door, his face changed. His eyes widened, and then he smiled — the kind of smile that started small and kept growing.

"You came," Sam said.

"I told you I would."

Inside, Leo noticed something. The living room was decorated with streamers and balloons, but only three other kids were there. Sam's mother had set out a table with food for twelve.

"Tanya, Omar, and Jess all cancelled this morning," Sam said, looking at the floor. "They had other plans."

Leo looked at the table, at the empty chairs, at Sam's face. He thought about the hockey arena and the crowd and the ice. Then he looked at his best friend.

"Well," Leo said, "more cake for us."

Sam laughed. It was the best sound Leo had heard all day.

They played games, ate pizza, and had three rounds of musical chairs with only five people, which turned out to be funnier than any of them expected. When Leo's mother picked him up, she asked how the party was.

"I'm glad I went," Leo said.

"What about the hockey game?"

Leo thought for a moment. "There'll be other games. But there's only one Sam."

His mother smiled and didn't say another word. She didn't need to.

1. What problem does Leo face in this story?

- A. He does not have a birthday gift for Sam and needs to buy one before Saturday
- B. He is not invited to Sam's birthday party and feels hurt about being left out
- C. He does not know how to get to the hockey arena and needs a ride from Marco
- D. He must choose between a hockey game he wants to attend and a promise he made

2. Read this sentence from the passage: "Leo's stomach flipped." What does the phrase stomach flipped most likely mean?

- A. He felt a sudden rush of excitement and nervousness that surprised him inside
- B. He had a stomachache from eating too much food at lunch earlier that day
- C. He felt completely calm and relaxed about the invitation from his friend Marco
- D. He was angry because Marco had interrupted him while he was playing outside

3. How does Sam most likely feel when he opens the door and sees Leo standing there?

- A. Annoyed, because Leo arrived late and the party had already started without him
- B. Confused, because he does not remember inviting Leo to his birthday party
- C. Grateful, because three friends cancelled and Leo kept his promise to come
- D. Embarrassed, because he does not want Leo to see the empty chairs at the table

4. Why does Leo's mother say "a promise means something — especially when keeping it costs you something"?

- A. She is telling Leo that he should never make promises to anyone in the future
- B. She wants Leo to understand that birthday parties are always more fun than sports

- C. She is angry with Marco for inviting Leo to the hockey game on the same day
- D. She wants Leo to understand that promises matter most when they are hard to keep

5. Which of these events happens right after Leo arrives at Sam's birthday party?

- A. Leo's mother asks him what he promised Sam about the birthday party date
- B. Sam opens the door and smiles when he sees that Leo actually came to his party
- C. Marco invites Leo to a Leafs hockey game happening on Saturday afternoon
- D. Leo tells his mother that he is glad he chose to go to Sam's party that day

6. What is the main message of this story?

- A. Keeping a promise matters most when it means giving up something you want
- B. Hockey games are always less important than birthday parties with close friends
- C. Parents should always make their children's decisions about weekend plans for them
- D. You should never accept an invitation if you already have something else planned

7. OPEN-RESPONSE

Why is Leo's decision to go to Sam's party important to Sam? Use at least two details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Volcanoes: Earth's Fiery Mountains

What Is a Volcano?

A volcano is an opening in the Earth's surface where hot, melted rock called magma rises from deep underground. When magma reaches the surface, it is called lava. Over time, layers of cooled lava and ash build up around the opening, forming the mountain shape that most people picture when they think of a volcano.

How Volcanoes Erupt

Deep beneath the Earth's surface, temperatures are hot enough to melt rock. This liquid rock — magma — is lighter than the solid rock around it, so it slowly rises toward the surface. As it rises, gases trapped in the magma build up pressure, like air inside a shaken bottle of pop. When the pressure becomes too great, the volcano erupts, sending lava, ash, and gases high into the air.

Types of Eruptions

Not all eruptions are the same. Some volcanoes erupt violently, shooting ash clouds kilometres into the sky and sending rivers of lava racing down the mountainside at high speeds. Others erupt gently, with lava flowing slowly and steadily from the opening like thick, glowing syrup. The type of eruption depends on how thick the magma is and how much gas is trapped inside it. Thin magma with less gas produces gentle eruptions. Thick magma with lots of gas produces explosive ones.

VOLCANO FACT: There are about 1,500 active volcanoes on Earth's surface, not counting the thousands of volcanoes hidden beneath the ocean. About 50 to 70 volcanoes erupt each year!

Famous Volcanoes

Some volcanoes are known around the world. Mount Vesuvius in Italy erupted in 79 CE and buried the ancient city of Pompeii under metres of ash, preserving the city almost exactly as it was on the day of the eruption. Mount St. Helens in the United States erupted in 1980, blasting away the entire north side of the mountain. In Hawaii, Kilauea is one of the most active volcanoes on Earth and has been erupting on and off for decades.

Living Near Volcanoes

Despite the danger, millions of people live near volcanoes. Volcanic soil is some of the richest, most fertile soil in the world, which makes it excellent for farming. Scientists called volcanologists monitor active volcanoes using special instruments that detect ground movement, gas emissions, and temperature changes. These tools help scientists warn communities before an eruption happens, giving people time to move to safety.

8. What is this passage mostly about?

- A. Why the volcanic eruption of Mount Vesuvius in 79 CE was so destructive to Pompeii
- B. The differences between thin magma and thick magma found deep underground
- C. How volcanologists use special instruments to predict when eruptions will happen
- D. What volcanoes are, how they erupt, and why people still live near them today

9. What does the heading "Types of Eruptions" tell the reader about the section that follows?

- A. The section will explain what magma is and how it forms deep underground
- B. The section will list the names of famous volcanoes located around the world
- C. The section will describe the different ways that volcanoes can erupt and why
- D. The section will explain how scientists monitor volcanoes using special tools

10. According to the passage, why does magma rise toward the Earth's surface?

- A. The wind above the surface pulls the magma upward through cracks in the rock
- B. Magma is lighter than the solid rock surrounding it so it slowly moves upward
- C. Earthquakes push the magma up from deep underground toward the surface
- D. Cold temperatures near the surface attract the hot magma like a strong magnet

11. Read this sentence from the passage: "Volcanic soil is some of the richest, most fertile soil in the world." What does the word fertile most likely mean?

- A. Good for growing plants because it contains many nutrients that crops need
- B. Very dry and hard, making it difficult for any plants to grow in it at all
- C. Full of small rocks and pebbles that make the ground uneven and rough
- D. Dark in colour because it has been burned by the heat of flowing hot lava

12. According to the passage, what causes a volcano to erupt?

- A. Cold ocean water seeps underground and pushes the lava up through the opening
- B. Strong winds at the top of the mountain blow the cap off the volcano's opening
- C. Animals and plants near the volcano disturb the surface and weaken the ground
- D. Gases trapped in rising magma build up pressure until it becomes too great to hold

13. Which of these sentences from the passage states a fact?

- A. Volcanoes are the most exciting and dramatic natural events anywhere on Earth
- B. About 50 to 70 volcanoes erupt on the Earth's surface during each calendar year
- C. Everyone should visit Hawaii to see Kilauea volcano erupting in person someday
- D. The eruption of Mount Vesuvius was the most terrifying event in all of human history

14. According to the passage, what determines whether a volcanic eruption will be gentle or violent?

- A. How tall the volcano is and how far the lava must travel to reach the nearest towns
- B. How close the volcano is to the ocean and whether water enters through the opening
- C. How thick the magma is and how much gas is trapped inside it before the eruption

D. How long the volcano has been dormant since its most recent previous eruption

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The storm knocked down several trees and left branches scattered across the road.
- B. During the long holiday weekend when our whole family came together for dinner.
- C. The tallest building in the city with the glass windows reflecting the afternoon sun.
- D. Running as fast as she could toward the finish line at the track meet on Saturday.

16. Which sentence uses capital letters correctly?

- A. This March, we are reading a Book called wonder by R.J. Palacio in our class.
- B. This march, we are reading a book called Wonder by R.J. palacio in our class.
- C. This March, we are reading a book called wonder by r.j. Palacio in our class.
- D. This March, we are reading a book called Wonder by R.J. Palacio in our class.

17. Which of these words is spelled correctly?

- A. diffrent
- B. diferent
- C. different
- D. differant

18. Read this paragraph from a student's recount: "Last Saturday, my family went to the apple orchard for the afternoon. We picked three bags of apples and _____ fresh cider at the farm stand before leaving." Which word correctly completes the paragraph?

- A. drink
- B. drank
- C. are drinking
- D. will drink

19. Read this paragraph: "My cat does many funny things during the day. She chases her tail in circles around the living room. She hides behind the curtains and jumps out at people who walk past. _____, she falls asleep in the middle of the kitchen floor and refuses to move." Which word best fills the blank?

- A. First
- B. However
- C. For example
- D. Sometimes

20. Read this sentence: "Every one of the cookies on the tray _____ been decorated with colourful icing and sprinkles." Which word correctly completes the sentence?

- A. have
- B. are
- C. were
- D. has

21. Read this sentence: "The two _____ costumes were hanging in the closet before the school play began." Which word correctly completes the sentence?

- A. actor's
- B. actors
- C. actors'
- D. actors's

22. OPEN-RESPONSE — Shorter Writing Piece

Do you think it is better to have one close friend or many friends? Write a paragraph that shares your opinion. Give at least two reasons and support each reason with an example or specific detail.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "My mother asked my sister to clean the kitchen, but _____ said she had already finished her other chores instead." Which word correctly completes the sentence?

- A. she
- B. her
- C. them
- D. it

24. Read this sentence: "After the snow finally stopped falling we went outside to build a snowman in the front yard." Where should a comma be placed in this sentence?

- A. After the word "snow" in the middle of the introductory phrase of the sentence
- B. After the word "falling" at the end of the introductory phrase of the sentence
- C. After the word "outside" in the middle of the main clause of the sentence
- D. After the word "snowman" near the end of the sentence before the final phrase

25. Which sentence correctly punctuates the dialogue?

- A. Can we go to the park after school? asked Nadia, looking at her mother hopefully.
- B. Can we go to the park "after school?" asked Nadia, looking at her mother hopefully.
- C. "Can we go to the park after school?" asked Nadia, looking at her mother hopefully.
- D. "Can we go to the park after school? asked Nadia, looking at her mother hopefully."

26. Read these two sentences: "It was getting dark outside. We decided to head home before the streetlights turned on." Which word best joins these two sentences?

- A. It was getting dark outside, so we decided to head home before the lights came on.
- B. It was getting dark outside, but we decided to head home before the lights came on.
- C. It was getting dark outside, or we decided to head home before the lights came on.
- D. It was getting dark outside, yet we decided to head home before the lights came on.

27. A student wrote these sentences: "The cat sat on the windowsill. The cat watched the birds. The birds were in the tree outside." Which revision best combines these sentences?

- A. The cat sat on the windowsill and the cat watched the birds and the birds were outside.
- B. The cat sat on the windowsill, watching the birds in the tree outside the window.

- C. Sitting, watching, birds in a tree — that is what the cat was doing on the windowsill.
- D. The cat sat on the windowsill, the cat watched the birds, the birds were in the tree.

28. A student wrote this sentence: "My sister dont like spiders and she screams whenever she sees one in the house." Which version corrects the error in this sentence?

- A. My sister doesn't like spiders and she screams whenever she sees one in the house.
- B. My sister dont like spiders and she screams whenever she sees one outside instead.
- C. My sisters dont like spiders and they scream whenever they see one in the house.
- D. My sister dont likes spiders and she screams whenever she sees one in the house.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you found a mysterious sealed envelope hidden under a loose board in your classroom floor. Write a story about what was inside the envelope and what happened next.

Be sure to include:

- a beginning that describes how you found the envelope and what it looked like
- a middle that tells what was inside and what you decided to do about it
- an ending that tells how the story turned out
- details about how you felt at different points during the experience

Write your answer in the space below.

Practice Exam 13: Answer Key and Explanations

1. D — The central conflict of the story is that Leo must choose between two things happening at the same time on Saturday: a Leafs hockey game he desperately wants to attend and Sam's birthday party that he already promised to go to. The entire story revolves around this tension between desire and commitment. He has a gift, he was invited, and transportation is not the issue — the conflict is purely about keeping his word.

2. A — The phrase "stomach flipped" describes the sudden physical jolt of excitement and nervousness Leo feels when Marco offers the hockey tickets. The sensation combines thrill (a real Leafs game) with immediate anxiety (the conflict with Sam's party). It is not pain, calm, or anger — it is the involuntary internal lurch that comes with an exciting surprise that also creates a problem.

3. C — Sam's reaction when he sees Leo — eyes widening, then a smile "that started small and kept growing" — signals deep relief and gratitude. The passage reveals that three other friends cancelled that morning, and Sam's mother set out food for twelve. In this context, Leo's arrival means someone kept their word when others did not, making Sam grateful rather than annoyed, confused, or embarrassed.

4. D — Leo's mother is not forbidding him from going to the game or expressing anger at Marco. She is teaching a principle: that a promise has the most meaning when honoring it requires sacrifice. If keeping a promise is easy, anyone would do it. But choosing to keep a promise when something more exciting comes along reveals true character. Her statement frames the difficulty as what gives the promise its value.

5. B — The passage describes the sequence: Leo walks up the driveway, hears music, and then "When Sam opened the door, his face changed. His eyes widened, and then he smiled." Sam opening the door and smiling at Leo is the immediate next event after Leo's arrival. The conversation with his mother happened days earlier. The discovery of empty chairs and the ride home come later.

6. A — The story's arc shows Leo choosing to honor his commitment despite the powerful pull of a once-in-a-lifetime hockey game. His closing statement — "There'll be other games. But there's only one Sam" — delivers the theme directly: the promise mattered precisely because keeping it meant giving up something he truly wanted. The sacrifice is what made the promise meaningful.

7. Open-Response — A strong response identifies at least two specific reasons why Leo's presence matters to Sam. First, three other friends — Tanya, Omar, and Jess — all cancelled that morning, leaving Sam with a party set for twelve but only a few guests. Leo showing up when others did not proves that he values Sam enough to keep his word. Second, Sam says "You came" with a smile that "started small and kept growing," showing that Leo's arrival was an emotional relief. Third, Leo's response — "I told you I would" — reinforces that his presence was a deliberate choice, not an accident. A Level 3 or 4 response cites at least two of these details and explains how each one shows why Leo's decision mattered to Sam personally.

8. D — The passage covers what a volcano is (an opening where magma rises), how eruptions work (gas pressure in magma), the types of eruptions (violent vs. gentle), famous volcanoes, and why people still live near them (fertile soil, monitoring technology). While individual sections focus on specific aspects,

the passage as a whole provides a comprehensive overview of what volcanoes are, how they erupt, and the relationship between volcanoes and human communities.

9. C — The heading "Types of Eruptions" signals that the section will describe the different ways volcanoes can erupt. The section that follows contrasts violent eruptions (ash clouds, fast-moving lava) with gentle eruptions (slow-flowing lava like syrup), then explains that the difference depends on magma thickness and gas content. Every detail relates to describing and explaining different eruption styles.

10. B — The passage states directly: "This liquid rock — magma — is lighter than the solid rock around it, so it slowly rises toward the surface." The density difference between liquid magma and surrounding solid rock is the specific mechanism identified. Magma being lighter causes it to float upward through denser material, the same principle that makes a bubble rise through water.

11. A — The passage states that volcanic soil "is some of the richest, most fertile soil in the world, which makes it excellent for farming." The context links "fertile" directly to farming quality — soil that is good for growing plants because it is rich in nutrients. The word does not mean dry, rocky, or dark-coloured — it specifically describes soil's ability to support healthy plant growth.

12. D — The passage describes the eruption mechanism using an analogy: "gases trapped in the magma build up pressure, like air inside a shaken bottle of pop. When the pressure becomes too great, the volcano erupts." The cause is gas pressure building inside rising magma; the effect is the explosive release of lava, ash, and gases. Ocean water, wind, and surface disturbance are not identified as causes.

13. B — The statement "About 50 to 70 volcanoes erupt each year" is a specific, verifiable statistic drawn from the VOLCANO FACT box. Options A, C, and D each contain evaluative or prescriptive language — "most exciting and dramatic," "everyone should visit," and "most terrifying event" — that reflects personal judgment rather than measurable scientific data.

14. C — The passage explains the distinction directly: "The type of eruption depends on how thick the magma is and how much gas is trapped inside it. Thin magma with less gas produces gentle eruptions. Thick magma with lots of gas produces explosive ones." These two factors — magma thickness and gas content — are the only determinants the passage identifies. Volcano height, ocean proximity, and dormancy length are not mentioned.

15. A — "The storm knocked down several trees and left branches scattered across the road" contains a clear subject (storm) and a clear compound predicate (knocked down and left), forming a complete thought. Option B begins with "During," creating a dependent phrase with no main clause. Option C has a subject (building) but no main verb — "reflecting" is a participle. Option D begins with "Running" and has no subject performing the action as a complete thought.

16. D — "March" is a month and must be capitalized. "Wonder" is a book title requiring capitalization of the important word. "R.J. Palacio" is a proper name requiring capitals on both initials and the surname. Option A incorrectly capitalizes "Book" and fails on "wonder" and "Palacio." Option B fails on "march" and "palacio." Option C fails on "wonder" and "r.j."

17. C — "Different" follows the correct spelling pattern d-i-f-f-e-r-e-n-t, with a double *f* and the vowel pattern *e-r-e-n-t*. "Diffrent" drops the second *e*. "Diferent" drops the second *f*. "Differant" replaces the final *e* with *a*. The word is high-frequency in Grade 3 writing and its correct spelling should be memorized.

18. B — The paragraph is written in past tense: "went" and "picked" are both past-tense verbs describing events from last Saturday. To maintain tense consistency, the blank must also be past tense. "Drank" is the correct irregular past tense of "drink." "Drink" is present. "Are drinking" is present progressive. "Will drink" is future.

19. D — The paragraph lists funny things the cat does habitually, with two examples already given (chasing her tail, hiding behind curtains). The blank introduces a third habitual behavior — falling asleep on the kitchen floor. "Sometimes" correctly adds another thing the cat does as part of her regular routine, varying the frequency. "First" would signal a sequence. "However" signals contrast. "For example" would typically introduce the first specific instance of a general claim, not a third item in an established list.

20. D — The subject of this sentence is "every one," which is singular regardless of the plural noun in the prepositional phrase "of the cookies." A singular subject requires a singular verb: "has." "Have" is the plural form. "Are" and "were" do not pair correctly with "been" in this construction. The key strategy is recognizing that "every one" is always treated as singular.

21. C — The sentence describes costumes belonging to two actors, requiring the possessive plural form. "Actors" is a regular plural ending in *-s*, so the possessive is formed by adding an apostrophe after the existing *-s*: "actors'." "Actor's" is singular possessive (one actor). "Actors" alone is plural but not possessive. "Actors's" is not a standard English form.

22. Open-Response — A strong response follows the opinion writing structure from Chapter 9: a clear opening statement of opinion about whether one close friend or many friends is better, at least two distinct reasons each supported by a specific example or personal detail, and a closing that restates the opinion. A Level 3 or 4 response might argue that one close friend provides deeper trust and support, or that many friends provide variety and new experiences — each backed with a concrete scenario rather than a vague generalization.

23. A — The sentence needs a subject pronoun referring to "my sister" — the person who responded to the mother's request. "She" is the correct subject pronoun for a female individual. "Her" is an object pronoun. "Them" is plural. "It" does not refer to a person. The pronoun must match "my sister" in gender and serve as the subject of the clause "said she had already finished."

24. B — The phrase "After the snow finally stopped falling" is an introductory dependent clause. A comma must separate it from the main clause: "After the snow finally stopped falling, we went outside to build a snowman." Placing the comma after "falling" — the last word of the introductory clause — follows standard comma placement rules. Commas after "snow," "outside," or "snowman" do not mark the clause boundary correctly.

25. C — Standard dialogue format encloses only the spoken words in quotation marks. Since the spoken words form a question, the question mark goes inside the closing quotation marks, and the speaker tag follows in lowercase: "Can we go to the park after school?" asked Nadia. Option A omits quotation marks

entirely. Option B encloses only part of the speech. Option D includes the speaker tag inside the closing quotation marks.

26. A — The two sentences describe a cause-and-effect relationship: it was getting dark (cause), so the group decided to head home (effect). The conjunction "so" correctly signals that the second action was a direct result of the first condition. "But" and "yet" imply contrast, suggesting heading home was unexpected given the darkness, which reverses the logic. "Or" implies a choice.

27. B — "The cat sat on the windowsill, watching the birds in the tree outside the window" combines all three original ideas into one smooth sentence. It uses a participial phrase ("watching") to add the second action and integrates the birds' location naturally. Option A repeats "the cat" three times with flat "and" connectors. Option C is fragmented. Option D is a comma splice repeating the subject.

28. A — The original sentence uses "dont" where the contraction "doesn't" is needed. With a third-person singular subject ("My sister"), the correct negative contraction is "doesn't" (does not), not "dont" (do not). Option B keeps the error. Option C changes the subject to plural but keeps the error. Option D adds an incorrect -s to "like" while keeping "dont."

29. Open-Response — A strong response follows the narrative writing structure from Chapter 9: a hook opening that describes discovering the loose board and the sealed envelope, a developed middle revealing what was inside and the decision the writer made about it, and a satisfying ending. A Level 3 or 4 response builds suspense through the discovery, includes sensory details about the envelope's appearance, creates a compelling mystery about the contents, uses dialogue where appropriate, maintains consistent past tense, and closes with a meaningful resolution.

PRACTICE EXAM 14: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Best Day Ever

Mateo's birthday was on a Thursday, but the real celebration was Saturday — the day he took his brand-new soccer ball to the park.

It was the nicest ball he had ever owned: black-and-white panels, a golden logo, and the perfect amount of bounce when he dropped it on the kitchen tiles. His friends Aiden, Rosa, and Priti were already waiting at the field when he arrived.

"Let's see it!" Aiden said, grabbing the ball and spinning it on his finger.

They divided into two teams — Aiden and Rosa against Mateo and Priti — and used their jackets as goal posts. The game was fast and loud, full of wild kicks and diving saves on the grass. Mateo scored the first goal with a shot that curved past Aiden's outstretched hand.

They were deep into the second half when three younger kids appeared at the edge of the field. Two boys and a girl, maybe Grade 1 or 2, clutching water bottles and watching with wide eyes.

The smallest one — a girl with a missing front tooth — spoke up. "Can we play too?"

Aiden shook his head. "No way. You're too little. You'll mess up the game."

Rosa nodded. "Maybe you can play on the swings instead."

The three kids didn't move. They just stood there, looking at the ball.

Mateo looked at their faces, and something turned over in his chest. He had seen those faces before — because two years ago, his face had looked exactly the same. He remembered standing at the edge of a

different field, watching the older kids play, holding his water bottle, wanting someone to say yes. Nobody had. He had walked home alone.

"They can play," Mateo said.

Aiden frowned. "Mateo, come on —"

"We'll make mixed teams. Three on each side."

The first few minutes were messy. One of the younger boys kicked the ball the wrong direction. The girl tripped over her own shoelace and sat down laughing on the grass. Priti had to explain the rules twice.

But slowly, something changed. The older kids stopped sprinting at full speed and started passing the ball more carefully. The younger kids stopped freezing when the ball came toward them and started chasing it with everything they had. The game wasn't perfect, but it had something the earlier one didn't — everyone was laughing.

When the sky turned pink and the streetlights flickered on, the girl with the missing tooth tugged on Mateo's sleeve.

"That was the best day ever," she said.

Mateo smiled. "Yeah," he said. "It kind of was."

Walking home, Aiden tossed the ball to Mateo. "OK," he admitted. "That was actually pretty fun."

Mateo caught the ball and tucked it under his arm. He thought about the older kid who wouldn't let him play two years ago. He thought about the edge of the field and the long walk home. He thought about the girl with the missing tooth and the way she had said best day ever like she really, truly meant it.

He was glad he didn't become that kid.

1. Where do Mateo and his friends play soccer in this story?

- A. In Mateo's backyard where his family set up goal posts for his birthday party
- B. In the school gymnasium during indoor recess on a rainy Saturday afternoon
- C. At a field in the park where they use their jackets as goal posts on the grass
- D. In a fenced soccer field at the community centre near Mateo's apartment

2. Read this sentence from the passage: "Something turned over in his chest." What does the phrase turned over in his chest most likely mean?

- A. He felt a sharp pain because he had been running too hard during the game
- B. He felt a strong emotion stirring inside him as a powerful memory came back
- C. He felt dizzy and needed to stop playing and sit down on the grass to rest
- D. He felt hungry because he had not eaten anything before coming to the park

3. Why does Mateo decide to let the younger kids join the soccer game?

- A. He remembers being turned away from a game when he was younger and how it felt
- B. He thinks the younger kids are better at soccer and wants them on his team
- C. His mother told him that morning that he had to share his ball with everyone
- D. He is bored with the current game and wants to play with different people instead

4. Which of these events happens last in the story?

- A. Three younger kids walk up to the edge of the field and ask if they can play
- B. Mateo scores the first goal with a shot that curves past Aiden's outstretched hand
- C. Aiden tells the younger kids they are too little and will mess up the soccer game
- D. Mateo thinks about the older kid who would not let him play two years ago

5. What is the main message of this story?

- A. Younger kids should never play sports with older kids because it ruins the game
- B. Birthday presents are more fun when you keep them to yourself and your friends
- C. Including others, even when it is easier not to, makes the experience better for everyone
- D. The best soccer players are the ones who always score the most goals in games

6. Why does the author include the detail about the girl with the missing tooth saying "That was the best day ever"?

- A. It shows that the girl always says nice things to older kids even when she does not mean it
- B. It shows Mateo that including the younger kids made a real difference in someone's day
- C. It proves that younger kids are actually better at soccer than Mateo first expected
- D. It explains why Aiden changed his mind and decided to let the younger kids play

7. OPEN-RESPONSE

How does Mateo's memory of being turned away from a game two years ago affect his decision in this story? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

The Arctic: Earth's Frozen North

What Is the Arctic?

The Arctic is the region at the very top of the Earth, surrounding the North Pole. Unlike Antarctica at the South Pole, which is a continent covered in ice, the Arctic is mostly a frozen ocean — the Arctic Ocean — surrounded by the northern edges of Canada, Russia, Greenland, Norway, and Alaska. In winter, temperatures in the Arctic can drop below minus 40 degrees Celsius, and parts of the region experience months of complete darkness when the sun does not rise at all.

Arctic Animals

Despite the harsh conditions, many animals have adapted to life in the Arctic. Polar bears are the largest land predators in the Arctic and depend on sea ice to hunt for seals, their primary food source. Arctic foxes grow thick white fur in winter for warmth and camouflage, then shed it for a thinner brown coat in summer. Caribou migrate in herds of thousands across the tundra — flat, treeless land — to find food. Beneath the ice, narwhals, beluga whales, and walruses swim in the cold waters.

The Arctic Ice

One of the most important features of the Arctic is its sea ice — a floating layer of frozen ocean water that expands in winter and shrinks in summer. Sea ice plays a critical role in the Earth's climate. Its white surface reflects sunlight back into space, helping to keep the planet cool. When sea ice melts, the dark ocean water underneath absorbs more sunlight instead of reflecting it, which causes temperatures to rise even further.

ARCTIC FACT: The Arctic is warming nearly four times faster than the rest of the planet. Since 1979, the Arctic has lost about 40 percent of its summer sea ice.

People of the Arctic

Humans have lived in the Arctic for thousands of years. In Canada, the Inuit are the Indigenous people of the Arctic region, and their culture, language, and traditions are deeply connected to the land, ice, and animals around them. The Inuit have developed expert knowledge of Arctic survival, including how to build igloos for temporary shelter, how to hunt seals and caribou, and how to navigate across featureless ice and snow.

Why the Arctic Matters

The Arctic may seem far away, but changes there affect the entire planet. Melting sea ice contributes to rising sea levels, which can flood coastal cities around the world. Changes in Arctic temperatures also affect weather patterns far to the south, bringing unusual cold snaps or heat waves to places thousands of kilometres away. Protecting the Arctic is important not just for the people and animals who live there, but for everyone on Earth.

8. What is this passage mostly about?

- A. Why polar bears depend on sea ice to hunt for seals in the frozen Arctic Ocean
- B. How the Inuit people build igloos and hunt caribou in the Canadian Arctic region
- C. The differences between the Arctic at the North Pole and Antarctica at the South
- D. What the Arctic is, what lives there, and why changes to it affect the whole planet

9. What does the heading "Arctic Animals" tell the reader about the section that follows?

- A. The section will describe the animals that have adapted to live in the Arctic region
- B. The section will explain why the Arctic is warming faster than the rest of the planet
- C. The section will describe how the Inuit people hunt animals for food and clothing
- D. The section will list the reasons why protecting the Arctic is important for everyone

10. According to the passage, what happens when Arctic sea ice melts?

- A. The water underneath the ice freezes again even faster than it did the first time
- B. Polar bears move to warmer places and begin hunting for different types of food
- C. The dark ocean water absorbs more sunlight, which causes temperatures to rise further
- D. New islands form beneath the ocean surface where animals can rest and find food

11. Read this sentence from the passage: "Caribou migrate in herds of thousands across the tundra." What does the word migrate most likely mean?

- A. Stand perfectly still in one place for long periods of time without ever moving
- B. Travel long distances from one area to another, usually following a seasonal pattern
- C. Dig deep holes in the frozen ground to find food that is hidden beneath the snow
- D. Grow thicker fur to protect themselves from the extreme cold and harsh winter wind

12. According to the passage, why is the white surface of sea ice important for the Earth's climate?

- A. It reflects sunlight back into space, which helps keep the planet cool overall
- B. It provides a safe surface for polar bears to walk on while hunting for seals
- C. It creates a bright landscape that helps Arctic animals spot predators approaching
- D. It stores fresh drinking water that melts into rivers during the warmer summer months

13. Which of these sentences from the passage states a fact?

- A. The Arctic is the most beautiful and interesting place on the entire planet today
- B. Everyone should visit the Arctic at least once in their life to see it for themselves
- C. Since 1979, the Arctic has lost about 40 percent of its summer sea ice cover
- D. Learning about the Inuit culture is more exciting than any other subject in school

14. According to the passage, how do Arctic foxes adapt to the changing seasons?

- A. They build underground tunnels to escape the cold winds during the winter months
- B. They grow thick white fur in winter and shed it for thinner brown fur in summer
- C. They swim beneath the sea ice to catch fish and other small animals for food
- D. They migrate south in large groups when the temperature drops below freezing

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which sentence uses capital letters correctly?

- A. On saturday morning, my brother and I walked to the St. Lawrence market in Toronto.
- B. On Saturday morning, my Brother and I walked to the st. lawrence Market in Toronto.
- C. On Saturday Morning, my brother and I walked to the St. Lawrence market in toronto.
- D. On Saturday morning, my brother and I walked to the St. Lawrence Market in Toronto.

16. Which of these is a complete sentence?

- A. The enormous grey elephant with the long trunk standing at the edge of the water.
- B. Although the science experiment was interesting and taught everyone something new.
- C. My neighbour helped us shovel the driveway after the heavy snowstorm last weekend.
- D. Laughing and running through the sprinkler on a hot summer afternoon after school.

17. Which of these words is spelled correctly?

- A. becuase
- B. because
- C. becuse
- D. becawse

18. Read this paragraph from a student's writing: "Every morning before school, my sister brushes her hair, eats breakfast, and _____ her backpack by the front door." Which word correctly completes the paragraph?

- A. placed
- B. places
- C. was placing
- D. will place

19. Read this sentence: "The box of crayons on the table _____ open, and the colours were scattered everywhere." Which word correctly completes the sentence?

- A. was
- B. were
- C. are
- D. have been

20. Read this paragraph: "There are many reasons why dogs make great pets. They are loyal and always happy to see you. They encourage you to go outside and get exercise. _____, they provide comfort and companionship when you are feeling sad." Which word best fills the blank?

- A. However
- B. First
- C. For example
- D. In addition

21. Read this sentence: "Both of the _____ bicycles were left outside in the rain overnight." Which word correctly completes the sentence?

- A. girl's
- B. girls
- C. girls'

D. girls's

22. OPEN-RESPONSE — Shorter Writing Piece

Do you think recess should be longer at school? Write a paragraph that shares your opinion. Give at least two reasons and support each reason with an example or specific detail.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "The coach asked Liam to lead the warm-up because _____ always demonstrated the stretches correctly for the team." Which word correctly completes the sentence?

A. them

B. us

C. he

D. him

24. Which sentence correctly punctuates the dialogue?

- A. "Please pass the salt," said Dad, reaching across the dinner table for the bread.
- B. Please pass the salt, "said Dad," reaching across the dinner table for the bread.
- C. "Please pass the salt, said Dad, reaching across the dinner table for the bread."
- D. Please pass "the salt," said Dad, reaching across the dinner table for the bread.

25. Read this sentence: "Before the movie started we bought popcorn drinks and candy at the concession stand." Which version uses commas correctly?

- A. Before the movie started we bought popcorn, drinks and candy, at the concession stand.
- B. Before the movie started we bought, popcorn drinks and candy at the concession stand.
- C. Before the movie started, we bought popcorn drinks, and candy at the concession stand.
- D. Before the movie started, we bought popcorn, drinks, and candy at the concession stand.

26. Read these two sentences: "We wanted to play outside after dinner. It started raining before we could finish eating." Which word best joins these two sentences?

- A. We wanted to play outside after dinner, and it started raining before we finished eating.
- B. We wanted to play outside after dinner, but it started raining before we finished eating.
- C. We wanted to play outside after dinner, so it started raining before we finished eating.
- D. We wanted to play outside after dinner, or it started raining before we finished eating.

27. A student wrote these sentences: "The snow was falling. The snow was heavy. The roads became slippery." Which revision best combines these sentences?

- A. The snow was falling and the snow was heavy and the roads became slippery then.
- B. Falling snow, heavy snow, slippery roads — that is what happened on that cold day.
- C. The snow was falling, the snow was heavy, the roads became slippery at the same time.
- D. The heavy snow fell steadily, making the roads slippery and dangerous for drivers.

28. A student wrote this sentence: "Me and my brother goes to the library every saturday afternoon." Which version corrects all the errors in this sentence?

- A. My brother and I go to the library every Saturday afternoon after lunch together.
- B. Me and my brother goes to the library every Saturday afternoon after lunch together.
- C. Me and my brother go to the library every saturday afternoon after lunch together.
- D. My brother and me goes to the library every Saturday afternoon after lunch together.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you are playing at the park and a new kid walks up who doesn't know anyone. Write a story about what happens when you decide to include them.

Be sure to include:

- a beginning that describes where you were and who you were with when the new kid arrived
- a middle that tells what happened when you invited them to join and any challenges you faced
- an ending that tells how the experience turned out for everyone involved
- details about how you and the new kid felt at different points during the story

Write your answer in the space below.

Practice Exam 14: Answer Key and Explanations

1. C — The passage states that Mateo's friends "were already waiting at the field when he arrived" and that "they used their jackets as goal posts." The game takes place at an open field in the park, not a backyard, gymnasium, or fenced community centre. The jacket-as-goalpost detail confirms the informal outdoor setting.

2. B — The phrase "something turned over in his chest" describes an internal emotional response — a deep feeling stirring inside Mateo as a painful memory surfaces. The passage immediately connects this sensation to his memory of being the younger kid standing at the edge of a field, wanting to be included. The phrase captures the sudden weight of empathy, not physical pain, dizziness, or hunger.

3. A — The passage describes the connection directly: Mateo "had seen those faces before — because two years ago, his face had looked exactly the same." He remembers standing at the edge of a different field, watching older kids play, wanting someone to say yes, and walking home alone when nobody did. His decision to include the younger kids is driven by empathy rooted in his own experience of exclusion.

4. D — The final scene of the story takes place on the walk home. Mateo catches the ball, then thinks about "the older kid who wouldn't let him play two years ago," the edge of the field, the long walk home, and the girl's words. This reflection is the very last event in the story. The younger kids arriving, the first goal, and Aiden's refusal all happen earlier.

5. C — The story traces a clear arc: the game is fun with four players, but when the younger kids join and everyone adjusts, the game gains something it didn't have before — "everyone was laughing." The girl's comment ("best day ever"), Aiden's admission ("that was actually pretty fun"), and Mateo's own satisfaction all confirm the theme that including others enriches the experience for everyone involved.

6. B — The girl's statement is the story's emotional turning point. Mateo had given up a smooth, competitive game to include kids who tripped and kicked backward. Her words — said "like she really, truly meant it" — prove that his choice to include the younger kids had genuine impact on someone's life. The detail validates Mateo's decision and shows him that small acts of generosity can mean everything to the person receiving them.

7. Open-Response — A strong response connects Mateo's memory to his decision by identifying specific details from both moments. Two years ago, Mateo stood "at the edge of a different field," holding his water bottle, wanting someone to say yes, and "nobody had" — he walked home alone. When he sees the three younger kids with the same expression, "something turned over in his chest" because he recognizes their feelings from personal experience. This empathy is what drives him to overrule Aiden and say "They can play." A Level 3 or 4 response names both the past memory and the present moment, quotes or paraphrases specific details from each, and explains that Mateo's experience of exclusion made him choose inclusion.

8. D — The passage covers what the Arctic region is (frozen ocean surrounding the North Pole), the animals that live there, the role of sea ice in global climate, the Inuit people and their culture, and why Arctic changes affect the entire planet. While individual sections address specific topics, the passage as a

whole provides a comprehensive overview of the Arctic's geography, ecology, people, and global significance.

9. A — The heading "Arctic Animals" signals that the section will focus on wildlife that lives in the Arctic. The section that follows describes polar bears hunting on sea ice, Arctic foxes changing fur colour with the seasons, caribou migrating across the tundra, and marine animals swimming beneath the ice. Every detail describes an animal and how it has adapted to Arctic conditions.

10. C — The passage states the cause-and-effect chain directly: "When sea ice melts, the dark ocean water underneath absorbs more sunlight instead of reflecting it, which causes temperatures to rise even further." The white ice reflected sunlight; the dark water absorbs it. This creates a feedback loop where melting leads to warming, which leads to more melting.

11. B — The passage states that caribou "migrate in herds of thousands across the tundra" and defines tundra as "flat, treeless land." The context makes clear that migration involves large-scale movement across long distances to find food, following seasonal patterns. The word does not mean standing still, digging, or growing fur.

12. A — The passage states directly: "Its white surface reflects sunlight back into space, helping to keep the planet cool." The reflective quality of white sea ice is identified as its specific contribution to climate regulation. The passage does not cite polar bear walking surfaces, predator visibility, or freshwater storage as the reason the ice matters for climate.

13. C — The statement "Since 1979, the Arctic has lost about 40 percent of its summer sea ice" is a specific, verifiable statistic drawn from the ARCTIC FACT box, citing a defined time period and a measurable percentage. Options A, B, and D each contain evaluative or prescriptive language — "most beautiful and interesting," "everyone should visit," and "more exciting than any other subject" — that reflects personal judgment rather than measurable data.

14. B — The passage states directly: "Arctic foxes grow thick white fur in winter for warmth and camouflage, then shed it for a thinner brown coat in summer." This seasonal fur change serves two purposes: the white fur provides warmth and blends with snow in winter, while the brown fur matches the tundra landscape in summer. The passage does not describe foxes building tunnels, swimming, or migrating south.

15. D — "Saturday" is a day of the week and must be capitalized. "St. Lawrence Market" is a proper noun — the official name of a specific landmark — requiring all important words capitalized. "Toronto" is a city name requiring a capital. "Morning," "brother," and "I" follow standard rules. Option A fails on "saturday." Option B fails on "Brother" (overcapitalized) and "st. lawrence." Option C fails on "Morning" (overcapitalized), "market," and "toronto."

16. C — "My neighbour helped us shovel the driveway after the heavy snowstorm last weekend" contains a clear subject (neighbour) and a clear predicate (helped us shovel), forming a complete thought. Option A has a subject (elephant) but no main verb — "standing" is a participle. Option B begins with "Although," creating a dependent clause. Option D begins with "Laughing" and has no subject performing the action as a complete thought.

17. B — "Because" follows the correct spelling pattern b-e-c-a-u-s-e. "Becuase" transposes the *a* and *u*. "Becuse" drops the *a* entirely. "Becawse" replaces *au* with *aw*. This is one of the most commonly misspelled words in Grade 3 writing, and the *a-u* vowel pair must be memorized.

18. B — The paragraph describes a regular morning routine using present tense: "brushes" and "eats" are both third-person singular present-tense verbs. To maintain tense consistency, the blank must also be present tense and match the singular subject "my sister." "Places" is the correct third-person singular present form. "Placed" is past. "Was placing" is past progressive. "Will place" is future.

19. A — The subject of this sentence is "box," which is singular. The prepositional phrase "of crayons" sits between the subject and the verb but does not change the subject's number. A singular subject requires a singular verb: "was," "Were," "are," and "have been" are plural forms that do not agree with the singular subject "box."

20. D — The paragraph lists multiple reasons why dogs make great pets, with each sentence adding a new point: loyalty, exercise, and then comfort. "In addition" correctly signals that another reason is being added to the existing list. "However" signals contrast. "First" would need to appear before the first reason. "For example" introduces a specific illustration of a previous point, not a new reason.

21. C — The sentence describes bicycles belonging to two girls, requiring the possessive plural form. "Girls" is a regular plural ending in *-s*, so the possessive is formed by adding an apostrophe after the existing *-s*: "girls'." "Girl's" is singular possessive (one girl). "Girls" alone is plural but not possessive. "Girls's" is not a standard English form.

22. Open-Response — A strong response follows the opinion writing structure from Chapter 9: a clear opening statement of opinion about whether recess should be longer, at least two distinct reasons each supported by a specific example or detail, and a closing that restates the opinion. A Level 3 or 4 response might argue that longer recess helps students focus better in class, gives children more time for physical activity, or reduces stress — each supported with a concrete example rather than a vague statement.

23. C — The sentence needs a subject pronoun referring to Liam — the person who demonstrated stretches correctly. "He" is the correct subject pronoun for a male individual. "Them" and "us" are object pronouns. "Him" is also an object pronoun. Only "he" can serve as the subject of the clause "always demonstrated the stretches correctly."

24. A — Standard dialogue format encloses only the spoken words in quotation marks. Since the spoken words are a statement, a comma goes inside the closing quotation mark before the speaker tag: "Please pass the salt," said Dad. The speaker tag follows in lowercase. Options B and D misplace quotation marks around non-spoken text. Option C includes the speaker tag inside the quotation marks.

25. D — This sentence requires commas in two places: after the introductory clause "Before the movie started" and between items in the list "popcorn, drinks, and candy." Option D is the only version that places a comma after the introductory clause AND correctly separates all three list items. Options A, B, and C each misplace or omit at least one required comma.

26. B — The two sentences present a contrast: the group wanted to play outside (desire), but it started raining (obstacle that prevented it). The conjunction "but" correctly signals this opposition between a plan and an unexpected interference. "And" merely adds without acknowledging the conflict. "So" implies the desire caused the rain, which is illogical. "Or" implies a choice.

27. D — "The heavy snow fell steadily, making the roads slippery and dangerous for drivers" combines all three original ideas into one vivid sentence. It turns "heavy" into an adjective modifying "snow," uses "fell steadily" as the main verb, and integrates the road condition as a participial phrase showing cause and effect. Option A chains three clauses with flat "and" connectors. Option B is fragmented. Option C is a comma splice.

28. A — The original sentence contains three errors: "Me" used as a subject pronoun (should be "I"), "goes" with a plural subject (should be "go"), and "saturday" not capitalized (should be "Saturday"). Option A corrects all three: "My brother and I go to the library every Saturday." Option B fixes only capitalization. Option C fixes only subject-verb agreement. Option D fixes capitalization and pronoun order but keeps "goes" and uses "me."

PRACTICE EXAM 15: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Old Bicycle

Daniyal had wanted a bicycle for as long as he could remember. Every time he passed the bicycle shop on his street, he stopped to look at the shiny new bikes in the window. Red ones, blue ones, silver ones with thick black tires — they all looked like they could fly.

On the morning of his ninth birthday, his father led him out to the garage. Daniyal closed his eyes, expecting to see something new. But when he opened them, he saw an old bicycle leaning against the wall. The paint was scratched, the seat was cracked, and one of the handlebars was bent at a strange angle.

"This was my bicycle when I was your age," his father said, smiling. "Your grandfather gave it to me. Now I am giving it to you."

Daniyal tried to smile, but inside he felt disappointed. He had hoped for something bright and new, not something old and broken.

"Why don't we fix it up together?" his father asked. "Every Saturday, we will work on it. By the end of the summer, it will be the best bicycle on our street."

The first Saturday, they cleaned every part of the bicycle. Daniyal scrubbed the wheels with soapy water while his father wiped the frame with a soft cloth. The second Saturday, they straightened the bent handlebar and tightened the brakes. The third Saturday, they painted the frame a deep blue, and Daniyal carefully drew tiny silver stars along the edges with a special marker.

Week by week, the old bicycle began to change. The cracked seat was replaced with a new one. The wheels began to spin smoothly. The chain stopped clicking when it turned.

On the last Saturday of the summer, Daniyal stepped back and looked at his bicycle. It was not the shiny machine from the shop window. It was something different — something he had helped to build with his own hands.

"It is beautiful," he whispered.

His father put a hand on his shoulder. "Some things are more valuable because of the work that goes into them," he said.

That afternoon, Daniyal rode his bicycle around the block for the first time. He waved at his father, who stood at the end of the driveway watching him go. He could not stop smiling. The wind in his hair felt like a reward.

1. Where does most of this story take place?

- A. Inside a bicycle shop where Daniyal looks at new bicycles
- B. At Daniyal's home, in the garage and on his street
- C. In a park where Daniyal practices riding his bicycle
- D. At his grandfather's house in another part of the city

2. How does Daniyal most likely feel when he first sees the old bicycle in the garage?

- A. He feels disappointed because he was hoping for a new bicycle
- B. He feels grateful because he has wanted a bicycle for years
- C. He feels confused because he does not know how to ride a bike
- D. He feels frightened because the bicycle looks too big for him

3. Read this sentence from the passage: "The chain stopped clicking when it turned." What does the word clicking mean in this sentence?

- A. Locking firmly into one place and refusing to move
- B. Making a short, sharp sound over and over again
- C. Glowing brightly in the warm afternoon sunlight
- D. Falling off the bicycle onto the garage floor

4. Which of these events happens first in the story?

- A. Daniyal and his father paint the bicycle frame a deep blue colour
 - B. Daniyal rides the bicycle around the block by himself
 - C. Daniyal's father leads him out to the garage on his birthday
 - D. Daniyal and his father straighten the bent handlebar together
5. What is the main message of this story?

- A. Old things are always better than new things you can buy in a store
- B. Children should ask their parents for the gifts they really want
- C. Working hard on something can make it more meaningful than buying it
- D. Fathers and sons should spend every Saturday together in the garage

6. Why does Daniyal's father suggest fixing up the bicycle together?

- A. He wants to teach Daniyal how to repair things on his own one day
- B. He does not have enough money to buy Daniyal a brand new bicycle
- C. He wants to share the project with Daniyal and turn it into something special
- D. He thinks the old bicycle is too dangerous for Daniyal to ride right away

7. OPEN-RESPONSE

How does Daniyal feel about the bicycle at the end of the story? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

How Honeybees Live and Work

Where Honeybees Live

Honeybees live together in large groups called colonies. A single colony can contain up to fifty thousand bees, all working together inside a structure called a hive. Wild honeybees often build their hives inside hollow trees, but most of the honeybees you see flying through gardens come from wooden hives kept by beekeepers. Each hive is filled with rows of small six-sided rooms made of wax, called cells.

The Three Kinds of Bees

Every honeybee colony is made up of three kinds of bees, and each kind has a different job. The queen is the largest bee in the hive, and her only job is to lay eggs — sometimes more than one thousand each day. Worker bees are smaller female bees that do almost all of the work in the colony. They clean the hive, care for young bees, build the wax cells, and fly out to gather food. Drones are male bees whose only job is to help start new colonies.

How Bees Find Food

Honeybees feed on a sweet liquid called nectar that they collect from flowers. They also gather a yellow powder called pollen, which they use to feed their young. A single worker bee may visit hundreds of flowers in one day. When a bee finds a patch of good flowers, it returns to the hive and performs a special movement called a waggle dance. The dance tells the other bees exactly where to find the flowers — even if those flowers are kilometres away.

KEY FACT: A single honeybee will only make about one twelfth of a teaspoon of honey during her entire life.

Why Honeybees Matter

Honeybees do much more than make honey. When they fly from flower to flower collecting nectar, they carry pollen with them. This pollen helps plants grow seeds and produce fruit. Without honeybees and other pollinators, many of the fruits and vegetables we eat — such as apples, blueberries, and almonds — would be much harder to grow. Today, scientists are worried because honeybee colonies are shrinking in many parts of the world. Pollution, the loss of wildflowers, and harmful chemicals all make it harder for honeybees to survive. Many people are now planting bee-friendly gardens to help.

8. What is this passage mostly about?

- A. How beekeepers build wooden hives and collect honey from them
- B. The way honeybees live, work, and help the world around them
- C. The reasons that honeybee colonies are shrinking in many countries
- D. The differences between honeybees and other kinds of flying insects

9. According to the passage, what is the only job of the queen bee?

- A. To clean the hive and care for the youngest bees in the colony
- B. To gather nectar from flowers far away from the hive
- C. To lay eggs, sometimes more than one thousand each day
- D. To perform the waggle dance and direct the other bees to food

10. What does the heading "How Bees Find Food" tell the reader about the section that follows?

- A. The section will explain how bees gather nectar and share information about flowers
- B. The section will describe the different kinds of food that humans get from bees
- C. The section will compare the diets of honeybees and other flying insects
- D. The section will list the chemicals that are most harmful to honeybee colonies

11. Read this sentence from the passage: "Pollen helps plants grow seeds and produce fruit." What does the word produce most likely mean in this sentence?

- A. Carry quickly from one place to another
- B. Hide inside a small protected space
- C. Throw away after a short period of time
- D. Make or create as a natural result

12. Which of these sentences from the passage states a fact?

- A. Honeybees are the most important insects in the entire world
- B. A single colony can contain up to fifty thousand bees
- C. The waggle dance is the most interesting thing about honeybees
- D. Bee-friendly gardens are the best way for people to help bees

13. According to the passage, why are scientists worried about honeybees today?

- A. Beekeepers are no longer building wooden hives in their gardens
- B. Honeybees are starting to attack people more often than before
- C. Honeybee colonies are shrinking in many parts of the world
- D. Honeybees are flying away from gardens and into wild forests

14. How are worker bees different from drones?

- A. Worker bees lay eggs while drones gather nectar from flowers
- B. Worker bees do almost all the work in the hive while drones help start new colonies
- C. Worker bees live inside wild trees while drones live in wooden hives
- D. Worker bees are male while drones are female bees that fly far away

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The little puppy running across the wide green field near the pond
- B. Although the rain fell steadily on the roof throughout the night
- C. The students finished their math test before the lunch bell rang
- D. Walking quietly along the river path on a bright Sunday morning

16. Read this sentence. Which version uses commas correctly?

- A. For the picnic, we packed sandwiches, grapes apples and cold water bottles.
- B. For the picnic we packed sandwiches grapes, apples, and cold water bottles.
- C. For the picnic, we packed sandwiches, grapes, apples, and cold water bottles.
- D. For, the picnic we packed sandwiches grapes apples, and cold water bottles.

17. Read this sentence: "The dog wagged _____ tail when it saw the children come home." Which word correctly completes the sentence?

- A. it's
- B. its
- C. it is
- D. its'

18. Read this sentence: "The boys on the soccer team _____ practice every Tuesday after school." Which word correctly completes the sentence?

- A. has
- B. having
- C. have
- D. had been

19. Which sentence uses capital letters correctly?

- A. Last summer, my Family visited Niagara Falls during the long weekend.
- B. Last summer, my family visited niagara falls during the long weekend.
- C. Last summer, my family visited Niagara Falls during the long weekend.
- D. Last Summer, my family visited Niagara falls during the long Weekend.

20. Read this paragraph from a student's story: "Yesterday afternoon, Liam went to the library. He read three picture books in the quiet corner. Then he _____ a chapter book to take home." Which word correctly completes the paragraph?

- A. chooses
- B. is choosing
- C. will choose
- D. chose

21. Read these two sentences: "The sky was full of dark clouds. We decided to bring our umbrellas to school." Which version best joins these two sentences?

- A. The sky was full of dark clouds, but we decided to bring our umbrellas to school.
- B. The sky was full of dark clouds, or we decided to bring our umbrellas to school.
- C. The sky was full of dark clouds, so we decided to bring our umbrellas to school.

D. The sky was full of dark clouds, yet we decided to bring our umbrellas to school.

22. OPEN-RESPONSE — Shorter Writing Piece

What is your favourite season of the year? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "Mia and Noah finished their drawings, and then _____ showed them to the teacher." Which word correctly completes the sentence?

- A. them
- B. they
- C. him
- D. us

24. Which sentence uses quotation marks correctly?

- A. Can we go to the park, "asked Jamal as he put on his shoes."
- B. "Can we go to the park," asked Jamal as he put on his shoes.
- C. "Can we go to the park, asked Jamal as he put on his shoes."
- D. Can we "go to the park, asked Jamal" as he put on his shoes.

25. Which word is spelled correctly?

- A. freind
- B. frend
- C. friend
- D. firend

26. A student wrote these sentences: "The wind blew hard. The leaves fell down. The branches shook." Which revision best improves these sentences by adding variety?

- A. The wind blew hard, and it kept blowing. The leaves fell down to the ground. The branches shook fast.
- B. The wind blew hard, and as it howled through the yard, the leaves fell down and the branches shook above us.
- C. Hard blew the wind so much. Down fell the leaves quickly. Shook the branches loudly then.
- D. The wind blew hard outside. The leaves all fell down fast. The branches shook again.

27. Read this paragraph: "There are many reasons to read every day. _____, reading helps you learn new words. Also, reading helps you imagine new worlds." Which word best fills the blank?

- A. However
- B. Finally
- C. For example
- D. To begin with

28. A student wrote this sentence: "Him and his brother walks to school every morning together." Which version corrects the errors in this sentence?

- A. Him and his brother walk to school every morning together.
- B. He and his brother walks to school every morning together.
- C. He and his brother walk to school every morning together.
- D. Himself and his brother walking to school every morning together.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you woke up one morning and discovered that your favourite stuffed animal or toy could suddenly talk. Write a story about what happens next.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what the toy says and what the two of you do together
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 15: Answer Key and Explanations

1. B — The opening establishes Daniyal's home as the main location, with his father leading him "out to the garage" on his birthday. The fixing-up scenes happen in the garage every Saturday, and the final scene shows Daniyal riding "around the block" with his father watching from "the end of the driveway." The bicycle shop is only mentioned in passing at the beginning.

2. A — The passage states directly that Daniyal "tried to smile, but inside he felt disappointed." The text explains that "he had hoped for something bright and new, not something old and broken." The other emotions — gratitude, confusion, fear — are not supported by the text at this point in the story.

3. B — In this context, the chain was previously making a sound when it turned, and after the repair it no longer makes that sound. "Clicking" describes a short, sharp sound made over and over — the kind of repetitive noise a worn bicycle chain makes. The other options describe actions or states that do not match the context of a bicycle chain.

4. C — The story follows a clear chronological order. Daniyal's father leads him to the garage on his birthday first. The handlebar repair happens on the second Saturday. The painting happens on the third Saturday. Daniyal riding around the block happens on the last Saturday of summer. The garage moment is the earliest event listed.

5. C — The father's closing line — "Some things are more valuable because of the work that goes into them" — directly states the story's central message. Daniyal moves from feeling disappointed at the start to whispering "It is beautiful" at the end, and the wind in his hair feels "like a reward." The story illustrates that effort gives meaning to what we receive.

6. C — The father frames the project as something to share: "Why don't we fix it up together?" and "Every Saturday, we will work on it." The passage shows them working side by side each week, and the bicycle becomes meaningful precisely because of their shared work. The other options — teaching repair skills, lack of money, or safety concerns — are not supported by the text.

7. **OPEN-RESPONSE** — Scored by rubric. No single correct answer. See Chapter 12 for the answer-evidence-explain framework and sample responses at each achievement level.

Open-Response — A strong response identifies that Daniyal feels proud, happy, and connected to his bicycle at the end of the story. The passage shows him whispering "It is beautiful" after looking at the finished bicycle, and his first ride leaves him unable to "stop smiling" with the wind feeling "like a reward." A Level 3 or 4 response names the feeling clearly, cites at least two specific details from the

passage, and explains how those details reveal the feeling — including the contrast with how disappointed he felt at the beginning.

8. B — The passage covers four aspects of honeybees — where they live, the three kinds of bees, how they find food, and why they matter. The central thread is the lives of honeybees and their importance to the world, making option B the most complete summary. The other options describe only parts of the passage rather than its main focus.

9. C — The passage states directly that the queen "is the largest bee in the hive, and her only job is to lay eggs — sometimes more than one thousand each day." Cleaning and caring for young bees are tasks of worker bees, not the queen. Gathering nectar and performing the waggle dance are also worker bee tasks.

10. A — The heading "How Bees Find Food" signals that the section will cover food-finding behaviour. The section that follows describes nectar collection, pollen gathering, and the waggle dance used to share locations with the rest of the hive. All of this relates to how bees find and communicate about food sources.

11. D — The context describes how pollen helps plants "grow seeds and produce fruit." In this sentence, "produce" means to make or create as a natural result. Plants make fruit through the process of growth that pollen helps along. The other options — carrying, hiding, or throwing away — do not fit the meaning of plants creating fruit.

12. B — The statement "A single colony can contain up to fifty thousand bees" is a verifiable scientific fact that can be confirmed by observation. Options A, C, and D each contain evaluative or opinion words — "most important," "most interesting," and "the best way" — that reflect personal judgment rather than provable claims.

13. C — The passage states directly that "honeybee colonies are shrinking in many parts of the world." This is the explicit reason given for scientific concern. The other options — beekeepers stopping work, bees attacking people, bees flying into forests — are not mentioned anywhere in the passage.

14. B — The passage states that worker bees "do almost all of the work in the colony" — cleaning, caring for young bees, building cells, and gathering food — while drones are male bees whose "only job is to help start new colonies." This is the central difference between the two roles described in the passage.

15. C — "The students finished their math test before the lunch bell rang" contains both a subject (students) and a predicate (finished their math test before the lunch bell rang), forming a complete thought. Option A lacks a main verb. Option B begins with "Although," creating a dependent clause that cannot stand alone. Option D is a participial phrase with no subject performing a completed action.

16. C — When listing three or more items in a series, commas must separate each item, and an introductory phrase like "For the picnic" should be followed by a comma. The correct version places a comma after "picnic," after "sandwiches," after "grapes," and after "apples," producing the clean series. The other options either omit required commas or place them in the wrong positions.

17. B — "Its" is the possessive pronoun meaning "belonging to it," which fits the sentence because the tail belongs to the dog. "It's" is a contraction of "it is" and does not make sense here. "It is" is the same contraction spelled out. "Its'" is not a real word in English — there is no apostrophe used on the possessive form of "it."

18. C — The subject of this sentence is "boys," which is plural. A plural subject requires a plural verb form. "Have" is the correct plural present-tense form. "Has" is singular and would only be correct with a singular subject like "the boy." "Having" is a present participle that is incomplete without a helper verb. "Had been" creates a past-tense meaning that does not match the present time of practice.

19. C — "Niagara Falls" must be capitalized because it is a proper noun naming a specific place. "Family," "summer," and "weekend" are common nouns and should remain lowercase. Option C is the only version that capitalizes the proper noun correctly while leaving the common nouns in lowercase.

20. D — The paragraph is written entirely in past tense: "went" and "read" both describe completed actions from yesterday. To maintain tense consistency, the blank must also be filled with a past-tense verb. "Chose" is the past tense of "choose" and matches the established tense of the paragraph. The other options shift to present, present progressive, or future tense.

21. C — The relationship between the two ideas is cause-and-effect: the dark clouds caused the children to bring umbrellas. The conjunction "so" correctly signals this cause-and-effect relationship. "But" and "yet" signal contrast, which does not fit because the umbrella decision follows naturally from the clouds. "Or" implies a choice between alternatives.

22. OPEN-RESPONSE — Scored by rubric. No single correct answer.

Open-Response — A strong response states a clear opinion in the opening sentence, provides at least two distinct reasons with supporting details, and closes by restating the opinion. For example, a child who chooses autumn might write: "My favourite season of the year is autumn. First, the leaves turn beautiful colours like red, orange, and gold, which makes every walk feel special. Second, the cool air is perfect for wearing my favourite sweaters and drinking warm apple cider with my family. For these reasons, I think autumn is the best season of the year." A Level 3 or 4 response follows the opinion-reasons-closing structure from Chapter 9, uses transition words like "first" and "second," and includes specific personal details rather than general statements.

23. B — The blank requires a subject pronoun because the people in that position are performing the action of showing. "They" is the correct plural subject pronoun referring to Mia and Noah together. "Them" is an object pronoun and cannot serve as the subject of the clause. "Him" is singular and male. "Us" refers to the speaker's group, which does not match Mia and Noah.

24. B — Standard dialogue format requires quotation marks to enclose only the words spoken aloud, a comma inside the closing quotation mark before the speaker tag, and the speaker tag outside the quotation marks. Option B follows all three rules correctly: "Can we go to the park," asked Jamal. The other options misplace the quotation marks around non-spoken words or include the speaker tag inside the quotation marks.

25. C — "Friend" is the only correctly spelled option. The other choices — "freind," "frend," and "firend" — are common misspellings that Grade 3 writers frequently produce. The correct spelling follows the pattern f-r-i-e-n-d, and it is one of the most important high-frequency words for Grade 3 students to memorize. A useful memory trick is "a friend will be there to the end."

26. B — The original three sentences are all short, choppy simple sentences with the same structure. Option B combines them into a single complex sentence using "as" and "and," creating smooth flow and genuine sentence variety. Option A keeps the same choppy pattern with minor additions. Option C produces awkward, unnatural reversed phrasing. Option D simply adds extra words without changing the structure.

27. D — The paragraph uses a sequential transition structure, with "Also" introducing the next point later in the passage. The blank introduces the first point, so "To begin with" is the logical match to start the sequence. "However" signals contrast, "Finally" signals a conclusion, and "For example" introduces an illustration rather than the first point of a list.

28. C — The original sentence contains two errors: "Him" is used as a subject pronoun (it should be "He"), and the singular verb "walks" does not match the plural subject "he and his brother" (it should be "walk"). Option C corrects both errors: "He and his brother walk to school every morning together." The other options either keep one of the errors or introduce new grammatical mistakes.

29. **OPEN-RESPONSE** — Scored by rubric. No single correct answer.

Open-Response — A strong response follows the narrative structure from Chapter 9: a hook opening that introduces the character and setting, a developed middle that builds toward a conversation or adventure with the toy, and a satisfying ending that resolves the story. The prompt specifically asks the student to describe what the toy says and what the two of you do together, so the response must address both. Character feelings should appear at multiple points — surprise when the toy first speaks, curiosity or excitement during the adventure, and warmth or wonder by the end. A Level 3 or 4 response includes dialogue or sensory details, maintains past tense throughout, uses transition words to connect events, and produces a closing that gives the story meaning beyond the surface events.

PRACTICE EXAM 16: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

Mateo and the Piano Recital

Mateo had been practicing the same piano piece for three months. His teacher, Ms. Chen, said it was called "The Little Brook," and it was full of fast, jumping notes that made his fingers tired. Every day after school, Mateo sat at the small upright piano in his living room and played the piece from start to finish. Sometimes he played it perfectly. Sometimes he hit the wrong key and had to start again.

The night before the spring recital, Mateo could not sleep. He stared at the ceiling and thought about all the people who would be watching him — his parents, his grandparents, Ms. Chen, the other students, and their families. His stomach felt tight, like someone had tied a knot inside it.

"I don't want to play tomorrow," he whispered into the dark.

In the morning, his mother brushed his hair and helped him put on his nicest shirt. "You will do wonderfully," she said. "You have worked so hard."

But Mateo did not feel sure of anything. At the recital hall, he sat in the front row with the other students. One by one, they walked up to the big black piano and played their pieces. Some of them played slow songs that sounded like lullabies. Some played fast songs that made the audience clap loudly.

When Ms. Chen called his name, Mateo's legs felt like wood. He walked slowly to the piano and sat down on the smooth wooden bench. The keys looked whiter than he remembered. He looked out at the audience and saw his mother smiling at him.

Mateo took a deep breath. He placed his fingers on the keys. He closed his eyes for just a moment, and then he began to play.

The first notes came out softly, and then the music began to flow. His fingers remembered every jump and turn that he had practiced. He forgot about the audience. He forgot about his tight stomach. He forgot

about everything except the music — the little brook running through the woods, just like Ms. Chen had described.

When he finished, the audience clapped. Mateo stood up and bowed, the way Ms. Chen had taught him. As he walked back to his seat, he realized he was smiling.

"That wasn't so bad," he said to himself. "That wasn't so bad at all."

1. Where does most of this story take place?

- A. Inside Mateo's classroom during his weekly music lesson at school
- B. At Mateo's home, where he practices the piano every afternoon
- C. At a recital hall, where Mateo plays the piano in front of an audience
- D. At a music store, where Mateo's family is choosing a brand new piano

2. How does Mateo most likely feel the night before the recital?

- A. He feels nervous because he is worried about playing in front of many people
- B. He feels excited because he cannot wait to perform in front of an audience
- C. He feels tired because he has been practicing the piano too much that week
- D. He feels angry because he does not want to play the same piece any longer

3. Read this sentence from the passage: "Mateo's legs felt like wood." What does this comparison most likely mean?

- A. His legs were heavy from too much walking earlier that morning at home
- B. His legs were warm from sitting too close to the fireplace in the hall
- C. His legs were cold because he was wearing thin clothes inside the building
- D. His legs felt stiff and would not move easily because he was scared

4. Which of these events happens first in the story?

- A. Mateo bows after finishing his piano piece in front of the cheering audience
- B. Mateo practices "The Little Brook" every day after school for three months
- C. Mateo's mother helps him put on his nicest shirt the morning of the recital
- D. Ms. Chen calls Mateo's name to come up and play the piano at the recital

5. What is the main message of this story?

- A. Practicing the piano every day will always make a person feel calm and ready
- B. Children should listen carefully to whatever their music teachers tell them
- C. Doing something even when you feel nervous can lead to a happy result
- D. Playing music in front of many people is one of the hardest things in life

6. Why does Mateo close his eyes for a moment before he begins to play?

- A. He wants to remember the order of the notes in his piano piece more clearly
- B. He is hoping that the bright lights in the hall will stop shining on his face
- C. He cannot remember which key is the first key in his piano piece any more
- D. He is taking a moment to calm himself before he starts performing the piece

7. OPEN-RESPONSE

How does Mateo's feeling change from the beginning of the story to the end? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

The Sweet Story of Maple Syrup

What Is Maple Syrup

Maple syrup is a sweet, golden-brown liquid made from the sap of maple trees. It is poured over pancakes, used in baking, and even mixed into oatmeal. Most of the maple syrup in the world is made in Canada, especially in the province of Quebec. The work of making maple syrup is called sugaring, and people have been doing it for hundreds of years.

The Best Trees for Syrup

Not all maple trees are used to make syrup. The sugar maple is the most common kind, because its sap is sweeter than the sap of other trees. A sugar maple must be at least forty years old before it is ready for tapping. The tree must also have a thick trunk — usually wider than the length of a child's arm — to make sure tapping does not hurt the tree.

Tapping the Tree

Tapping happens in late winter and early spring, when the days are warm but the nights are still cold. This change in temperature causes the sap inside the tree to move. To collect the sap, a worker drills a small hole in the side of the trunk and pushes a metal tube called a spout into the hole. A bucket or plastic tube is then attached to the spout. The sap drips slowly into the bucket — sometimes only a single drop every few seconds.

Boiling the Sap

Fresh maple sap looks almost like water and tastes only slightly sweet. To turn it into syrup, the sap must be boiled in a large flat pan inside a small building called a sugar shack. As the sap boils, most of the water evaporates into the air as steam. What is left behind is thick and golden — real maple syrup.

KEY FACT: It takes forty litres of maple sap to make just one litre of maple syrup.

Why Maple Syrup Is Special

Maple syrup is one of the few foods in the world that is made from only one ingredient — the sap of a single kind of tree. Many countries import maple syrup from Canada because no other country produces

as much. In some parts of Ontario and Quebec, families visit sugar shacks each spring to watch the boiling and to taste fresh syrup poured over clean snow as a sweet springtime treat.

8. What is this passage mostly about?

- A. The reasons that the sugar maple is the most popular tree in the country
- B. How maple syrup is made and where it comes from in the world
- C. The differences between maple syrup and other kinds of sweet foods
- D. The traditions that families in Quebec follow during every spring season

9. According to the passage, how old must a sugar maple be before it is ready for tapping?

- A. At least forty years old
- B. At least twenty years old
- C. At least one hundred years old
- D. At least five years old

10. What does the heading "Tapping the Tree" tell the reader about the section that follows?

- A. The section will describe the different kinds of trees used to make different syrups
- B. The section will explain how maple sap is boiled inside a small sugar shack building
- C. The section will list the different countries that import maple syrup from Canada
- D. The section will explain how workers collect the sap from the maple tree

11. Read this sentence from the passage: "Most of the water evaporates into the air as steam." What does the word evaporates most likely mean?

- A. Sinks to the very bottom of the large flat boiling pan inside the shack

- B. Turns from a liquid into a gas and rises up into the air
- C. Freezes solid because of the very cold spring temperatures outside
- D. Spills out of the boiling pan and onto the wooden floor below

12. Which of these sentences from the passage states a fact?

- A. Maple syrup is the most delicious food in the entire world
- B. The sugar maple is the most beautiful kind of tree in Canada
- C. It takes forty litres of maple sap to make just one litre of maple syrup
- D. Fresh maple syrup poured over snow is the best treat for any child

13. According to the passage, why does tapping happen in late winter and early spring?

- A. Because the maple trees grow new branches at that particular time of year
- B. Because workers are not busy with other jobs during those months
- C. Because the warm days and cold nights cause the sap to move inside the tree
- D. Because the snow on the ground makes it easier to walk between the trees

14. How is fresh maple sap different from finished maple syrup?

- A. Fresh sap looks almost like water and is only slightly sweet, while syrup is thick and golden
- B. Fresh sap comes only from sugar maples, while finished syrup comes from other trees
- C. Fresh sap is collected in winter, while finished syrup is made only in the summer months
- D. Fresh sap is sold in stores, while finished syrup is only made by families at home

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The brown squirrel jumping from one tree to another in the small park
- B. After the music stopped and the dancers walked off the stage slowly
- C. Hopping quickly across the wet grass toward the tall fence outside
- D. The baker placed warm bread on the shelf early in the morning

16. Read this sentence. Which version uses commas correctly?

- A. At the zoo we saw, lions tigers, monkeys and elephants playing in the sun.
- B. At the zoo, we saw lions, tigers, monkeys, and elephants playing in the sun.
- C. At, the zoo we saw lions, tigers monkeys, and elephants playing in the sun.
- D. At the zoo we saw lions tigers monkeys, and elephants, playing in the sun.

17. Read this sentence: "Eli and his sister put on _____ raincoats before going outside in the storm." Which word correctly completes the sentence?

- A. their
- B. there
- C. they're
- D. thier

18. Read this sentence: "The kittens in the basket _____ for their mother every morning at sunrise." Which word correctly completes the sentence?

- A. cries

- B. crying
- C. cry
- D. has cried

19. Which sentence uses capital letters correctly?

- A. Every December, my Family lights candles for the winter holiday season.
- B. Every december, my family lights candles for the winter holiday season.
- C. Every December, my Family lights Candles for the winter holiday season.
- D. Every December, my family lights candles for the winter holiday season.

20. Read this paragraph from a student's story: "On Tuesday morning, Hana baked muffins with her grandfather. She mixed flour and sugar in a big bowl. Then she _____ blueberries on top of each muffin." Which word correctly completes the paragraph?

- A. sprinkled
- B. sprinkles
- C. is sprinkling
- D. will sprinkle

21. Read these two sentences: "Yuki wanted to ride her bicycle. Her bicycle had a flat tire." Which version best joins these two sentences?

- A. Yuki wanted to ride her bicycle, and her bicycle had a flat tire.
- B. Yuki wanted to ride her bicycle, but her bicycle had a flat tire.
- C. Yuki wanted to ride her bicycle, so her bicycle had a flat tire.
- D. Yuki wanted to ride her bicycle, or her bicycle had a flat tire.

22. OPEN-RESPONSE — Shorter Writing Piece

If you could have any pet in the world, what pet would you choose? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "The coach gave the trophies to the players, and _____ cheered loudly together." Which word correctly completes the sentence?

- A. him
- B. it
- C. her
- D. they

24. Which sentence uses quotation marks correctly?

- A. I love your new haircut, "said Olivia with a big smile on her face today."
- B. "I love your new haircut," said Olivia with a big smile on her face today.
- C. "I love your new haircut, said Olivia with a big smile on her face today."
- D. I love "your new haircut, said Olivia" with a big smile on her face today.

25. Which word is spelled correctly?

- A. people
- B. peeple
- C. peopel
- D. peopal

26. A student wrote these sentences: "The bus arrived. The students climbed on. The driver smiled." Which revision best improves these sentences by adding variety?

- A. The bus arrived quickly at the corner. The students climbed on right away. The driver smiled at them.
- B. Arrived was the bus then. Climbed on were the students. Smiled at them was the driver kindly.
- C. When the bus arrived at the corner, the students climbed on, and the driver smiled warmly at them.
- D. The bus arrived and stopped. The students climbed on and sat down. The driver smiled and waved.

27. Read this paragraph: "There are many ways to take care of a dog. _____, you should feed your dog every day. Then, you should make sure your dog gets plenty of exercise." Which word best fills the blank?

- A. However
- B. Finally
- C. For example
- D. First

28. A student wrote this sentence: "Her and me goes to the playground every Saturday afternoon together." Which version corrects the errors in this sentence?

- A. Her and me go to the playground every Saturday afternoon together.
- B. She and I go to the playground every Saturday afternoon together.
- C. Her and I goes to the playground every Saturday afternoon together.
- D. She and me goes to the playground every Saturday afternoon together.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you found a strange door in your school that you had never noticed before. When you open it, you see a place you have never been before. Write a story about what happens next.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what is on the other side of the door and what happens there
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 16: Answer Key and Explanations

- 1. C** — The story opens briefly at home but spends the majority of its narrative at the recital hall, where Mateo waits, walks up, performs, bows, and feels the inner change. The home practice is summarized in a few sentences while the recital scene is described in detail across most of the passage. Setting questions reward where most events occur, not where the story opens.
- 2. A** — The passage directly shows nervousness through Mateo's inability to sleep, his stomach "tight, like someone had tied a knot," and his whispered "I don't want to play tomorrow." These explicit textual signals point to worry about performing for an audience. Excitement, tiredness, and anger have no support in the passage.
- 3. D** — "Legs felt like wood" is a simile comparing legs to a stiff, unyielding material to convey fear-induced rigidity. Context — Ms. Chen has just called his name — supports the interpretation that fear is freezing his body. This tests figurative-language comprehension, a Grade 3 reading expectation.
- 4. B** — Sequence questions require identifying the earliest event in the story's chronology. The three months of practice happen before recital day, while the shirt, the name being called, and the bow all occur on recital day itself. The practice detail anchors when the action begins.
- 5. C** — The closing line "That wasn't so bad at all" anchors the theme of pushing through nervousness toward a positive outcome. Mateo moves from fear and reluctance to pride and a smile, modeling the central message. Theme questions reward identifying the change a character undergoes across the story.
- 6. D** — Closing his eyes follows a deep breath and precedes the first notes — a deliberate sequence of self-calming actions. The text shows preparation, not confusion about the music or distress about the lights. This tests character motivation drawn from context.
- 7. OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 response identifies the shift from nervous to proud, cites at least one detail from the start (tight stomach, "I don't want to play tomorrow") and one from the end (smiling, "That wasn't so bad at all"), and uses transition language to mark the change.
- 8. B** — All five section headings describe parts of the syrup-making process and its origin. The central thread running through the entire passage is how syrup is made and where it comes from in the world. Main-idea questions reward the option that covers the full passage, not a single section.
- 9. A** — The passage states explicitly that "a sugar maple must be at least forty years old before it is ready for tapping." This is a direct-recall question testing the student's ability to locate a specific fact in the text. The other ages have no support in the passage.
- 10. D** — Headings preview the section's content. "Tapping the Tree" signals an explanation of the tapping process — drilling, inserting spouts, attaching buckets, collecting sap. Heading questions test the Grade 3 skill of using text features to predict content.
- 11. B** — The surrounding sentence establishes that water leaves the boiling pan and rises as steam — the operational meaning of evaporation. Students can infer the meaning from "into the air as steam" even

without prior science vocabulary. Vocabulary-in-context questions require using surrounding text to define an unfamiliar word.

12. C — A fact is verifiable and measurable; opinions use evaluative language. The forty-litres-to-one-litre ratio is a measurable, fact-checkable claim, while the other options use "most delicious," "most beautiful," and "best treat" — clear opinion markers. Fact-versus-opinion questions appear regularly on EQAO informational sections.

13. C — The passage gives the explicit cause-and-effect: "this change in temperature causes the sap inside the tree to move." Warm days and cold nights together trigger the sap flow, which is the operational reason for the seasonal timing. Cause questions reward the answer the text directly states, not plausible-sounding alternatives.

14. A — The passage directly contrasts fresh sap ("almost like water," "only slightly sweet") with finished syrup ("thick and golden"). This is the only difference the passage makes explicit between the two. Compare-and-contrast questions require differences drawn from the text, not from outside knowledge.

15. D — A complete sentence needs both a subject and a finite verb expressing a complete thought. "The baker placed warm bread on the shelf" contains both subject (baker) and main verb (placed). Option A is a phrase, B is a dependent clause, and C is a participial phrase — none stands alone.

16. B — Items in a series take commas after each, and introductory phrases take a comma. The correct version places commas after "zoo," "lions," "tigers," and "monkeys," producing standard series punctuation. The other options misplace or omit required commas.

17. A — "Their" is the possessive pronoun showing ownership by Eli and his sister. "There" indicates location, "they're" contracts "they are," and "thier" is a common misspelling. Homophone questions require matching the word's function — possession here — to the correct spelling.

18. C — Subject-verb agreement requires plural verbs with plural subjects. "Kittens" is plural, so the verb must be "cry." "Cries" is singular, "crying" needs a helper verb, and "has cried" creates both number and tense conflicts with "every morning."

19. D — Capitalize proper nouns (December — a month name) and the first word of a sentence, but leave common nouns (family, candles) lowercase. Only option D applies all three rules correctly. Capitalization is a recurring Grade 3 conventions expectation.

20. A — Verb tense must remain consistent within a paragraph. "Baked" and "mixed" establish past tense, so the blank requires the past-tense form "sprinkled." Present, present progressive, and future forms would all break tense consistency.

21. B — The two ideas contrast — wanting to ride versus being unable to ride — so "but" is the correct coordinating conjunction. "And" merely adds, "so" reverses cause and effect, and "or" implies alternatives. Conjunction questions test logical relationships, not just grammatical fit.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response states a clear pet preference, provides two distinct reasons with supporting details, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal detail outperforms general statements.

23. D — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "players." "Him," "her," and "it" are all singular, and the first two are object pronouns. Pronoun questions test both case (subject vs. object) and number agreement.

24. B — Standard dialogue punctuation places quotation marks around spoken words only, with a comma inside the closing quotation mark before the speaker tag. Option B follows all three rules. The other options mispunctuate the boundary between dialogue and speaker tag.

25. A — "People" is spelled p-e-o-p-l-e — a high-frequency sight word Grade 3 students are expected to know. The other options are phonetic misspellings that mirror how the word sounds but do not match conventional spelling. Sight-word spelling appears regularly on the Grade 3 conventions section.

26. C — Sentence variety requires combining short choppy sentences into longer structures with subordinating or coordinating conjunctions. Option C uses "when" (subordinating) and "and" (coordinating) to form a single sentence with smooth flow. The other options keep the choppy pattern, reverse word order awkwardly, or simply pad with extra verbs.

27. D — Transition words signal text organization. "Then" later in the paragraph signals a sequence, so the blank needs a sequence-starter — "First." "However" signals contrast, "Finally" signals conclusion, and "For example" introduces illustration, none of which fits the opening of a numbered list.

28. B — The original sentence contains three errors: "Her" should be subject pronoun "She," "me" should be subject pronoun "I," and singular "goes" should be plural "go." Only option B fixes all three at once. Convention-correction questions test combined grammar knowledge, not a single isolated rule.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and school setting, develops the door discovery and what happens beyond it, resolves the story, and tracks feelings at multiple points (curiosity, excitement or fear, wonder or relief). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 17: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

Welcoming Yara

Sara had always sat in the same spot in Grade 3 — third row, by the window. From her seat she could see the schoolyard and the big oak tree that turned bright orange every fall. She liked her seat. She liked the way the morning light fell across her desk.

But on Monday morning, Mr. Patel made an announcement that changed everything.

"Class, I would like you all to welcome Yara," he said. "Yara's family just moved here from Lebanon. She will be joining our class for the rest of the year."

A girl with long dark hair stood at the front of the room. She was holding her backpack with both hands. She did not look up.

"Yara," Mr. Patel said gently, "would you like to take the empty seat next to Sara?"

Yara nodded without speaking. She walked down the aisle and sat down. She did not say hello. She did not look at Sara at all. She just opened her notebook and began drawing tiny circles in the corner of the page.

Sara was not sure what to do. At recess, Yara stood alone by the fence, watching the other children play. Sara watched her for a few minutes from across the yard. Yara looked smaller than the other Grade 3 students. Her shoes were the kind that buckled at the side, not the kind with laces.

Sara thought about going over. Then she thought about how Yara had not looked up. What if Yara did not want anyone to talk to her? What if she said the wrong thing?

But then Sara remembered something her grandmother had once said: "Being new is the loneliest feeling in the world. The best gift you can give someone new is a smile."

Sara took a deep breath and walked across the schoolyard. She stopped in front of Yara and smiled.

"Hi," Sara said. "I'm Sara. Do you want to skip rope with me?"

Yara looked up. For a moment, she did not say anything. Then, slowly, the corners of her mouth turned up.

"Yes," Yara said softly. "Thank you."

That afternoon, Yara taught Sara a skipping rhyme in Arabic, and Sara taught Yara one in English. By the end of the week, they were sharing snacks at lunch, drawing together in art class, and laughing at the same jokes. Yara still did not say much during lessons, but every morning when she sat down next to Sara, she smiled.

One Friday, as they were packing up to go home, Yara turned to Sara.

"You were the first person who talked to me," she said. "I was very scared on my first day. Your smile made me feel less scared."

Sara felt warm inside. She thought about her grandmother's words again. They were true.

1. Where does most of this story take place?

- A. Inside Mr. Patel's classroom during the morning announcements
- B. At Sara's school, in the classroom and in the schoolyard
- C. At Sara's grandmother's house during a long weekend visit
- D. In Yara's old neighbourhood in Lebanon before she moved away

2. How does Yara most likely feel on her first day in the new classroom?

- A. She feels excited because she is meeting many new friends right away
- B. She feels angry because she does not want to be at a brand new school
- C. She feels confused because she cannot understand what Mr. Patel is saying
- D. She feels nervous because she is new and does not know anyone yet

3. Read this sentence from the passage: "The corners of her mouth turned up." What does this phrase most likely mean?

- A. She began to smile a little bit at what Sara had said to her
- B. She started to cry quietly because she felt very sad and lonely
- C. She turned her head to the side to look across the noisy schoolyard
- D. She covered her mouth with her hand to hide a small quiet yawn

4. Which of these events happens first in the story?

- A. Sara walks across the schoolyard and asks Yara to skip rope with her
- B. Yara teaches Sara a skipping rhyme in Arabic at the school playground
- C. Mr. Patel announces that Yara is joining the class on Monday morning
- D. Yara tells Sara that her smile made her feel less scared on the first day

5. What is the main message of this story?

- A. A small act of kindness can mean a lot to someone who feels alone
- B. New students should always try to make friends as soon as they arrive
- C. Children should sit beside the same person in their classroom every day
- D. Teachers can help new students feel welcome at their brand new schools

6. Why does Sara hesitate before walking across the schoolyard to talk to Yara?

- A. She does not want to leave the spot where her own friends usually play
- B. She is worried that Yara might not be able to understand the English language
- C. She is shy and does not enjoy meeting new people on her own at school
- D. She is afraid Yara might not want to talk or that she might say the wrong thing

7. OPEN-RESPONSE

How does Yara's feeling change from the beginning to the end of the story? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Beavers: Canada's Hardworking Animals

What Is a Beaver?

Beavers are large rodents that live near rivers, ponds, and lakes. An adult beaver can weigh up to thirty kilograms — about the same as a small dog. Beavers have thick brown fur, small ears, a flat tail shaped like a paddle, and large orange front teeth. The beaver is so important to Canada that it is one of the country's national animals. Its picture appears on the Canadian five-cent coin.

Where Beavers Live

Beavers live in almost every part of Canada, from the forests of British Columbia to the lakes of Ontario and Quebec. They build their homes in slow-moving water, where they can stay safe from animals that might hunt them. A beaver family usually includes a mother, a father, and several young beavers called kits. They all live together in a single home.

What Beavers Eat

Beavers do not eat fish, even though they live in the water. Instead, they eat plants. Their favourite foods include the bark and twigs of trees such as birch, willow, and poplar. In the summer, beavers also eat leaves, water plants, and roots. In the fall, they collect extra branches and store them underwater so they have food during the long, cold winter.

The Amazing Dam Builders

The most famous thing about beavers is their building. Using their sharp front teeth, beavers cut down small trees and drag the branches into the water. They use mud, sticks, and stones to build a wall called a dam across a stream. The dam slows the water and creates a deep pond. In the middle of the pond, beavers build a home called a lodge, with an underwater entrance that hunters cannot reach.

KEY FACT: A single beaver dam can be more than one hundred metres long.

Why Beavers Matter

Beaver dams change the land in ways that help many other animals. The deep ponds created by dams are home to fish, frogs, and ducks. The wet land around the ponds gives food and shelter to deer, moose, and many kinds of birds. Scientists say that beavers are nature's engineers because they shape the world around them. Without beavers, Canada's wild places would not be as full of life as they are today.

8. What is this passage mostly about?

- A. The reasons that the beaver is shown on the Canadian five-cent coin
- B. The lives of beavers and how they shape the world around them
- C. The kinds of animals that live in the ponds made by beaver dams
- D. The differences between beavers and other rodents that live in Canada

9. According to the passage, what do beavers store underwater for the winter?

- A. Fish that they catch in nearby rivers and lakes during the fall season

- B. Smooth stones that they use to repair their wide dams in the spring
- C. Extra branches that they will eat during the long cold winter months
- D. Soft mud that they will need to rebuild their lodges in the early spring

10. What does the heading "The Amazing Dam Builders" tell the reader about the section that follows?

- A. The section will explain how beavers build their dams and their lodges
- B. The section will describe the kinds of food that beavers eat in the winter
- C. The section will list the parts of Canada where beavers can be found
- D. The section will compare beavers to other animals that live in water

11. Read this sentence from the passage: "Scientists say that beavers are nature's engineers because they shape the world around them." What does the word engineers most likely mean in this sentence?

- A. Animals that travel very long distances over rivers and through forests
- B. Workers who drive large trains across mountains and tall metal bridges
- C. Builders who design and create dams on busy highways and city streets
- D. Builders who design and construct things that change the natural land

12. Which of these sentences from the passage states a fact?

- A. The beaver is the most interesting Canadian animal to study in school
- B. An adult beaver can weigh up to thirty kilograms when fully grown
- C. Beavers are the most amazing builders found anywhere in all of nature
- D. The beaver's lodge is the most clever animal home ever invented

13. According to the passage, why do beavers build their homes in slow-moving water?

- A. To stay safe from animals that might try to hunt them

- B. To make it easier for them to swim across long distances
- C. To help them find more leaves and water plants to eat
- D. To stop other beavers from coming to live in the same area

14. How are beavers different from many other animals that live in water?

- A. Beavers live in family groups while most water animals live alone
- B. Beavers swim very quickly while most water animals swim very slowly
- C. Beavers have brown fur while most other water animals have white fur
- D. Beavers do not eat fish even though they live in and near the water

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The little fox running through the snow on a cold winter morning
- B. Although the wind was blowing hard across the open field outside
- C. The children built a tall snowman in the backyard after school
- D. Sliding quickly down the steep hill on a bright red plastic sled

16. Read this sentence. Which version uses commas correctly?

- A. In her backpack Mei carried, books pencils, an eraser and a small ruler.
- B. In her backpack, Mei carried books, pencils, an eraser, and a small ruler.
- C. In, her backpack Mei carried books, pencils, an eraser, and a small ruler.
- D. In her backpack Mei carried books pencils, an eraser, and a small ruler.

17. Read this sentence: "The students brought _____ lunches to the school picnic on Friday." Which word correctly completes the sentence?

- A. their
- B. they're
- C. there
- D. thier

18. Read this sentence: "My grandmother and my grandfather _____ in the park every Sunday afternoon together." Which word correctly completes the sentence?

- A. walks
- B. walking
- C. is walking
- D. walk

19. Which sentence uses capital letters correctly?

- A. We visited the Royal ontario museum on Saturday with my Aunt and Uncle.
- B. We visited the Royal Ontario Museum on saturday with my aunt and uncle.
- C. We visited the Royal Ontario Museum on Saturday with my aunt and uncle.
- D. We visited the royal ontario museum on saturday with my Aunt and uncle.

20. Read this paragraph from a student's story: "Yesterday afternoon, Diego helped his father in the garden. They pulled weeds out of the flower beds. Then they _____ tomato seeds in the warm soil." Which word correctly completes the paragraph?

- A. plant
- B. planted

- C. will plant
- D. is planting

21. Read these two sentences: "Min wanted to read her new book right away. She had to finish her homework first." Which version best joins these two sentences?

- A. Min wanted to read her new book, but she had to finish her homework first.
- B. Min wanted to read her new book, and she had to finish her homework first.
- C. Min wanted to read her new book, so she had to finish her homework first.
- D. Min wanted to read her new book, or she had to finish her homework first.

22. OPEN-RESPONSE — Shorter Writing Piece

If you could go anywhere in the world for a vacation, where would you go? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "The teacher gave the books to the boys, and _____ thanked her right away." Which word correctly completes the sentence?

- A. him
- B. her
- C. it
- D. they

24. Which sentence uses quotation marks correctly?

- A. I think we should bake cookies, "said Anna with a wide grin on her face."
- B. "I think we should bake cookies, said Anna with a wide grin on her face."
- C. "I think we should bake cookies," said Anna with a wide grin on her face.
- D. I think "we should bake cookies, said Anna" with a wide grin on her face.

25. Which word is spelled correctly?

- A. nise
- B. nice
- C. nyse
- D. nyce

26. A student wrote these sentences: "The rain fell hard. The puddles got bigger. The street was wet." Which revision best improves these sentences by adding variety?

- A. The rain fell hard outside. The puddles got bigger fast. The street was very wet.

- B. Hard fell the rain in sheets. Bigger got the puddles fast. Wet became the street.
- C. The rain fell down. The puddles got bigger. The street became wet from the rain.
- D. As the rain fell hard, the puddles grew bigger and the wet street began to shine.

27. Read this paragraph: "There are many good reasons to exercise every day. _____, exercise makes your body stronger. Second, exercise helps you feel happy and full of energy." Which word best fills the blank?

- A. First
- B. However
- C. Finally
- D. For example

28. A student wrote this sentence: "me and my best friend goes to the same swimming class every saturday morning." Which version corrects the errors in this sentence?

- A. Me and my best friend go to the same swimming class every Saturday morning.
- B. My best friend and me goes to the same swimming class every Saturday morning.
- C. My best friend and I go to the same swimming class every Saturday morning.
- D. Myself and my best friend goes to the same swimming class every saturday morning.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you woke up one morning and discovered that you could understand what animals were saying. Write a story about what happens during your day.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes which animals you talk to and what you say to each other
- an ending that tells how the story turns out

- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 17: Answer Key and Explanations

1. B — The story moves across school spaces — Sara's window seat, Mr. Patel's announcement, Yara sitting down, recess at the fence, the skipping invitation, art class, lunch, and Friday packing-up. The setting spans classroom and schoolyard, not a single room. Setting questions reward the most-complete option, not the one matching the opening line.

2. D — Yara holds her backpack with both hands, refuses to look up, draws tiny circles in silence, and stands alone at the fence during recess. These behaviours are textbook nervousness in a new environment. Anger, excitement, and confusion about English have no support in the passage.

3. A — "Corners of her mouth turned up" is descriptive language for the beginning of a smile — mouths curve upward when smiling. The context — Sara has just invited her to skip — supports a positive emotional response. This tests recognition of physical-description cues for emotion, a Grade 3 reading skill.

4. C — Sequence questions require the earliest event in the chronology. Mr. Patel's Monday announcement opens the story; the skipping invitation, Arabic rhyme exchange, and Yara's closing words all follow. The announcement is the first plot event.

5. A — Sara's grandmother's line — "the best gift you can give someone new is a smile" — and Yara's closing thanks for that smile bracket the theme. The whole story turns on one small kind gesture transforming Yara's experience. Theme questions reward the message the story anchors at its emotional centre.

6. D — The text gives Sara's exact thoughts: "What if Yara did not want anyone to talk to her? What if she said the wrong thing?" Hesitation comes from fear of rejection and fear of misspeaking. The other options invent reasons the passage does not support.

7. **OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 response identifies Yara's shift from scared and lonely to grateful and welcomed, citing early details (silence, drawing circles, standing alone at the fence) and late ones (Arabic rhyme exchange, Friday thank-you about feeling "less scared"). Transition language signalling change distinguishes higher-level responses.

8. B — The five section headings — What Is a Beaver, Where They Live, What They Eat, The Amazing Dam Builders, Why Beavers Matter — together cover beavers' lives and ecological role. The unifying

thread is the beaver's life and its impact on the surrounding world. Main-idea questions reward the option covering all sections, not just one.

9. C — The passage states directly: "they collect extra branches and store them underwater so they have food during the long, cold winter." This is a direct-recall question. Fish, stones, and mud are not mentioned as winter storage.

10. A — Headings preview section content. "The Amazing Dam Builders" signals an explanation of beavers' construction work — and the section that follows describes cutting trees, building dams with mud and sticks, and constructing the lodge. Heading questions test the Grade 3 skill of using text features to predict content.

11. D — The metaphor "nature's engineers" is unpacked in the same sentence — "because they shape the world around them." Engineers here means builders who design and construct things that alter the natural environment. Option C extends the word too far toward human urban infrastructure (highways and city streets), which the passage does not support.

12. B — A fact is verifiable and measurable; opinions use evaluative language. The thirty-kilogram weight is a fact-checkable claim, while options A, C, and D use "most interesting," "most amazing," and "most clever" — opinion markers. Fact-versus-opinion questions appear regularly on EQAO informational sections.

13. A — The passage states explicitly: "where they can stay safe from animals that might hunt them." Slow-moving water is selected for protection from predators. Swimming distance, food access, and territory control are not given as reasons in the passage.

14. D — The passage flags this directly: "Beavers do not eat fish, even though they live in the water." Most water-dwelling animals do eat fish, making this an unusual and noteworthy difference. Compare-and-contrast questions reward differences the text itself highlights.

15. C — A complete sentence requires both a subject and a finite verb expressing a complete thought. "The children built a tall snowman" contains both subject (children) and main verb (built). Option A is a phrase, B is a dependent clause, and D is a participial phrase — none stands alone.

16. B — Items in a series take commas after each, and introductory phrases take a comma. The correct version places commas after "backpack," "books," "pencils," and "eraser," producing standard series punctuation. The other options misplace or omit required commas.

17. A — "Their" is the possessive pronoun showing ownership by the students. "They're" contracts "they are," "there" indicates location, and "thier" is a common misspelling. Homophone questions require matching function — possession here — to the correct spelling.

18. D — Subject-verb agreement requires plural verbs with plural subjects. "Grandmother and grandfather" form a plural compound subject, so the verb must be "walk." "Walks" is singular, "walking" lacks a helper verb, and "is walking" pairs a singular helper with a plural subject.

19. C — Capitalize proper nouns (Royal Ontario Museum — a specific institution) and days of the week (Saturday). Common nouns used as roles (aunt, uncle) stay lowercase when not used as direct address or as part of a name. Only option C applies all three rules correctly.

20. B — Verb tense must remain consistent within a paragraph. "Helped" and "pulled" establish past tense, so the blank requires past-tense "planted." Present, future, and present progressive forms would all break tense consistency.

21. A — The two ideas contrast — wanting to read versus needing to finish homework first — so "but" is the correct coordinating conjunction. "And" merely adds, "so" reverses cause and effect, and "or" implies alternatives. Conjunction questions test logical relationships between clauses.

22. **OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 response states a clear destination preference, provides two distinct reasons with supporting details, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal detail outperforms general statements about a place.

23. D — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "boys." "Him," "her," and "it" are all singular, and the first two are object pronouns. Pronoun questions test both case (subject vs. object) and number agreement with the antecedent.

24. C — Standard dialogue punctuation places quotation marks around spoken words only, with a comma inside the closing quotation mark before the speaker tag. Option C follows all three rules: "I think we should bake cookies," said Anna. The other options mispunctuate the boundary between dialogue and tag.

25. B — "Nice" is spelled n-i-c-e — a high-frequency Grade 3 word following the silent-e long-vowel pattern. The other options are phonetic misspellings that mirror the sound but do not match conventional spelling. Sight-word and short-vowel-pattern spelling appears regularly on the Grade 3 conventions section.

26. D — Sentence variety requires combining short choppy sentences using subordinating or coordinating conjunctions. Option D uses "as" (subordinating) and "and" (coordinating) to form a single complex-compound sentence with smooth flow and added imagery. The other options keep the choppy pattern, reverse word order awkwardly, or simply pad with extra words.

27. A — Transition words signal text organization. "Second" later in the paragraph signals a sequence, so the blank needs a sequence-starter — "First." "However" signals contrast, "Finally" signals conclusion, and "For example" introduces illustration, none of which fits the opening of a numbered list.

28. C — The original sentence contains errors in pronoun case ("me" should be "I"), word-order convention (the speaker should be placed second), subject-verb agreement ("goes" should be plural "go"), and capitalization ("saturday" should be "Saturday"). Only option C corrects every error at once. Convention-correction questions test combined grammar knowledge, not a single isolated rule.

29. **OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 narrative establishes character and morning setting, develops conversations with at least two distinct animals, resolves the story, and tracks feelings at multiple points (surprise, curiosity, joy, or wonder). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 18: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Snow Day Promise

Marcus woke up to find his bedroom window covered in white. He pressed his nose against the cold glass and looked outside. Snow was falling in thick, fat flakes, and the front yard was already buried in a deep blanket of white.

His mother came in with a smile. "School is closed today, Marcus. It's a snow day."

Marcus jumped on his bed and shouted with joy. A snow day meant sledding, snowball fights, and hot chocolate.

Then he remembered. He had made a promise.

The day before, his grandfather had called. "Marcus, can you come over and help me shovel the driveway when the storm stops? My back is not what it used to be."

"Yes, Grandpa," Marcus had said. "I will come over first thing."

Marcus sat down on the edge of his bed. Outside, he could already hear children laughing. He could see the tops of sleds bouncing down the big hill behind his house.

The doorbell rang. His best friend Jamie stood on the porch in a thick blue coat and bright red mittens.

"Marcus! Get your sled! Everyone is going to the hill! Aiden's mom is bringing hot chocolate at noon!"

Marcus opened his mouth to say yes. But the words would not come out. He thought about his grandfather, who lived three streets away in a small brown house. His grandfather did not have a phone in his pocket. He would be standing in his window, watching the snow, waiting for Marcus.

"I can't," Marcus said quietly. "I promised my grandpa I would help him shovel."

Jamie made a face. "But it's a snow day! Can't your grandpa shovel himself?"

Marcus shook his head. "His back hurts. And I told him I would come."

Jamie looked disappointed, but he nodded. "Okay. Maybe later."

Marcus put on his snow pants, his thick coat, his hat, and his gloves. He grabbed the shovel from the garage. The walk to his grandfather's house was long and cold. The wind blew snow into his face. Twice he almost turned around. But each time, he thought of his grandfather waiting at the window.

When he finally reached the small brown house, his grandfather was already standing at the window. His face broke into a wide smile when he saw Marcus walking up the path.

"You came," his grandfather said as he opened the door. "I knew you would."

They worked together for almost an hour, scooping snow off the driveway. When they were finished, Marcus's cheeks were red and his arms were tired.

His grandfather went inside and returned with two thermoses of hot chocolate. "Now," he said with a twinkle in his eye, "I have an old wooden sled in my garage that has been waiting for a day like this. I think it is time you and I went down that big hill."

Marcus's eyes grew wide. "You want to go sledding?"

"I might be old," his grandfather said, "but I am not too old for a snow day."

That afternoon, Marcus and his grandfather slid down the big hill together. Jamie and the other children cheered when they saw them coming. Marcus thought it was the best snow day he had ever had.

1. Where does most of this story take place?

- A. At Marcus's school, where the students are spending a snow day inside
- B. At a community centre, where families gather during winter snowstorms
- C. In Marcus's neighbourhood, especially at his grandfather's house and the hill
- D. In a city park, where many children go sledding every winter weekend

2. How does Marcus most likely feel when he first remembers his promise to his grandfather?

- A. He feels proud because he likes helping his family with their winter chores
- B. He feels torn because he wants to play but also wants to keep his promise

- C. He feels annoyed because his grandfather always asks for help in the winter
- D. He feels tired because he just woke up and does not want to go outside today

3. Read this sentence from the passage: "Twice he almost turned around." What does the phrase almost turned around most likely mean?

- A. He almost forgot to bring the shovel with him to his grandfather's house
- B. He almost spun in a complete circle to look around at the snowy street
- C. He almost lost his way and had to ask for directions in the snowstorm
- D. He almost gave up and went back home instead of going to his grandfather's

4. Which of these events happens first in the story?

- A. Marcus's grandfather calls to ask for help shovelling his driveway
- B. Marcus's friend Jamie comes to the front door in a thick blue coat
- C. Marcus walks to his grandfather's house carrying a heavy snow shovel
- D. Marcus and his grandfather slide down the big snowy hill together

5. What is the main message of this story?

- A. Snow days are the most exciting days of the whole year for young children
- B. Grandparents always know the best things to do on a long winter snow day
- C. Sledding down a big hill is the most fun part of any winter day at home
- D. Keeping a promise to someone you care about is the right thing to do

6. Why does Marcus tell Jamie that he cannot go sledding with him in the morning?

- A. He does not own a sled that works well on the big snowy hill
- B. He promised his grandfather that he would help shovel the driveway today

- C. He is feeling sick and his mother told him to stay inside the house today
- D. He wants to wait until the snow stops falling before he goes outside to play

7. OPEN-RESPONSE

How does Marcus feel about his choice at the end of the story? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

The Mystery of the Northern Lights

What Are the Northern Lights?

The northern lights are bright, dancing colours that appear in the night sky in the far northern parts of the world. They can look like waves of green, purple, blue, or pink moving across the dark sky. People who live in the north have watched these lights for thousands of years. The scientific name for the northern lights is *aurora borealis*, but most people simply call them the northern lights.

Where Can You See Them?

The best places to see the northern lights are far from cities, where the sky is very dark. In Canada, the lights are most often seen in places such as Yukon, the Northwest Territories, and northern parts of Manitoba and Ontario. People in southern Canada sometimes see them too, but only on very special nights. The lights also appear in countries such as Iceland, Norway, and Finland.

What Makes the Lights?

For a long time, no one knew what caused the northern lights. Today, scientists understand the mystery. The lights happen when tiny pieces of energy from the sun travel through space and hit the air high above the Earth. When this happens, the air glows in different colours, like a giant light show in the sky. Green is the most common colour, but the lights can also appear red, pink, or purple.

KEY FACT: The northern lights can be seen most clearly during the long, dark winter nights when the sky stays dark for many hours.

Stories from Long Ago

Long before scientists understood the northern lights, people made up stories to explain them. Some Indigenous peoples of northern Canada believed the lights were the spirits of their ancestors dancing in the sky. In old Norse stories, the lights were thought to be the reflections from the shields of warriors. In Finland, an old tale said that a magical fox ran across the snow so quickly that its tail sent sparks flying into the night sky.

Why the Lights Matter Today

Today, the northern lights are one of the most beautiful sights on Earth. Many travellers fly long distances to see them. Scientists also study the lights to learn more about the sun and the Earth. The northern lights remind us that even in the coldest, darkest places, there is great beauty waiting to be discovered.

8. What is this passage mostly about?

- A. The northern lights and what makes them appear in the night sky
- B. The colours that the northern lights can show in the dark winter sky
- C. The Indigenous stories that explain the meaning of the northern lights
- D. The reasons that the northern lights appear most often in Norway and Finland

9. According to the passage, what is the scientific name for the northern lights?

- A. Solar lights
- B. Star fire
- C. Aurora borealis
- D. Sky dancers

10. What does the heading "Stories from Long Ago" tell the reader about the section that follows?

- A. The section will explain when the very first northern lights appeared in history
- B. The section will share old stories that people used to tell about the northern lights
- C. The section will describe the work of scientists who first studied the lights
- D. The section will list the countries where people can see the northern lights today

11. Read this sentence from the passage: "The air glows in different colours, like a giant light show in the sky." What does the word glows most likely mean in this sentence?

- A. Shines with a soft and steady light of many colours
- B. Becomes very heavy and falls toward the ground in big drops
- C. Stops moving and stays completely still for a long time
- D. Disappears suddenly and cannot be seen by anyone any more

12. Which of these sentences from the passage states a fact?

- A. The northern lights are the most beautiful sight on the entire Earth
- B. The Indigenous stories about the lights are the most interesting of all
- C. The green colour is the prettiest colour that the northern lights can show
- D. Green is the most common colour that the northern lights can show

13. According to the passage, why are the best places to see the northern lights far from cities?

- A. Because the lights are usually weakest in places near oceans and seas
- B. Because the warm weather of cities prevents the lights from forming overhead
- C. Because the sky is very dark in places that are far away from cities
- D. Because the trees near cities block the lights from being seen very well

14. How does the passage say modern scientists' understanding of the northern lights is different from the understanding of people long ago?

- A. Scientists today think the lights are caused by warm air, but people long ago thought they were caused by stars
- B. Scientists today know that the lights come from the sun, but people long ago made up stories to explain them
- C. Scientists today can see the lights from anywhere in the world, but people long ago could see them only in the north
- D. Scientists today say the lights are most often green, but people long ago thought the lights were always red

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The yellow flowers blooming in a long row beside the garden gate
- B. After the morning bell rang and the students walked into the building
- C. Quickly running down the long school hallway toward the gym door
- D. The dog barked loudly at the postman through the kitchen window

16. Read this sentence. Which version uses commas correctly?

- A. On the table, mom placed plates, cups, forks, and napkins for everyone.
- B. On, the table mom placed plates, cups, forks, and napkins for everyone.
- C. On the table mom placed, plates cups, forks and napkins for everyone.
- D. On the table mom placed plates cups, forks, and napkins for everyone.

17. Read this sentence: "Pablo gave _____ apples to his little brother for his school lunch box." Which word correctly completes the sentence?

- A. too
- B. to
- C. two
- D. tu

18. Read this sentence: "The two puppies in the basket _____ each other every morning before breakfast." Which word correctly completes the sentence?

- A. licks
- B. lick
- C. licking
- D. has licked

19. Which sentence uses capital letters correctly?

- A. On monday, my teacher read us a book called the magic tree.
- B. On Monday, my Teacher read us a book called The Magic Tree.
- C. On Monday, my teacher read us a Book called the magic tree.
- D. On Monday, my teacher read us a book called The Magic Tree.

20. Read this paragraph from a student's story: "Last weekend, Amir cleaned his bedroom. He picked up his toys from the floor. Then he _____ his books on the shelf in neat rows." Which word correctly completes the paragraph?

- A. arranged
- B. arranges
- C. is arranging

D. will arrange

21. Read these two sentences: "Layla wanted to play soccer in the park. Her brother was too young to play with her." Which version best joins these two sentences?

- A. Layla wanted to play soccer in the park, and her brother was too young to play with her.
- B. Layla wanted to play soccer in the park, so her brother was too young to play with her.
- C. Layla wanted to play soccer in the park, but her brother was too young to play with her.
- D. Layla wanted to play soccer in the park, or her brother was too young to play with her.

22. OPEN-RESPONSE — Shorter Writing Piece

What is your favourite school subject? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "Mia and her sister finished their lunch, and then _____ went outside to play in the yard." Which word correctly completes the sentence?

- A. it
- B. they
- C. her
- D. them

24. Which sentence uses quotation marks correctly?

- A. "We are going to the beach," shouted Carlos as he ran out the front door.
- B. "We are going to the beach, shouted Carlos as he ran out the front door."
- C. We are going to the beach, "shouted Carlos as he ran out the front door."
- D. We are "going to the beach, shouted Carlos as he" ran out the front door.

25. Which word is spelled correctly?

- A. wuns
- B. wunce
- C. onse
- D. once

26. A student wrote these sentences: "The bell rang. The students stood up. They walked to the door." Which revision best improves these sentences by adding variety?

- A. The bell rang loudly. The students stood up fast. They walked to the door slowly.

- B. Loud rang the bell at last. Up stood the tired students. To the door they walked.
- C. When the bell rang, the students stood up and walked to the door in a quiet line.
- D. The bell rang and rang. The students stood up and waited. They walked to the door.

27. Read this paragraph: "There are many fun things to do on a rainy day. _____, you can curl up with a good book. Second, you can do a puzzle with your family." Which word best fills the blank?

- A. First
- B. However
- C. Finally
- D. For example

28. A student wrote this sentence: "Him and his cousin plays in the backyard every saturday afternoon together." Which version corrects the errors in this sentence?

- A. Him and his cousin play in the backyard every Saturday afternoon together.
- B. He and his cousin play in the backyard every Saturday afternoon together.
- C. He and his cousin plays in the backyard every saturday afternoon together.
- D. Himself and his cousin plays in the backyard every saturday afternoon together.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you found an old, dusty box buried in your backyard. When you open it, you see something amazing inside. Write a story about what happens next.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what is inside the box and what you do with it
- an ending that tells how the story turns out

- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 18: Answer Key and Explanations

1. C — The story moves through Marcus's neighbourhood — his bedroom and front porch, the long cold walk through the streets, his grandfather's small brown house and driveway, and finally the big hill behind his own house. The setting spans the neighbourhood rather than any single location. Setting questions reward the option that captures the full geographic range of the action.
2. B — When Marcus first remembers the promise, he sits on the edge of his bed, listens to children laughing, and watches sleds on the hill — visible internal conflict between wanting to play and needing to keep his word. The text shows him pulled in both directions, not proud, annoyed, or tired. Inference questions about feeling require reading the physical cues the character displays.
3. D — In the context of a long, cold walk toward his grandfather's house, "almost turned around" describes nearly giving up and going back home. The sentence that immediately follows — "But each time, he thought of his grandfather waiting" — confirms that "turned around" means abandoning the trip, not literally spinning. Figurative-phrase questions test inference from surrounding context.
4. A — Sequence questions require the earliest event in the chronology. The grandfather's call happens "the day before" the snow day, while Jamie's visit, the walk with the shovel, and the sledding all happen during the snow day itself. The phone call is the first plot event.
5. D — The whole story turns on Marcus choosing his promise over a tempting alternative — and the choice is rewarded with the best snow day he had ever had. The grandfather's "I knew you would" and the shared sledding both reinforce that promise-keeping is the central message. Theme questions reward the lesson the story illustrates through its main choice.
6. B — Marcus tells Jamie directly: "I promised my grandpa I would help him shovel." This is a direct-recall question testing whether students can locate the explicit reason a character gives for an action. The other options invent reasons not supported by the passage.
7. **OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 response identifies that Marcus feels proud, happy, and warm about his choice at the end, citing details such as his grandfather's "I knew you would," the shared hot chocolate and sledding, and the closing line that this was the best snow day he had ever had. Transition language linking the choice to the feeling distinguishes higher-level responses.

8. A — The five sections together cover what the lights are, where to see them, what causes them, old stories about them, and why they matter today. The unifying thread is the northern lights themselves and the science behind their appearance. Main-idea questions reward the option that covers all sections, not one part.

9. C — The passage states directly: "The scientific name for the northern lights is aurora borealis." This is a direct-recall question requiring students to locate a specific named fact. The other options are plausible-sounding names not supported by the passage.

10. B — Headings preview section content. "Stories from Long Ago" signals that the section will share old tales — the section that follows describes Indigenous ancestor stories, Norse warrior-shield stories, and a Finnish magical-fox tale. Heading questions test the Grade 3 skill of using text features to predict content.

11. A — The context — "different colours, like a giant light show in the sky" — establishes that "glows" describes soft, steady, coloured shining. This is the standard meaning of glow as a verb describing gentle, continuous illumination. Vocabulary-in-context questions require students to use surrounding words to infer meaning.

12. D — A fact is verifiable and measurable; opinions use evaluative language. The "green is the most common colour" claim is fact-checkable through observation, while options A, B, and C use "most beautiful," "most interesting," and "prettiest" — clear opinion markers. Fact-versus-opinion questions appear regularly on EQAO informational sections.

13. C — The passage states directly: "The best places to see the northern lights are far from cities, where the sky is very dark." Dark sky is the explicit reason for choosing locations far from cities. The other options invent causes (water proximity, warm weather, trees) not given in the passage.

14. B — The passage explicitly contrasts modern and old understanding: "For a long time, no one knew what caused the northern lights. Today, scientists understand the mystery," followed by descriptions of energy from the sun and then a section of old stories explaining the lights. The science-versus-story contrast is the only difference the passage makes explicit. Compare-and-contrast questions require differences drawn directly from the text.

15. D — A complete sentence needs both a subject and a finite verb expressing a complete thought. "The dog barked loudly at the postman" contains both subject (dog) and main verb (barked). Option A is a phrase, B is a dependent clause, and C is a participial phrase — none stands alone.

16. A — Items in a series take commas after each, and introductory phrases take a comma. Option A places commas after "table," "plates," "cups," and "forks," producing standard series punctuation with the introductory phrase set off correctly. The other options misplace or omit required commas.

17. C — "Two" is the spelling that means the number 2 — Pablo gave a specific number of apples. "Too" means "also" or "excessively," "to" is a preposition or infinitive marker, and "tu" is not an English word. Homophone questions require matching the word's function — naming a number here — to the correct spelling.

18. B — Subject-verb agreement requires plural verbs with plural subjects. "Two puppies" is plural, so the verb must be "lick." "Licks" is singular, "licking" lacks a helper verb, and "has licked" creates both number and tense conflicts with "every morning."

19. D — Capitalize the first word of a sentence (On), days of the week (Monday), and major words in titles (The Magic Tree). Common nouns like "teacher" and "book" stay lowercase unless they begin a sentence or appear in a title. Only option D applies all three rules correctly.

20. A — Verb tense must remain consistent within a paragraph. "Cleaned" and "picked up" establish past tense, so the blank requires past-tense "arranged." Present, present progressive, and future forms would all break tense consistency.

21. C — The two ideas contrast — wanting to play with her brother versus her brother being too young — so "but" is the correct coordinating conjunction. "And" merely adds, "so" reverses cause and effect, and "or" implies alternatives. Conjunction questions test logical relationships between clauses, not just grammatical fit.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response states a clear school-subject preference, provides two distinct reasons with supporting details, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal detail about lessons or activities outperforms general praise.

23. B — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "Mia and her sister." "It" is singular and inanimate, "her" is singular and object case, and "them" is object case. Pronoun questions test both case (subject vs. object) and number agreement with the antecedent.

24. A — Standard dialogue punctuation places quotation marks around spoken words only, with a comma inside the closing quotation mark before the speaker tag. Option A follows all three rules: "We are going to the beach," shouted Carlos. The other options misspunctuate the boundary between dialogue and tag.

25. D — "Once" is spelled o-n-c-e — a common Grade 3 sight word that does not follow regular phonetic patterns. The other options are phonetic misspellings that mirror how the word sounds but do not match conventional spelling. Sight-word spelling appears regularly on the Grade 3 conventions section.

26. C — Sentence variety requires combining short choppy sentences into longer structures with subordinating or coordinating conjunctions. Option C uses "when" (subordinating) and "and" (coordinating) to form a single complex-compound sentence with smooth flow. The other options keep the choppy pattern, reverse word order awkwardly, or simply pad with extra verbs.

27. A — Transition words signal text organization. "Second" later in the paragraph signals a sequence, so the blank needs a sequence-starter — "First." "However" signals contrast, "Finally" signals conclusion, and "For example" introduces illustration, none of which fits the opening of a numbered list.

28. B — The original sentence contains errors in pronoun case ("Him" should be "He"), subject-verb agreement ("plays" should be plural "play"), and capitalization ("saturday" should be "Saturday"). Only option B corrects every error at once. Convention-correction questions test combined grammar knowledge, not a single isolated rule.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and backyard setting, develops what is inside the box and what happens with it, resolves the story, and tracks feelings at multiple points (curiosity, excitement, wonder, or surprise). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 19: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Missing Hamster

Mr. Pereira's Grade 3 class had a pet hamster named Pip. Pip lived in a small glass tank on a wide wooden table near the window. He had a wheel for running, a small wooden house for sleeping, and a tiny ladder he liked to climb. Every morning, the students said hello to him before they sat down at their desks.

On Tuesday morning, Iris was the first one to arrive at the classroom. She skipped to the tank to say hello — and stopped. The lid of the tank was tilted to one side. The wheel was still. The little wooden house was empty.

"Pip is gone!" Iris cried.

The other students rushed in and crowded around the tank. Mr. Pereira hurried over too. He looked at the tilted lid and shook his head.

"Pip is a very clever hamster," he said. "He must have pushed his way out during the night. We need to find him before he goes too far. Hamsters can squeeze through very small spaces."

The whole class began to search. Some students looked under desks. Some checked behind the bookshelf. Some peered into the cubbies in the hallway. But Pip was nowhere to be found.

Iris sat down quietly in her chair. She closed her eyes and tried to think like a hamster. Where would she go if she were small and curious and a little bit scared?

She remembered something. Pip loved the carrot tops that the students sometimes brought him from their lunches. The bin of fruit and vegetable scraps for the school garden was kept in the corner of the classroom, behind a small green curtain. Iris had seen Mr. Pereira drop a piece of cabbage in it just the day before.

Iris stood up quietly. She walked to the corner and pulled back the green curtain. The bin sat on the floor, its lid slightly open. Iris peeked inside.

There was Pip, sitting on top of an apple core, nibbling happily on a piece of cabbage. His little black eyes blinked up at her.

"I found him!" Iris whispered. She did not want to scare Pip away.

Mr. Pereira came over slowly. He scooped Pip up gently with both hands and held him close to his chest. The class cheered. Pip wiggled his nose as if to say hello.

"How did you know where to look?" Mr. Pereira asked Iris.

"I thought about what Pip likes best," Iris said. "He likes carrot tops and cabbage. So I went to where the cabbage was."

Mr. Pereira smiled. "Iris, that is excellent thinking. You used what you knew about Pip to solve the mystery. That is the kind of careful thinking a real scientist would do."

The class clapped. Iris's cheeks grew warm, but she could not stop smiling. As Pip went back into his tank, with a much heavier rock placed on top of the lid this time, Iris felt very proud. She had used her brain to help her class.

1. Where does most of this story take place?

- A. At the school playground during recess on a Tuesday morning
- B. In a pet store where the class is buying a new hamster
- C. At Iris's home, where Pip the hamster lives in her bedroom
- D. In Mr. Pereira's Grade 3 classroom on a Tuesday morning

2. How does Iris most likely feel when she first sees that the tank is empty?

- A. She feels excited because the search will be a fun adventure for her class

- B. She feels worried because Pip the hamster is missing from his tank
- C. She feels confused because she does not know what Pip looks like at all
- D. She feels relieved because she did not want to take care of a hamster

3. Read this sentence from the passage: "Hamsters can squeeze through very small spaces." What does the word squeeze most likely mean in this sentence?

- A. Sit completely still without moving any part of their bodies
- B. Run very quickly past anything that is in their way
- C. Push their bodies through openings that are very tight
- D. Hide quietly behind something so no one can see them

4. Which of these events happens first in the story?

- A. Iris arrives at the classroom and sees that the tank lid is tilted
- B. Iris pulls back the green curtain and peeks inside the bin
- C. Mr. Pereira scoops Pip up gently with both of his hands
- D. The class searches under desks and behind the classroom bookshelf

5. What is the main message of this story?

- A. Pets that escape from their cages are very hard to find again
- B. Teachers need to make sure their classroom pets are safe at night
- C. Students should always work together when they need to solve a problem

D. Using what you know about something can help you solve a problem

6. Why does Iris close her eyes and try to think like a hamster?

A. Because she is tired from waking up so early in the morning today

B. Because she wants to figure out where a hamster might go to hide

C. Because she is upset and does not want to look at the empty tank

D. Because she is pretending to be a hamster as a fun game in class

7. OPEN-RESPONSE

How does Iris feel about herself at the end of the story? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Penguins: Birds That Cannot Fly

What Is a Penguin?

Penguins are birds that live mostly in the Southern Hemisphere, far from Canada. Like all birds, penguins have feathers, wings, and lay eggs. But unlike most birds, penguins cannot fly. Instead, their wings have changed over thousands of years into strong flat flippers that help them swim through the water. A penguin's body is shaped like a small torpedo, which lets it move quickly through the ocean.

Where Penguins Live

Many people think that all penguins live in icy, snowy places like Antarctica. But this is not true. While some penguins, such as the emperor penguin, do live in the coldest places on Earth, others live in much warmer parts of the world. There are penguins on the beaches of South Africa, on the islands of New Zealand, and even on the warm Galápagos Islands near the equator.

What Penguins Eat

Penguins eat the food they can find in the ocean. Their main meals are fish, squid, and tiny shrimp-like animals called krill. Penguins are excellent swimmers and divers. Some can dive more than five hundred metres below the surface of the ocean to catch their food. Their black-and-white feathers help them hide from animals that might hunt them — the dark back makes them hard to see from above, and the white belly makes them hard to see from below.

Staying Warm in the Cold

Penguins that live in cold places have special ways to stay warm. They have a thick layer of fat under their skin, just like a polar bear. They also have very thick, oily feathers that keep water out and warm air in. When the weather is very cold, emperor penguins huddle together in big groups, with the penguins in the middle being warmer than the ones on the outside. After a while, the penguins on the outside move to the middle, and the penguins from the middle move to the outside. This way, every penguin gets a turn in the warmest spot.

KEY FACT: Emperor penguins can stay underwater for more than twenty minutes at a time without coming up for air.

Why Penguins Need Our Help

Today, many kinds of penguins are in danger. Pollution in the ocean, the loss of sea ice, and the disappearance of the fish they eat all make it harder for penguins to survive. Scientists work to protect penguins by studying them and by helping the places where they live stay clean and safe. By caring about the ocean, we can help make sure that penguins will still be diving, swimming, and waddling for many years to come.

8. What is this passage mostly about?

- A. The lives of penguins and why some kinds of penguins need our help
- B. The reasons that penguins prefer to live in very cold parts of the world
- C. The differences between penguins and the other kinds of birds that can fly
- D. The ways that scientists have helped emperor penguins to find their food

9. According to the passage, how deep can some penguins dive below the surface of the ocean?

- A. More than fifty metres below the surface
- B. More than one hundred metres below the surface
- C. More than five hundred metres below the surface
- D. More than one thousand metres below the surface

10. What does the heading "Staying Warm in the Cold" tell the reader about the section that follows?

- A. The section will describe the warm places where many penguins choose to live
- B. The section will explain how penguins keep their bodies warm in cold weather

- C. The section will compare penguins to other animals that live in icy places
- D. The section will list the foods that help penguins build up a layer of fat

11. Read this sentence from the passage: "They huddle together in big groups." What does the word huddle most likely mean in this sentence?

- A. Stand very far apart from each other along the shore in a line
- B. Hop in a long quiet line across the snow toward the open water
- C. Float on top of the cold ocean water without moving their flippers
- D. Press close together in a tight bunch with their bodies touching

12. Which of these sentences from the passage states a fact?

- A. Emperor penguins can stay underwater for more than twenty minutes at a time
- B. The emperor penguin is the most amazing penguin to watch in the wild
- C. Penguins are the most interesting birds in the whole Southern Hemisphere
- D. The black-and-white feathers of penguins are the prettiest of any bird

13. According to the passage, why are penguins' black-and-white feathers helpful to them?

- A. The colours help them stay warm during the long cold winter nights
- B. The colours help them attract a mate when it is time to lay eggs
- C. The colours help them hide from animals that might try to hunt them
- D. The colours help other penguins find them when they are lost at sea

14. How are penguins different from most other kinds of birds?

- A. Penguins eat fish from the ocean while most other birds eat only seeds
- B. Penguins live in the Southern Hemisphere while most other birds live in the north
- C. Penguins have feathers and lay eggs while most other birds do not have feathers
- D. Penguins cannot fly while most other birds use their wings to fly

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The brave knight riding his horse across the wide green field
- B. The artist painted a beautiful picture in her quiet studio yesterday
- C. After the storm cleared and the sun came out in the afternoon
- D. Skipping happily down the sidewalk toward the playground gate

16. Read this sentence. Which version uses commas correctly?

- A. After breakfast, Maya packed her notebook, pencil case, lunch, and water bottle.
- B. After, breakfast Maya packed her notebook, pencil case, lunch, and water bottle.

- C. After breakfast Maya packed her notebook pencil case, lunch, and water bottle.
- D. After breakfast Maya packed, her notebook pencil case, lunch and water bottle.

17. Read this sentence: "I think _____ doing a wonderful job on the school project this week."
Which word correctly completes the sentence?

- A. yore
- B. your
- C. you're
- D. yer

18. Read this sentence: "The students in the back row _____ their hands when they have a question." Which word correctly completes the sentence?

- A. raises
- B. raising
- C. is raising
- D. raise

19. Which sentence uses capital letters correctly?

- A. Last summer, our class visited the city of Toronto in southern ontario.
- B. Last summer, our class visited the city of Toronto in southern Ontario.
- C. Last Summer, our class visited the City of Toronto in southern Ontario.

D. Last summer, our class visited the city of Toronto in southern Ontario.

20. Read this paragraph from a student's story: "Yesterday evening, Sofia studied for her spelling test. She read each word out loud three times. Then she _____ each one in her notebook." Which word correctly completes the paragraph?

A. wrote

B. writes

C. is writing

D. will write

21. Read these two sentences: "Theo wanted to share his snack with his friend. His friend was not hungry yet." Which version best joins these two sentences?

A. Theo wanted to share his snack with his friend, and his friend was not hungry yet.

B. Theo wanted to share his snack with his friend, so his friend was not hungry yet.

C. Theo wanted to share his snack with his friend, or his friend was not hungry yet.

D. Theo wanted to share his snack with his friend, but his friend was not hungry yet.

22. OPEN-RESPONSE — Shorter Writing Piece

What is your favourite holiday or celebration? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "My grandmother gave the cookies to my brother and me, and _____ said thank you right away." Which word correctly completes the sentence?

- A. they
- B. her
- C. we
- D. it

24. Which sentence uses quotation marks correctly?

- A. "Let's go to the library after school," suggested Hassan as he picked up his bag.
- B. "Let's go to the library after school, suggested Hassan as he picked up his bag."
- C. Let's go to the library after school, "suggested Hassan as he picked up his bag."
- D. Let's go "to the library after school, suggested Hassan as he" picked up his bag.

25. Which word is spelled correctly?

- A. shool

B. school

C. skool

D. schol

26. A student wrote these sentences: "The boy ran. The dog chased him. The leaves crunched."
Which revision best improves these sentences by adding variety?

A. The boy ran fast down the path. The dog chased him very quickly. The leaves crunched loudly.

B. Ran the boy down the path. Chased him fast the eager dog. Crunched loudly the autumn leaves.

C. The boy ran ahead on the path. The dog chased him from behind. They both heard the leaves crunch.

D. As the boy ran down the path, the dog chased him, and the leaves crunched under their feet.

27. Read this paragraph: "There are many reasons to spend time outside every day. _____, fresh air is good for your lungs. Second, sunlight helps your body stay healthy." Which word best fills the blank?

A. First

B. However

C. Finally

D. For example

28. A student wrote this sentence: "My sister and me goes to dance class every wednesday after school." Which version corrects the errors in this sentence?

- A. My sister and me go to dance class every Wednesday after school.
- B. Me and my sister goes to dance class every Wednesday after school.
- C. My sister and I go to dance class every Wednesday after school.
- D. Myself and my sister goes to dance class every wednesday after school.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine that one day, you discovered you could become invisible whenever you wanted. Write a story about what you do with your new ability.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what you do while you are invisible
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 19: Answer Key and Explanations

1. D — The story opens with Mr. Pereira's classroom and the hamster tank; every scene takes place inside the classroom on the same Tuesday morning — the search, the bin discovery, and the closing moment with the tank. The setting never leaves the classroom. Setting questions reward the option that matches both place and time precisely.
2. B — Iris cries "Pip is gone!" — an immediate emotional response to discovering the empty tank. The text shows alarm, not excitement, confusion, or relief. Inference questions about feeling reward the option supported by the character's explicit reaction.
3. C — The context tells us Pip pushed his way out of a tilted lid, and the sentence appears in a paragraph about how hamsters escape. "Squeeze through small spaces" means pushing the body through tight openings. Vocabulary-in-context questions require reading the surrounding text for the operational meaning.
4. A — Sequence questions require the earliest event in the chronology. Iris's arrival and her discovery of the tilted lid open the story; the curtain peek, the rescue, and the search all come later. The discovery is the first plot event.
5. D — Iris solves the mystery by drawing on what she already knows about Pip — that he loves carrot tops and cabbage. Mr. Pereira's closing praise ("excellent thinking... careful thinking a real scientist would do") anchors the theme. The story illustrates that using prior knowledge is a powerful problem-solving tool.
6. B — Closing her eyes and "thinking like a hamster" is an intentional reasoning act, followed in the next sentence by her question: "Where would she go if she were small and curious and a little bit scared?" The action shows deliberate problem-solving, not tiredness, upset, or play. Why-questions test whether students can connect a behaviour to its purpose.
7. **OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 response identifies that Iris feels proud and pleased with herself, citing details such as her warm cheeks, her inability to stop smiling, the class clapping, and the closing sentence that she had used her brain to help her class. Linking pride to the specific act of solving the mystery distinguishes higher-level responses.

8. A — The five sections cover what a penguin is, where they live, what they eat, how they stay warm, and why they need help. The unifying thread is penguin life and the need for human protection. Main-idea questions reward the option that covers all sections, not a single one.

9. C — The passage states directly: "Some can dive more than five hundred metres below the surface of the ocean to catch their food." Direct-recall questions test the student's ability to locate a specific numerical fact in the text.

10. B — Headings preview section content. "Staying Warm in the Cold" signals an explanation of warming strategies — the section that follows describes the fat layer, oily feathers, and the huddle rotation. Heading questions test the Grade 3 skill of using text features to predict content.

11. D — The context describes emperor penguins gathering "in big groups" with those in the middle being warmer than those on the outside. "Huddle" means pressing close together in a tight bunch — the physical configuration the passage describes. Vocabulary-in-context questions require using surrounding sentences to infer meaning.

12. A — A fact is verifiable and measurable; opinions use evaluative language. The "more than twenty minutes underwater" claim is a measurable, fact-checkable observation, while options B, C, and D use "most amazing," "most interesting," and "prettiest" — clear opinion markers. Fact-versus-opinion questions appear regularly on EQAO informational sections.

13. C — The passage explicitly explains the camouflage purpose: the dark back makes penguins hard to see from above, the white belly hard to see from below, all to help them "hide from animals that might hunt them." Warmth, mate attraction, and lost-at-sea signalling are not given as reasons in the passage.

14. D — The passage flags this directly: "But unlike most birds, penguins cannot fly." Flightlessness is the explicit, headlined difference between penguins and most other birds. Compare-and-contrast questions reward differences the text itself highlights.

15. B — A complete sentence needs both a subject and a finite verb expressing a complete thought. "The artist painted a beautiful picture" contains both subject (artist) and main verb (painted). Option A is a noun phrase, C is a dependent clause, and D is a participial phrase — none stands alone.

16. A — Items in a series take commas after each, and introductory phrases take a comma. Option A places commas after "breakfast," "notebook," "pencil case," and "lunch," producing standard series punctuation with the introductory phrase set off correctly. The other options misplace or omit required commas.

17. C — "You're" is the contraction of "you are," which fits the sentence — "I think you are doing a wonderful job" makes sense when expanded. "Your" is possessive, "yore" refers to long ago, and "yer" is not standard English. Homophone questions require matching the word's function — contraction here — to the correct spelling.

18. D — Subject-verb agreement requires plural verbs with plural subjects. "Students" is plural, so the verb must be "raise." "Raises" is singular, "raising" lacks a helper verb, and "is raising" pairs a singular helper with a plural subject.

19. B — Capitalize proper nouns (Toronto — a specific city; Ontario — a province), but leave common nouns (city) and seasons (summer) lowercase. Seasons are not capitalized in English unless personified or at the start of a sentence. Only option B applies all these rules correctly.

20. A — Verb tense must remain consistent within a paragraph. "Studied" and "read" establish past tense, so the blank requires past-tense "wrote." Present, present progressive, and future forms would all break tense consistency.

21. D — The two ideas contrast — Theo's wish to share versus his friend's lack of hunger — so "but" is the correct coordinating conjunction. "And" merely adds, "so" reverses cause and effect, and "or" implies alternatives. Conjunction questions test logical relationships between clauses.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response states a clear holiday preference, provides two distinct reasons with supporting details, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal or cultural detail outperforms general praise of the holiday.

23. C — Subject pronouns perform the action; "we" is the first-person plural subject pronoun matching the antecedent "my brother and me." "They" excludes the speaker, "her" is singular and object case, and "it" is singular and inanimate. Pronoun questions test both case (subject vs. object) and inclusion of the speaker.

24. A — Standard dialogue punctuation places quotation marks around spoken words only, with a comma inside the closing quotation mark before the speaker tag. Option A follows all three rules: "Let's go to the library after school," suggested Hassan. The other options mispunctuate the boundary between dialogue and tag.

25. B — "School" is spelled s-c-h-o-o-l — the ch digraph produces a /k/ sound, and the double o makes the long /oo/ sound. The other options drop the c or h or both, producing phonetic misspellings that mirror the sound but not the conventional spelling. School is a high-frequency Grade 3 word students should recognize on sight.

26. D — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option D uses "as" (subordinating) and "and" (coordinating) to form a single complex-compound sentence with smooth flow and clearer cause-and-effect. The other options keep the choppy pattern, reverse word order awkwardly, or merely add descriptive words.

27. A — Transition words signal text organization. "Second" later in the paragraph signals a sequence, so the blank needs a sequence-starter — "First." "However" signals contrast, "Finally" signals conclusion, and "For example" introduces illustration, none of which fits the opening of a numbered list.

28. C — The original sentence contains errors in pronoun case ("me" should be subject pronoun "I"), subject-verb agreement ("goes" should be plural "go"), and capitalization ("wednesday" should be "Wednesday"). Only option C corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and setting, develops what the narrator does while invisible, resolves the story, and tracks feelings at multiple points (excitement, curiosity, surprise, or unease). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 20: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Wallet at the Bus Stop

Aamir was waiting at the bus stop with his mother on a sunny Saturday morning. They were going to the library so Aamir could pick out some new books for the long weekend.

Aamir sat down on the wooden bench and noticed something dark blue tucked underneath. He bent down to look. It was a wallet — a soft, well-worn one that someone had clearly used for many years.

Aamir picked it up carefully and showed it to his mother. They opened it together. Inside were a few twenty-dollar bills, a library card, a bus pass, and a small photograph of an older man holding a brown dog. The library card had a name on it: Mr. Marcus Chen.

Aamir's mind raced. Forty dollars was a lot of money. He could buy a new soccer ball with that. He could even buy a special book at the library. He looked at his mother, who was watching him carefully.

"What should we do?" Aamir asked.

His mother smiled gently. "I think you already know."

Aamir looked at the photograph again. The man in the picture looked kind. He was smiling at his dog. The wallet was old and well-loved. Aamir thought about how he would feel if he lost something so important to him.

"We should try to find him," Aamir said quietly.

They got on the bus together. At the library, Aamir's mother helped him talk to the librarian. The librarian looked up Mr. Chen's library card and found his phone number in the records.

"Let me give him a call," the librarian said.

Within ten minutes, an older man with silver hair walked through the library doors. His eyes were a little red, as if he had been worrying. When Aamir held out the blue wallet, the man's whole face changed.

"You found it!" Mr. Chen said. His voice shook a little. "I was sure it was gone forever. My wife's photograph is in there. She is no longer with us, and that is the last picture I have of her."

Aamir looked down at the photograph again. He had thought it was just the man and his dog. But now he understood that the picture meant much more than money.

Mr. Chen tried to give Aamir one of the twenty-dollar bills. "Please," he said. "Take this as a thank you."

Aamir shook his head. "I don't need it. I just wanted you to get your wallet back."

Mr. Chen looked at Aamir for a long moment. Then he smiled — the same kind smile from the photograph. "Your parents are raising a fine young man," he said.

Aamir's mother put her hand on his shoulder. Aamir felt taller somehow, even though he was the same size as before. As they walked home from the library that afternoon, Aamir thought he had never felt so good about himself.

1. Where does most of this story take place?

- A. At Aamir's home, while he and his mother are getting ready for the library
- B. At a soccer field, where Aamir is playing with his friends from school
- C. At the bus stop, on the bus, and inside the library on a sunny Saturday
- D. At Mr. Chen's house, where he keeps a special photograph of his wife

2. How does Aamir most likely feel when he first opens the wallet and sees the forty dollars inside?

- A. He feels tempted because he is thinking about all the things he could buy
- B. He feels frightened because he is afraid he will get into serious trouble
- C. He feels disappointed because he was hoping the wallet would have more money
- D. He feels confused because he does not understand whose wallet it is at all

3. Read this sentence from the passage: "Aamir's mind raced." What does the phrase mind raced most likely mean?

- A. He was very tired and could not think clearly about what to do
- B. He was thinking about many different things very quickly all at once
- C. He was running very fast on his way back to the bus stop
- D. He was speaking out loud about all the choices that he had

4. Which of these events happens first in the story?

- A. Aamir gives the wallet back to Mr. Chen at the library that afternoon
- B. Mr. Chen tries to give Aamir one of the twenty-dollar bills as a thank-you
- C. The librarian looks up Mr. Chen's library card and finds his phone number
- D. Aamir notices something dark blue tucked underneath the wooden bus stop bench

5. What is the main message of this story?

- A. Children should always listen carefully to what their parents tell them to do
- B. Libraries are the best places to go when you need help solving a problem
- C. Doing the right thing for someone else can make you feel proud of yourself
- D. Older people sometimes lose their important things and need others to help

6. Why does Mr. Chen's whole face change when he sees the wallet?

- A. He is very relieved because he had thought the wallet was gone forever
- B. He is angry because he does not understand why Aamir has his wallet
- C. He is confused because he does not recognize the wallet as his own
- D. He is sad because he thinks the photograph inside has been damaged

7. OPEN-RESPONSE

How does Aamir feel about himself at the end of the story? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Sled Dogs: Working Dogs of the North

What Are Sled Dogs?

Sled dogs are special dogs that have been trained to pull sleds across snow and ice. They are strong, fast, and have very thick fur that keeps them warm even on the coldest days. In the far north of Canada, sled dogs have been working with people for thousands of years. The Inuit and other northern peoples relied on these dogs to travel, to hunt, and to carry food and supplies from one place to another.

Different Kinds of Sled Dogs

There are several kinds of dogs that make excellent sled dogs. The Siberian husky is famous for its blue eyes and its love of running long distances. The Alaskan malamute is bigger and stronger, and is often used to pull heavier loads. The Canadian Inuit dog, which has lived in the Arctic for over a thousand years, is one of the oldest sled dog breeds in the world. All these dogs share thick fur, tough paws, and a strong sense of teamwork.

How a Dog Team Works

A team of sled dogs usually has between four and twelve dogs. Each dog has a job. The lead dog runs at the front of the team and follows commands from the driver, called a "musher." Behind the lead dog are the swing dogs, who help steer the team around corners. The team dogs in the middle provide the main pulling power. At the very back are the wheel dogs — the strongest of all, because they are closest to the sled and must turn it during sharp curves.

KEY FACT: A team of sled dogs can travel more than one hundred kilometres in a single day.

A Famous Sled Dog Story

In 1925, a serious illness broke out in the town of Nome, Alaska. Children were getting very sick, and the only medicine that could save them was nearly six hundred kilometres away. The roads were buried under deep snow, and no plane could fly in the freezing weather. A group of mushers and their sled dog teams ran the medicine across the snow in a relay, day and night, in temperatures below minus fifty degrees Celsius. The lead dog of the final team was named Balto. When the sleds arrived in Nome, the children were saved.

Why Sled Dogs Still Matter Today

Today, snowmobiles can do many of the jobs that sled dogs once did. But sled dog teams are still used in parts of northern Canada and Alaska, especially in places where the snow is too deep for machines. Sled dogs are also celebrated in winter races, where mushers and their teams travel hundreds of kilometres across the snow. The story of the sled dog is the story of friendship between people and animals working together in some of the hardest places on Earth.

8. What is this passage mostly about?

- A. The reasons that the Canadian Inuit dog is one of the oldest sled dog breeds in the world
- B. The differences between snowmobiles and sled dogs in northern parts of Canada
- C. The story of the famous lead dog Balto and the medicine run to Nome in 1925
- D. Sled dogs and the work that they do with people in cold northern places

9. According to the passage, what is the name of the driver of a sled dog team?

- A. A trainer
- B. A musher
- C. A handler

D. A captain

10. What does the heading "A Famous Sled Dog Story" tell the reader about the section that follows?

- A. The section will explain how a dog team is organized from the lead dog to the wheel dogs
- B. The section will list the different kinds of sled dogs found in Canada and Alaska
- C. The section will tell a true story from history about a sled dog team and its work
- D. The section will describe winter races where sled dogs travel hundreds of kilometres

11. Read this sentence from the passage: "Sled dogs are also celebrated in winter races." What does the word celebrated most likely mean in this sentence?

- A. Honoured and admired for their special skills and abilities
- B. Punished and made to work hard for many long hours
- C. Ignored by most people and forgotten in the cold snow
- D. Fed special meals to help them grow bigger and stronger

12. Which of these sentences from the passage states a fact?

- A. Sled dogs are the most amazing animals in the entire world
- B. The Siberian husky is the most beautiful breed of sled dog
- C. The story of Balto is the most exciting story in all of history
- D. A team of sled dogs can travel more than one hundred kilometres in a day

13. According to the passage, why were sled dogs especially important in the far north of Canada long ago?

- A. Because the northern peoples loved to compete in long winter races each year together
- B. Because people relied on them to travel, to hunt, and to carry food and supplies

- C. Because the dogs were the only animals that could survive in the freezing cold weather
- D. Because young children loved to play with the dogs after school in the long winter

14. How is the work of the lead dog different from the work of the wheel dogs?

- A. The lead dog follows commands from the musher, while the wheel dogs provide strength to turn the sled
- B. The lead dog provides the main pulling power, while the wheel dogs steer the team around corners
- C. The lead dog must be the strongest of all, while the wheel dogs are the smallest of the team
- D. The lead dog runs at the back of the team, while the wheel dogs run at the front of the team

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The tall pine tree standing alone at the top of the snowy hill
- B. Although the puppy was very tired after playing in the yard for hours
- C. The children laughed when the magician pulled a rabbit out of his hat
- D. Running quickly along the river path on a cool autumn morning

16. Read this sentence. Which version uses commas correctly?

- A. For her birthday Layla wanted, a new bike, a soccer ball, books, and a watch.
- B. For her birthday Layla wanted a new bike, a soccer ball, books and a watch.
- C. For, her birthday Layla wanted a new bike a soccer ball, books, and a watch.
- D. For her birthday, Layla wanted a new bike, a soccer ball, books, and a watch.

17. Read this sentence: "I can _____ the bell ringing in the distance from the school." Which word correctly completes the sentence?

- A. hear
- B. here
- C. heir
- D. heare

18. Read this sentence: "The dogs in the park _____ for their owners every afternoon at four o'clock." Which word correctly completes the sentence?

- A. waits
- B. wait
- C. waiting
- D. has waited

19. Which sentence uses capital letters correctly?

- A. Every wednesday, we learn french with our teacher Ms. Dubois at school.
- B. Every Wednesday, we learn French with our Teacher Ms. Dubois at School.
- C. Every Wednesday, we learn french with our teacher Ms. Dubois at school.
- D. Every Wednesday, we learn French with our teacher Ms. Dubois at school.

20. Read this paragraph from a student's story: "On Saturday morning, Anya woke up early. She put on her swimsuit. Then she _____ to the community pool with her older brother." Which word correctly completes the paragraph?

- A. walks
- B. is walking

- C. walked
- D. will walk

21. Read these two sentences: "Felix wanted to ride his scooter to school. The sidewalk was covered in ice." Which version best joins these two sentences?

- A. Felix wanted to ride his scooter to school, but the sidewalk was covered in ice.
- B. Felix wanted to ride his scooter to school, and the sidewalk was covered in ice.
- C. Felix wanted to ride his scooter to school, so the sidewalk was covered in ice.
- D. Felix wanted to ride his scooter to school, or the sidewalk was covered in ice.

22. OPEN-RESPONSE — Shorter Writing Piece

If you could learn any new skill or hobby, what would you choose to learn? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "Mr. Park brought snacks for our team, and _____ thanked him kindly." Which word correctly completes the sentence?

- A. him
- B. we
- C. her
- D. it

24. Which sentence uses quotation marks correctly?

- A. I forgot my lunch at home, "groaned Emma as she sat down at the table."
- B. "I forgot my lunch at home, groaned Emma as she sat down at the table."
- C. I forgot my "lunch at home, groaned Emma" as she sat down at the table.
- D. "I forgot my lunch at home," groaned Emma as she sat down at the table.

25. Which word is spelled correctly?

- A. favourite
- B. favirite
- C. faverite
- D. favourrite

26. A student wrote these sentences: "The wind blew. The kite flew. The boy laughed." Which revision best improves these sentences by adding variety?

- A. The wind blew strongly. The kite flew up high. The boy laughed loudly.

- B. Blew the wind across the field. Flew the kite up high. Laughed the boy at last.
- C. As the wind blew across the field, the kite flew up high and the boy laughed.
- D. The wind blew and blew. The kite flew far away. The boy laughed at his kite.

27. Read this paragraph: "Many children love playing video games. _____, spending all day in front of a screen can hurt your eyes. So it is important to play outside too." Which word best fills the blank?

- A. For example
- B. However
- C. First
- D. Finally

28. A student wrote this sentence: "me and my cousins goes to the park every sunday afternoon together." Which version corrects the errors in this sentence?

- A. Me and my cousins go to the park every Sunday afternoon together.
- B. My cousins and me goes to the park every Sunday afternoon together.
- C. My cousins and I goes to the park every Sunday afternoon together.
- D. My cousins and I go to the park every Sunday afternoon together.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you got a letter in the mail one day inviting you to a special place that no one else had ever visited before. Write a story about where you went and what happened when you got there.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes the special place and what you saw or did there
- an ending that tells how the story turns out

- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 20: Answer Key and Explanations

1. C — The bus stop opens the action, the bus takes them to the library, and the library is where Mr. Chen is reunited with the wallet. The story travels across these three settings within a single Saturday morning. Setting questions reward the option that captures the full geographic range of the action.

2. A — Aamir's mind races with possibilities — soccer ball, special book — when he first sees the forty dollars, and the text shows his mother watching him carefully. The internal pull toward keeping the money is the classic signal of temptation. Inference about feeling rewards reading the character's specific thoughts.

3. B — "Mind raced" is figurative language describing rapid thinking — the surrounding sentences list quickly competing thoughts: soccer ball, book, what to do. The phrase is not literal running but the swift mental movement between options. Vocabulary-in-context questions test inference from surrounding evidence.

4. D — Sequence questions require the earliest event in the chronology. Aamir notices the blue wallet under the bench at the very start; the librarian search, Mr. Chen's offer of money, and the return of the wallet all happen later. The discovery is the first plot event.

5. C — Aamir's closing feeling — "taller somehow" and "had never felt so good about himself" — directly anchors the theme. He chooses honesty over self-interest and is rewarded with pride, not material gain. Theme questions reward the message the story illustrates through its central choice.

6. A — Mr. Chen's reaction includes a shaking voice and the explicit line, "I was sure it was gone forever." The earlier detail about his slightly red eyes signals he had been worrying. Why-questions test connecting an observable reaction to its textual cause.

7. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response identifies that Aamir feels proud, taller, and pleased with himself, citing details such as feeling "taller somehow," the mother's hand on his shoulder, and the closing line that he had never felt so good about himself. Linking the feeling to the specific honest act distinguishes higher-level responses.

8. D — The five sections cover what sled dogs are, the breeds, how a team is organized, a historical story, and modern relevance — all unified around sled dogs working with people in northern places. Main-idea questions reward the option that covers all sections, not a single one.

9. B — The passage states directly: "The lead dog runs at the front of the team and follows commands from the driver, called a 'musher.'" Direct-recall questions test the student's ability to locate a specific named fact in the text.

10. C — Headings preview section content. "A Famous Sled Dog Story" signals a specific historical narrative — the section that follows tells the 1925 Nome medicine relay with Balto as the lead dog. Heading questions test the Grade 3 skill of using text features to predict content.

11. A — The context — sled dogs being celebrated in winter races, with mushers and teams travelling hundreds of kilometres — establishes celebration as recognition and admiration. "Honoured and admired" matches the operational meaning of celebrated in this context. Vocabulary-in-context questions require reading the surrounding sentences.

12. D — A fact is verifiable and measurable; opinions use evaluative language. The "more than one hundred kilometres in a day" claim is a measurable, fact-checkable observation, while options A, B, and C use "most amazing," "most beautiful," and "most exciting" — clear opinion markers.

13. B — The passage states explicitly: "The Inuit and other northern peoples relied on these dogs to travel, to hunt, and to carry food and supplies." The three-part purpose is the direct reason given. The other options invent reasons not supported by the text.

14. A — The passage contrasts the lead dog ("follows commands from the driver, called a 'musher'") with the wheel dogs ("the strongest of all, because they are closest to the sled and must turn it during sharp curves"). Option A captures both roles correctly, while other options swap roles incorrectly.

15. C — A complete sentence needs both a subject and a finite verb expressing a complete thought. "The children laughed when the magician pulled a rabbit out of his hat" contains both subject (children) and main verb (laughed). Option A is a noun phrase, B is a dependent clause, and D is a participial phrase — none stands alone.

16. D — Items in a series take commas after each, and introductory phrases take a comma. Option D places a comma after "birthday," then after each item — bike, soccer ball, books — and uses the Oxford comma before "and a watch." The other options misplace or omit required commas.

17. A — "Hear" is the auditory verb meaning to perceive sound, which fits "I can _____ the bell ringing." "Here" indicates location, "heir" refers to someone who inherits, and "heare" is not a real English word. Homophone questions require matching function — perceiving sound here — to the correct spelling.

18. B — Subject-verb agreement requires plural verbs with plural subjects. "Dogs" is plural, so the verb must be "wait." "Waits" is singular, "waiting" lacks a helper verb, and "has waited" creates both number and tense conflicts with "every afternoon."

19. D — Capitalize the first word of a sentence, days of the week (Wednesday), languages (French — a proper adjective), and personal names (Ms. Dubois). Common nouns like "teacher" and "school" stay lowercase. Only option D applies all these rules correctly.

20. C — Verb tense must remain consistent within a paragraph. "Woke" and "put on" establish past tense, so the blank requires past-tense "walked." Present, present progressive, and future forms would all break tense consistency.

21. A — The two ideas contrast — wanting to ride versus the icy sidewalk that prevented riding — so "but" is the correct coordinating conjunction. "And" merely adds, "so" reverses cause and effect, and "or" implies alternatives. Conjunction questions test logical relationships between clauses.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response states a clear skill or hobby preference, provides two distinct reasons with supporting details, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal detail outperforms general praise of the skill.

23. B — Subject pronouns perform the action; "we" is the first-person plural subject pronoun matching the antecedent "our team," which includes the speaker. "Him" and "her" are singular and object case, and "it" is singular and inanimate. Pronoun questions test both case and inclusion of the speaker in the antecedent.

24. D — Standard dialogue punctuation places quotation marks around spoken words only, with a comma inside the closing quotation mark before the speaker tag. Option D follows all three rules: "I forgot my lunch at home," groaned Emma. The other options mispunctuate the boundary between dialogue and tag.

25. A — "Favourite" is spelled f-a-v-o-u-r-i-t-e — the Canadian English spelling used throughout Ontario classrooms. The -our- pattern follows the same convention as "colour" and "neighbour." The other options drop, add, or rearrange letters in ways that produce misspellings.

26. C — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option C uses "as" (subordinating) and "and" (coordinating) to form a single complex-compound sentence with smooth flow. The other options keep the choppy pattern, reverse word order awkwardly, or merely add modifiers.

27. B — Transition words signal text organization. "However" signals contrast — the paragraph moves from positive (children love video games) to negative (screen time hurts your eyes). "For example," "First," and "Finally" do not fit a contrast turn.

28. D — The original sentence contains four errors: "me" should be subject pronoun "I," the speaker should be placed second by convention, "goes" should be plural "go," and "sunday" should be capitalized as a day of the week. Only option D corrects every error at once.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and setting, develops the special place and the events there, resolves the story, and tracks feelings at multiple points (curiosity, excitement, wonder, or surprise). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 21: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Diego and the Birthday Gift

Diego had been saving his allowance for almost three months. He kept his coins in a small glass jar on top of his dresser. Every Sunday, after he finished his chores, his father gave him two dollars. Diego would carry the money up to his room and add it to the jar.

His mother's birthday was on Saturday. Diego had a plan. He wanted to buy her the best gift she had ever received.

On Friday afternoon, Diego walked to the corner store with his older sister, Lucia. He spilled all the coins out on the counter and counted them carefully. There were twenty-three dollars and eighty cents in all.

Diego looked at the store shelves. He had imagined a beautiful necklace, or a fancy box of chocolates, or maybe a soft sweater. But everything in the store was much more expensive than he thought.

"Lucia, what should I do?" Diego asked. "I don't have enough money for anything good."

Lucia thought for a moment. Then she smiled. "Diego, do you remember when you were little, and Mom told you that her favourite gift ever was the picture you drew of our family?"

Diego nodded.

"It wasn't fancy," Lucia said. "But she still has it on the fridge, five years later."

Diego put his coins back in the jar slowly. He felt a little disappointed at first. But on the walk home, an idea began to form in his mind.

When he got home, Diego pulled out his thickest sketchbook and his favourite coloured pencils. He sat at the kitchen table and began to draw. He drew a picture of his mother dancing in the kitchen, the way she did when her favourite song came on the radio. He drew her reading a bedtime story to him and Lucia,

with all three of them squished together on the big couch. He drew her laughing at one of Dad's silly jokes. He drew her walking through the park with the family, holding everyone's hand at the same time.

He worked until very late, his fingers smudged with colour. When he finally finished, he had a book of ten drawings, each one a memory of something his mother loved.

On Saturday morning, Diego carried the book downstairs and placed it in front of his mother's plate. She picked it up and slowly turned each page. Her hand went to her mouth. Her eyes filled with tears, but she was smiling at the same time.

"Diego," she whispered. "This is the most wonderful gift I have ever received."

"It didn't cost anything," Diego said quietly. "I'm sorry it isn't fancy."

His mother shook her head. "It is worth more than anything you could have bought," she said. She pulled Diego into a long hug. "You gave me back our memories. There is nothing more precious than that."

Diego looked at Lucia across the table. She winked at him. He could not stop smiling for the rest of the day.

1. Where does most of this story take place?

- A. At the corner store, where Diego is counting his coins on the counter
- B. At Diego's home, in his bedroom and at the kitchen table
- C. At a fancy gift shop, where Diego is trying to buy a special necklace
- D. At Diego's grandmother's house, where the family gathers for a meal

2. How does Diego most likely feel when he sees the prices in the corner store?

- A. He feels disappointed because he does not have enough money to buy a fancy gift
- B. He feels excited because he sees so many wonderful things he could buy
- C. He feels confused because he does not know what kind of gift his mother would like
- D. He feels relieved because everything in the store is cheaper than he expected

3. Read this sentence from the passage: "An idea began to form in his mind." What does the phrase began to form most likely mean?

- A. Started to disappear from his memory before he could think it through
- B. Came together fully and was ready to share with everyone at home
- C. Stopped him from being able to think clearly for the rest of the day
- D. Started to take shape slowly as he thought about what to do next

4. Which of these events happens first in the story?

- A. Diego draws a picture of his mother dancing in the kitchen
- B. Diego's mother opens the book of drawings at breakfast on Saturday
- C. Diego saves his allowance in a small glass jar for almost three months
- D. Diego counts his coins on the corner store counter with Lucia

5. What is the main message of this story?

- A. Children should always save their allowance for many months at a time
- B. A handmade gift made with love can mean more than something expensive
- C. Older sisters often know the best ideas for giving gifts to family members
- D. Drawing is the best way to give a gift to someone you love very much

6. Why does Lucia remind Diego about the picture he drew when he was little?

- A. Because she wants Diego to remember how much he used to enjoy drawing pictures
- B. Because she is teasing him about the simple drawings he made as a young child
- C. Because she wants Diego to give his mother a different drawing he already made
- D. Because she wants Diego to see that a handmade gift can mean a lot to their mother

7. OPEN-RESPONSE

How does Diego's mother feel about the gift he gives her? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Polar Bears: Giants of the Arctic

What Is a Polar Bear?

Polar bears are the largest land animals that hunt for their food. A full-grown male polar bear can weigh more than seven hundred kilograms — about as much as a small car. Polar bears have thick white fur, a long neck, a small head, and large furry paws that help them walk across the slippery ice. Under their white fur, polar bear skin is actually black, which helps soak up the warm sunlight on cold Arctic days.

Where Polar Bears Live

Polar bears live in the Arctic, the very cold area at the top of the world. In Canada, polar bears live in the northern parts of Manitoba, Nunavut, the Northwest Territories, and Yukon. The town of Churchill, Manitoba, is sometimes called the polar bear capital of the world. Each fall, hundreds of polar bears travel through the town as they wait for the ice to form on Hudson Bay.

What Polar Bears Eat

Polar bears are excellent hunters. Their main food is ringed seals, which they catch by waiting beside small holes in the ice. When a seal comes up to breathe, the polar bear is ready. A single seal can give a polar bear enough energy to survive for many days. Polar bears also eat fish and seabirds when they can find them.

Built for the Cold

Polar bears have many ways to stay warm in the freezing Arctic. They have two layers of fur — a thick under-layer and a longer outer layer that pushes water away. Beneath their skin, they have a thick layer of fat called blubber that can be more than ten centimetres deep. Their paws are also covered with small bumps that work like the bottom of a winter boot, helping them grip the ice as they walk.

KEY FACT: A polar bear can swim more than one hundred kilometres without stopping to rest.

Why Polar Bears Need Our Help

Today, polar bears are in danger. The sea ice that they need for hunting is melting earlier each spring and forming later each fall because the Earth is becoming warmer. Without the ice, polar bears cannot catch enough seals to eat. Scientists, governments, and the people who live in the north are working together to protect polar bears and the cold places where they live. By taking care of the Arctic, we help make sure that polar bears will still be roaming the ice for many years to come.

8. What is this passage mostly about?

- A. Polar bears and the work being done to protect them in the Arctic
- B. The reasons that the town of Churchill is called the polar bear capital of the world
- C. The differences between polar bears and other large animals that live in the cold
- D. The ways that polar bears catch ringed seals beside small holes in the ice

9. According to the passage, what is the main food that polar bears eat?

- A. Fish that they catch in the cold Arctic waters
- B. Seabirds that fly over the ice in the springtime
- C. Ringed seals that they catch beside holes in the ice
- D. Small animals that live in the Arctic snow during winter

10. What does the heading "Built for the Cold" tell the reader about the section that follows?

- A. The section will describe the warm clothing that scientists wear in the Arctic
- B. The section will explain how polar bears find their food during cold winters
- C. The section will list the places in Canada where the weather gets very cold
- D. The section will describe the ways that polar bears stay warm in the freezing Arctic

11. Read this sentence from the passage: "The Earth is becoming warmer." What does the word warmer most likely mean in this sentence?

- A. Brighter and more colourful during the long summer days outside
- B. Higher in temperature than it used to be in the past
- C. More peaceful and calm than it has ever been before
- D. Closer to the sun than the other planets in space

12. Which of these sentences from the passage states a fact?

- A. A polar bear can swim more than one hundred kilometres without stopping to rest
- B. The polar bear is the most beautiful animal in the entire Arctic
- C. Watching polar bears walk on the ice is the most exciting thing to do in Churchill
- D. Polar bears are the bravest animals in the cold northern parts of Canada

13. According to the passage, why is polar bear skin black under their white fur?

- A. Because the black colour helps the bears hide from animals that might hunt them
- B. Because the black colour helps the bears find each other across the white snow
- C. Because the black colour helps soak up the warm sunlight on cold Arctic days
- D. Because the black colour helps the bears stay cool during the warm summer days

14. How are polar bears different from many other large land animals?

- A. Polar bears live in groups while most large land animals live alone in the cold
- B. Polar bears have black fur while most other large land animals have brown fur
- C. Polar bears eat only plants while most other large land animals eat meat
- D. Polar bears are the largest land animals that hunt for their own food

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The teacher wrote the morning message on the smart board today
- B. The shiny silver bicycle leaning against the back of the garage
- C. Because the rain fell hard against the windows all afternoon long
- D. Singing softly to the tiny baby in the rocking chair by the window

16. Read this sentence. Which version uses commas correctly?

- A. At the festival we ate, popcorn cotton candy, hot dogs and ice cream.
- B. At the festival, we ate popcorn, cotton candy, hot dogs, and ice cream.
- C. At, the festival we ate popcorn cotton candy, hot dogs, and ice cream.
- D. At the festival we ate popcorn, cotton candy hot dogs, and ice cream.

17. Read this sentence: "Maya knew the _____ answer to the math question on her test." Which word correctly completes the sentence?

- A. write

- B. wright
- C. rite
- D. right

18. Read this sentence: "The children on the playground _____ very loudly during recess every day." Which word correctly completes the sentence?

- A. laughs
- B. laughing
- C. laugh
- D. has laughed

19. Which sentence uses capital letters correctly?

- A. On Canada Day, our family visited Ottawa to watch the parade with Uncle James.
- B. On canada day, our family visited Ottawa to watch the parade with Uncle James.
- C. On Canada Day, our family visited ottawa to watch the parade with uncle james.
- D. On canada day, our family visited Ottawa to watch the parade with uncle james.

20. Read this paragraph from a student's story: "Last weekend, Priya helped her father at the market. They sold fresh vegetables and herbs from their garden. By the end of the day, they _____ a lot of money for their family." Which word correctly completes the paragraph?

- A. earn
- B. earned
- C. is earning
- D. will earn

21. Read these two sentences: "Hassan wanted to go to the park with his friends. His little brother was sleeping at home." Which version best joins these two sentences?

- A. Hassan wanted to go to the park with his friends, and his little brother was sleeping at home.
- B. Hassan wanted to go to the park with his friends, so his little brother was sleeping at home.
- C. Hassan wanted to go to the park with his friends, or his little brother was sleeping at home.
- D. Hassan wanted to go to the park with his friends, but his little brother was sleeping at home.

22. OPEN-RESPONSE — Shorter Writing Piece

What is the best book or story you have ever read or had read to you? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "The librarian read a story to the children, and _____ listened very carefully." Which word correctly completes the sentence?

- A. him
- B. her
- C. they
- D. it

24. Which sentence uses quotation marks correctly?

- A. "Look at the rainbow outside," shouted Mateo as he pointed at the window.
- B. "Look at the rainbow outside, shouted Mateo as he pointed at the window."
- C. Look at the rainbow outside, "shouted Mateo as he pointed at the window."
- D. Look at "the rainbow outside, shouted Mateo as he" pointed at the window.

25. Which word is spelled correctly?

- A. anuther
- B. another
- C. anothr
- D. anouther

26. A student wrote these sentences: "The river flowed. The fish swam. The birds sang." Which revision best improves these sentences by adding variety?

- A. The river flowed quickly through the valley. The fish swam fast in the water. The birds sang loudly in the trees.
- B. Flowed the river through the valley. Swam the fish in the cool stream. Sang the birds in the green trees.
- C. The river flowed and kept flowing. The fish swam back and forth in the water. The birds sang from the trees.
- D. As the river flowed through the valley, the fish swam in the cool water and the birds sang in the trees.

27. Read this paragraph: "There are many ways to help your community. _____, you can pick up litter in the park. You can also help an elderly neighbour with their groceries." Which word best fills the blank?

- A. However
- B. First
- C. For example
- D. Finally

28. A student wrote this sentence: "Her and her little brother walks home from school every friday afternoon." Which version corrects the errors in this sentence?

- A. She and her little brother walk home from school every Friday afternoon.
- B. Her and her little brother walk home from school every Friday afternoon.
- C. She and her little brother walks home from school every Friday afternoon.
- D. Herself and her little brother walks home from school every friday afternoon.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you went outside one morning and discovered a small dragon hiding in your garden. Write a story about what happens next.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes the dragon and what you do together
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 21: Answer Key and Explanations

1. B — The story spans Diego's bedroom (saving coins in the jar), the corner store (counting coins with Lucia), and the kitchen table (drawing the book of memories). The longest and most important scenes — the saving, the drawing, and the gift presentation — all happen at home. Setting questions reward the option that covers the most central locations.

2. A — Diego says "I don't have enough money for anything good" and the text states everything was "much more expensive than he thought." His disappointment is signalled by both his words and his slow gesture of putting coins back in the jar. Inference about feeling rewards reading the character's own statements and physical cues.

3. D — "Began to form" describes the gradual emergence of an idea, signalled by the verb "began" combined with the metaphor of taking shape. The next paragraph shows the idea taking concrete shape as Diego sits at the table and begins drawing memories. Vocabulary-in-context questions test inference from the surrounding action.

4. C — Sequence questions require the earliest event in the chronology. The three months of saving allowance happen before everything else — before the trip to the store, before the drawing, before the Saturday breakfast. The opening detail anchors when the action begins.

5. B — The mother's closing words — "It is worth more than anything you could have bought" — directly state the theme. Diego's worry that his gift "isn't fancy" is met with a hug and the assurance that the memories are precious. Theme questions reward the message the story anchors at its emotional centre.

6. D — Lucia's reminder is strategic: she tells Diego that their mother kept the simple childhood drawing on the fridge for five years, signalling that handmade gifts have lasting value. The hint redirects Diego from buying to making, which is the breakthrough moment of the story. Why-questions reward connecting a character's action to its intended effect.

7. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response identifies that Diego's mother feels deeply moved, grateful, and proud, citing details such as her hand going to her mouth, her eyes filling with tears while she smiled, her whispered "most wonderful gift," and her long hug. Linking the feeling to the specific memory drawings distinguishes higher-level responses.

8. A — The six sections together cover what polar bears are, where they live, what they eat, how they survive the cold, and why they need protection — unified around polar bear life and the conservation message. Main-idea questions reward the option that covers all sections, not a single part.

9. C — The passage states directly: "Their main food is ringed seals, which they catch by waiting beside small holes in the ice." Fish and seabirds are mentioned as secondary food sources. Direct-recall questions test locating a specific named fact in the text.

10. D — Headings preview section content. "Built for the Cold" signals an explanation of warming adaptations — the section that follows describes the two fur layers, the blubber, and the gripping paws. Heading questions test the Grade 3 skill of using text features to predict content.

11. B — "Becoming warmer" is a comparative phrase about temperature change. The context — sea ice melting earlier in spring and forming later in fall — confirms that the Earth's temperature is rising over time. Vocabulary-in-context questions require students to use surrounding evidence to define a word.

12. A — A fact is verifiable and measurable; opinions use evaluative language. The "more than one hundred kilometres" swim distance is a measurable, fact-checkable observation, while options B, C, and D use "most beautiful," "most exciting," and "bravest" — clear opinion markers.

13. C — The passage states explicitly: polar bear skin is "actually black, which helps soak up the warm sunlight on cold Arctic days." Heat absorption from sunlight is the stated reason. The other options invent functions not supported by the text.

14. D — The passage opens with the definitional claim: "Polar bears are the largest land animals that hunt for their food." This is the headline comparison and the unique feature highlighted in the passage. Compare-and-contrast questions reward differences the text itself flags as central.

15. A — A complete sentence needs both a subject and a finite verb expressing a complete thought. "The teacher wrote the morning message" contains both subject (teacher) and main verb (wrote). Option B is a noun phrase, C is a dependent clause, and D is a participial phrase — none stands alone.

16. B — Items in a series take commas after each, and introductory phrases take a comma. Option B places a comma after "festival," then after each item — popcorn, cotton candy, hot dogs — and uses the Oxford comma before "and ice cream." The other options misplace or omit required commas.

17. D — "Right" means correct, which fits "knew the correct answer to the math question." "Write" is the verb meaning to put words on paper, "wright" refers to a maker (such as a playwright), and "rite" is a ceremony. Homophone questions require matching function — correctness here — to the correct spelling.

18. C — Subject-verb agreement requires plural verbs with plural subjects. "Children" is plural, so the verb must be "laugh." "Laughs" is singular, "laughing" lacks a helper verb, and "has laughed" creates both number and tense conflicts with "every day."

19. A — Capitalize holidays (Canada Day — both words), city names (Ottawa), and titles when used as part of a name (Uncle James). Common nouns like "family" and "parade" stay lowercase. Only option A applies all these rules correctly.

20. B — Verb tense must remain consistent within a paragraph. "Helped" and "sold" establish past tense, so the blank requires past-tense "earned." Present, present progressive, and future forms would all break tense consistency.

21. D — The two ideas contrast — Hassan's wish to go versus the obstacle of his sleeping brother — so "but" is the correct coordinating conjunction. "And" merely adds, "so" reverses cause and effect, and "or" implies alternatives. Conjunction questions test logical relationships between clauses.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response states a clear book or story preference, provides two distinct reasons with supporting details about the book itself, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal connection to characters or events outperforms general praise.

23. C — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "children." "Him" is singular and object case, "her" is singular and object case, and "it" is singular and inanimate. Pronoun questions test both case and number agreement with the antecedent.

24. A — Standard dialogue punctuation places quotation marks around spoken words only, with a comma inside the closing quotation mark before the speaker tag. Option A follows all three rules: "Look at the rainbow outside," shouted Mateo. The other options mispunctuate the boundary between dialogue and tag.

25. B — "Another" is spelled a-n-o-t-h-e-r — one word that combines "an" with "other." The other options drop or rearrange letters that produce phonetic misspellings. Sight-word spelling appears regularly on the Grade 3 conventions section.

26. D — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option D uses "as" (subordinating) and "and" (coordinating) to form a single complex-compound sentence with smooth flow. The other options keep the choppy pattern, reverse word order awkwardly, or merely add modifiers.

27. C — The follow-up sentence uses "also" — an additive transition pairing with examples, not a numbered list — so the blank needs an example-introducing transition: "For example." "However" signals contrast, "First" implies a sequence paired with "second," and "Finally" signals conclusion. Transition questions test the match between connector and the structural relationship that follows.

28. A — The original sentence contains errors in pronoun case ("Her" should be subject pronoun "She"), subject-verb agreement ("walks" should be plural "walk"), and capitalization ("friday" should be "Friday"). Only option A corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and garden setting, develops the discovery of the dragon and what they do together, resolves the story, and tracks feelings at multiple points (surprise, curiosity, excitement, or care). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 22: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

Amira and the Lost Library Book

Amira loved Friday afternoons because that was when her class went to the school library. Mr. Singh, the librarian, always had a new display of books for them to explore. Amira's favourite kind of book was about animals, especially books about birds.

Three Fridays ago, Amira had checked out a beautiful picture book called *Birds of Canada*. It had photographs of red cardinals, blue jays, and snowy owls. Amira had carried it home in her backpack with great care.

But on Wednesday morning, Amira realized something terrible. She could not find the book anywhere.

She looked under her bed. She looked in her closet. She looked in the kitchen, the living room, and even in the garage. The book was gone.

Amira's heart sank. The book was due back at the library on Friday. She did not have enough allowance to pay for a new one.

She thought about telling her mother right away. But she was worried that her mother would be disappointed in her. So she decided to keep looking.

On Wednesday night, Amira sat at the dinner table picking at her food. Her father noticed.

"Amira, is everything all right?" he asked gently.

Amira looked down at her plate. She did not want to lie. But she did not want to tell the truth either. She took a deep breath.

"I lost a library book," she said quietly. "I cannot find it anywhere. I have looked everywhere I can think of."

Her father did not get angry. He did not look disappointed. He just nodded slowly.

"Have you talked to Mr. Singh about it?" he asked.

Amira shook her head. "I was too scared. I thought he would be upset with me."

"Mr. Singh is a kind man," her father said. "When we make a mistake, the best thing we can do is talk to the people who can help us solve it. Hiding our mistakes only makes them bigger."

On Thursday morning, Amira walked into the library with her stomach tied in knots. She found Mr. Singh at his desk and told him everything — about the missing book, about how much she had loved reading it, about how scared she had been to tell him.

Mr. Singh smiled kindly. "Amira, I appreciate you coming to tell me. Library books go missing sometimes. We can fill out a lost book form together, and you can pay back what you can over time."

He pulled out a small form and a pencil.

"Also," he added quietly, "books sometimes turn up again. I would still keep looking."

That afternoon, Amira's mother helped her search one more time. They moved Amira's bed away from the wall — and there it was. *Birds of Canada* had slipped down between the bed and the wall, with a corner sticking out from under the dust ruffle.

Amira laughed with relief. She carried the book back to school the next morning and placed it carefully on Mr. Singh's desk.

"Thank you for being honest with me," Mr. Singh said. "That was the most important part."

Amira smiled. She felt like she had learned something even more valuable than reading about birds.

1. Where does most of this story take place?

- A. At Amira's home and at her school library on weekdays
- B. At a busy bookstore in the centre of a town nearby
- C. At Amira's grandmother's house in the country during summer
- D. At a quiet public library on a Saturday morning with her friend

2. How does Amira most likely feel at dinner on Wednesday evening?

- A. She feels hungry because she has not eaten much during the day at school
- B. She feels excited because she is going to the library again on Friday afternoon
- C. She feels worried because she has lost a library book and does not know what to do
- D. She feels happy because she has just finished a very fun day with her friends at school

3. Read this sentence from the passage: "Amira's heart sank." What does the phrase heart sank most likely mean in this sentence?

- A. She felt her heart beating quickly with a feeling of great excitement
- B. She felt a heavy feeling of sadness or disappointment fill her chest
- C. She had a small pain in her chest after running too quickly
- D. She felt her heart almost stop because of a sudden loud noise

4. Which of these events happens first in the story?

- A. Amira tells her father at dinner that she has lost the library book
- B. Amira's mother helps her move her bed away from the bedroom wall
- C. Amira walks into the library and tells Mr. Singh the whole story
- D. Amira checks out a beautiful picture book called Birds of Canada

5. What is the main message of this story?

- A. Telling the truth about a mistake is the best way to feel better and solve a problem
- B. Library books are important and should always be returned by the date they are due
- C. Parents always know exactly where to look for things that have been lost in the house
- D. Children should keep their bedrooms clean so that they do not lose any of their things

6. Why does Amira decide not to tell her mother right away when she first realizes the book is lost?

- A. Because she thinks she can find the book by herself if she keeps looking for it
- B. Because she is worried that her mother will be disappointed in her for losing the book
- C. Because she does not want her mother to take her library card away from her
- D. Because she thinks her mother will help her pay for the book if she asks her later

7. OPEN-RESPONSE

How does Amira's feeling change from the beginning of the story to the end? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

The Story of the Inuksuk

What Is an Inuksuk?

An inuksuk is a stone figure built by stacking rocks. Many people think an inuksuk looks like a person with arms and legs spread out. The word inuksuk comes from the Inuktitut language and means "something that acts in the capacity of a human." Inuksuit (the plural of inuksuk) have been built by Inuit and other Arctic peoples for thousands of years across the cold, rocky lands of northern Canada.

Who Built the First Inuksuit?

The Inuit peoples of the Canadian Arctic built the first inuksuit. The Arctic is a land of snow, ice, and stone, with very few trees. Long ago, the Inuit needed a way to mark important places on the land. Because there were no trees to carve into signposts, they used the only material they had plenty of — stone. They learned to stack the rocks in clever ways that could stand strong against the harsh Arctic wind for many years.

How Were They Used?

Inuksuit were not built just for decoration. Each one had an important purpose. Some inuksuit were used as navigation markers, helping travellers find their way across the wide, empty land. Some marked the location of good hunting grounds or food caches buried beneath the snow. Others helped guide caribou into places where hunters could catch them. A traveller who saw an inuksuk knew that someone had been there before — and that the stone was telling them something important.

KEY FACT: Some inuksuit in the Canadian Arctic are more than five hundred years old and are still standing today.

Different Shapes of Inuksuit

Not all inuksuit look the same. The most famous shape — the one with a head, arms, and legs — is actually called an inunnguaq, which means "imitation of a person." Other inuksuit are simply tall piles of flat stones, or low stones laid out to point in a certain direction. The shape of the inuksuk depended on its purpose, on the stones that were nearby, and on the skill of the person who built it.

The Inuksuk Today

The inuksuk has become a symbol of the Canadian north and of the strength of the people who live there. A large inuksuk was even chosen as the symbol of the 2010 Winter Olympics in Vancouver. Today, you can find inuksuit in art, in books, and even built by hikers in parks across Canada. The inuksuk reminds us of the wisdom of the Inuit peoples and of the importance of helping others find their way.

8. What is this passage mostly about?

- A. The reasons that the inuksuk was chosen as the symbol of the 2010 Winter Olympics
- B. The different ways that hikers in Canadian parks build inuksuit on their hikes today
- C. The Inuit peoples and the way they hunted caribou in the Canadian Arctic long ago
- D. The inuksuit of the Canadian Arctic and the important purposes they served for people

9. According to the passage, what does the word inuksuk mean?

- A. Something that acts in the capacity of a human
- B. A tall pile of stones found across the cold Arctic
- C. The strength of the people who live in the north
- D. An imitation of a person carefully made of stone

10. What does the heading "How Were They Used?" tell the reader about the section that follows?

- A. The section will describe the different shapes of inuksuit found in the Canadian Arctic
- B. The section will explain when the very first inuksuit were built thousands of years ago
- C. The section will explain the important purposes that inuksuit served for the Inuit peoples
- D. The section will list the materials that the Inuit needed in order to build an inuksuk

11. Read this sentence from the passage: "They learned to stack the rocks in clever ways that could stand strong against the harsh Arctic wind." What does the word harsh most likely mean in this sentence?

- A. Gentle and soft like a warm summer breeze in the south
- B. Very strong and unpleasant in a way that is hard to bear
- C. Quiet and calm with hardly any movement at all in the air
- D. Warm and pleasant during the long bright summer days outside

12. Which of these sentences from the passage states a fact?

- A. The inuksuk is the most beautiful symbol in all of Canada
- B. Building an inuksuk is the most fun activity you can do on a hike
- C. The Inuit peoples were the cleverest builders in the whole world
- D. Some inuksuit are more than five hundred years old and still standing

13. According to the passage, why did the Inuit use stone to build inuksuit instead of using wood?

- A. Because there were very few trees on the cold, rocky lands of the Arctic
- B. Because stone was much easier to carry across the snow than wood was
- C. Because the Inuit thought that stone was more beautiful than wood
- D. Because wooden signposts were not allowed in the Canadian Arctic long ago

14. How is an inunnguaq different from other kinds of inuksuit?

- A. An inunnguaq is much taller than other kinds of inuksuit are
- B. An inunnguaq was always built by an Inuit hunter on the trail
- C. An inunnguaq is shaped like a person, but other inuksuit have different shapes
- D. An inunnguaq is used to mark food caches, but other inuksuit point in directions

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The small brown rabbit hopping through the tall green grass nearby

- B. Although the storm clouds gathered quickly over the open field outside
- C. Skating gracefully across the smooth ice at the community arena Saturday
- D. The grandmother baked an apple pie for the family on Sunday morning

16. Read this sentence. Which version uses commas correctly?

- A. After school Diego packed, his books pencils, a snack and his water bottle.
- B. After school, Diego packed his books, pencils, a snack, and his water bottle.
- C. After, school Diego packed his books, pencils, a snack, and his water bottle.
- D. After school Diego packed his books pencils, a snack, and his water bottle.

17. Read this sentence: "I do not _____ the answer to that difficult question on the test." Which word correctly completes the sentence?

- A. know
- B. no
- C. now
- D. nough

18. Read this sentence: "The cookies on the kitchen counter _____ delicious every time we make them." Which word correctly completes the sentence?

- A. tastes
- B. tasting
- C. is tasting
- D. taste

19. Which sentence uses capital letters correctly?

- A. last summer, my family went swimming in lake huron near the cottage.
- B. Last summer, my Family went swimming in Lake Huron near the Cottage.
- C. Last summer, my family went swimming in Lake Huron near the cottage.
- D. Last Summer, my family went swimming in lake huron near the cottage.

20. Read this paragraph from a student's story: "Last Thursday, Theo built a model airplane with his uncle. They glued the small pieces together with great care. Then they _____ the airplane with bright blue paint." Which word correctly completes the paragraph?

- A. painted
- B. paints
- C. is painting
- D. will paint

21. Read these two sentences: "Sara wanted to wear her favourite blue dress to school. Her favourite blue dress was in the laundry." Which version best joins these two sentences?

- A. Sara wanted to wear her favourite blue dress to school, and her favourite blue dress was in the laundry.
- B. Sara wanted to wear her favourite blue dress to school, but her favourite blue dress was in the laundry.
- C. Sara wanted to wear her favourite blue dress to school, so her favourite blue dress was in the laundry.
- D. Sara wanted to wear her favourite blue dress to school, or her favourite blue dress was in the laundry.

22. OPEN-RESPONSE — Shorter Writing Piece

If you could change one thing about your school, what would you change? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "My mother and I made a sandwich for my little brother, and _____ ate it quickly."
Which word correctly completes the sentence?

- A. we
- B. them
- C. her
- D. he

24. Which sentence uses quotation marks correctly?

- A. "I love this new puzzle, said Owen as he placed another piece in the corner."
- B. I love this new puzzle, "said Owen as he placed another piece in the corner."
- C. "I love this new puzzle," said Owen as he placed another piece in the corner.
- D. I love "this new puzzle, said Owen as he" placed another piece in the corner.

25. Which word is spelled correctly?

- A. enough
- B. enuf

- C. enough
- D. enouf

26. A student wrote these sentences: "The clock ticked. The cat purred. The fire crackled." Which revision best improves these sentences by adding variety?

- A. The clock ticked loudly on the wall. The cat purred softly in the corner. The fire crackled brightly.
- B. As the clock ticked on the wall, the cat purred in the corner and the fire crackled in the fireplace.
- C. Ticked the clock on the wall. Purred the cat in the corner. Crackled the fire in the fireplace.
- D. The clock ticked and ticked on the wall. The cat purred and kept purring. The fire crackled away.

27. Read this paragraph: "There are many steps to baking a cake. First, you mix the flour and sugar together. Then you add the eggs and butter. _____, you bake the cake in the oven for forty minutes." Which word best fills the blank?

- A. However
- B. For example
- C. First
- D. Finally

28. A student wrote this sentence: "me and my cousin walks our dog every morning before school starts." Which version corrects the errors in this sentence?

- A. Me and my cousin walk our dog every morning before school starts.
- B. My cousin and me walks our dog every morning before school starts.
- C. My cousin and I walk our dog every morning before school starts.
- D. Myself and my cousin walks our dog every morning before school starts.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you planted a tiny seed in your garden, and the next morning, it had grown into something amazing. Write a story about what happened next.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what the seed grew into and what you did
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 22: Answer Key and Explanations

1. A — The story moves between Amira's home (looking for the book, the dinner with her father, finding it under the bed) and the school library (telling Mr. Singh, returning the book). The setting spans home and school, not a single place. Setting questions reward the option that captures both central locations.
2. C — Amira is "picking at her food," she does not want to lie or tell the truth, and she takes a deep breath before admitting the loss — clear physical and behavioural signs of worry. The text directly identifies the lost book as the source of her stress. Inference questions reward reading the character's behaviour cues.
3. B — "Heart sank" is figurative language for a sudden heavy feeling of sadness or disappointment, signalled by the surrounding context: the book is gone, the due date is approaching, and she cannot afford to replace it. The phrase is not literal but emotional. Vocabulary-in-context questions test recognition of common figurative idioms.
4. D — Sequence questions require the earliest event in the chronology. Amira checked out *Birds of Canada* three Fridays before the rest of the action — the dinner conversation, the library visit, and the bedroom search all happen later. The check-out is the first plot event.
5. A — The father's "Hiding our mistakes only makes them bigger" and Mr. Singh's "Thank you for being honest with me — that was the most important part" both anchor honesty as the message. Amira's relief and growth come from telling the truth, not from finding the book. Theme questions reward the message the story explicitly anchors at its emotional turning points.
6. B — Amira's specific worry is given in the text: "she was worried that her mother would be disappointed in her." This is a direct-recall inference question. The other options invent reasons not supported by the passage.
7. **OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 response identifies Amira's shift from worried and afraid to relieved and proud, citing early details (heart sank, picking at food, stomach in knots) and late ones (laughing with relief, smiling, feeling she had learned something valuable). Transition language signalling change distinguishes higher-level responses.
8. D — The five sections cover what an inuksuk is, who built them, how they were used, different shapes, and modern significance — all unified around inuksuit and their purposes. Main-idea questions reward the option that covers all sections, not a single detail.
9. A — The passage states directly: "The word inuksuk comes from the Inuktitut language and means 'something that acts in the capacity of a human.'" This is a direct-recall question testing recognition of a specific definitional fact. Option D defines inunnguaq, not inuksuk.
10. C — Headings preview section content. "How Were They Used?" signals a section about purpose and function — the section that follows describes navigation markers, hunting grounds, food caches, and caribou guidance. Heading questions test the Grade 3 skill of using text features to predict content.

11. B — The context describes Arctic wind that the rocks must "stand strong against." *Harsh* describes something very strong and unpleasant — the opposite of gentle or pleasant. Vocabulary-in-context questions require students to use the surrounding sentence to infer meaning.
12. D — A fact is verifiable and measurable; opinions use evaluative language. The "more than five hundred years old" claim is a measurable, fact-checkable observation, while options A, B, and C use "most beautiful," "most fun," and "cleverest" — clear opinion markers.
13. A — The passage states explicitly: "The Arctic is a land of snow, ice, and stone, with very few trees... Because there were no trees to carve into signposts, they used the only material they had plenty of — stone." The absence of trees is the stated reason. The other options invent reasons not supported by the text.
14. C — The passage explicitly contrasts shapes: "The most famous shape — the one with a head, arms, and legs — is actually called an inunnguaq," while "Other inuksuit are simply tall piles of flat stones, or low stones laid out to point in a certain direction." The shape difference is the only contrast the passage makes explicit.
15. D — A complete sentence needs both a subject and a finite verb expressing a complete thought. "The grandmother baked an apple pie" contains both subject (grandmother) and main verb (baked). Option A is a noun phrase, B is a dependent clause, and C is a participial phrase — none stands alone.
16. B — Items in a series take commas after each, and introductory phrases take a comma. Option B places a comma after "school," then after each item — books, pencils, snack — and uses the Oxford comma before "and his water bottle." The other options misplace or omit required commas.
17. A — "Know" is the verb meaning to have understanding of something, which fits "I do not know the answer." "No" is negation, "now" is time, and "nough" is not a real English word. Homophone questions require matching function — knowledge here — to the correct spelling.
18. D — Subject-verb agreement requires plural verbs with plural subjects. "Cookies" is plural, so the verb must be "taste." "Tastes" is singular, "tasting" lacks a helper verb, and "is tasting" pairs a singular helper with a plural subject.
19. C — Capitalize proper nouns (Lake Huron — a specific named lake), but leave common nouns (family, cottage) and seasons (summer) lowercase. Seasons are not capitalized in English unless personified or at the start of a sentence. Only option C applies all these rules correctly.
20. A — Verb tense must remain consistent within a paragraph. "Built" and "glued" establish past tense, so the blank requires past-tense "painted." Present, present progressive, and future forms would all break tense consistency.
21. B — The two ideas contrast — Sara's wish to wear the dress versus the obstacle of it being in the laundry — so "but" is the correct coordinating conjunction. "And" merely adds, "so" reverses

cause and effect, and "or" implies alternatives. Conjunction questions test logical relationships between clauses.

22. **OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 response states a clear change preference, provides two distinct reasons with supporting details, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal detail about the school outperforms general statements.
23. D — Subject pronouns perform the action; "he" is the singular masculine subject pronoun matching the antecedent "my little brother." "We" excludes the brother as the eater, "them" is plural and object case, and "her" is feminine. Pronoun questions test both case and number-and-gender agreement with the antecedent.
24. C — Standard dialogue punctuation places quotation marks around spoken words only, with a comma inside the closing quotation mark before the speaker tag. Option C follows all three rules: "I love this new puzzle," said Owen. The other options mispunctuate the boundary between dialogue and tag.
25. A — "Enough" is spelled e-n-o-u-g-h — a high-frequency Grade 3 word with the silent *gh* ending pronounced as /f/. The other options drop or simplify the *gh* in ways that produce phonetic misspellings. Irregular spelling patterns appear regularly on the Grade 3 conventions section.
26. B — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option B uses "as" (subordinating) and "and" (coordinating) to form a single complex-compound sentence with smooth flow. The other options keep the choppy pattern, reverse word order awkwardly, or merely add repeated verbs.
27. D — Transition words signal text organization. "First" and "Then" earlier in the paragraph establish a sequence, so the blank — at the last step — needs a closing transition: "Finally." "However" signals contrast, "For example" introduces illustration, and "First" would repeat the opening signal.
28. C — The original sentence contains errors in pronoun case ("me" should be subject pronoun "I"), word-order convention (the speaker should be placed second), and subject-verb agreement ("walks" should be plural "walk"). Only option C corrects every error at once. Convention-correction questions test combined grammar knowledge.
29. **OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 narrative establishes character and garden setting, develops what the seed grew into and the events that followed, resolves the story, and tracks feelings at multiple points (surprise, wonder, curiosity, or excitement). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 23: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Hand-Me-Down Coat

Aisha sat on the living room floor while her mother held up the heavy blue coat. It was thick and warm, with bright red buttons and a hood lined with soft white fur. Aisha frowned.

"But Mama, that's Yasmin's old coat," she said. "I wanted a new one this year."

Aisha's mother smiled gently. "Your cousin Yasmin took such good care of this coat. It looks almost brand new. Why don't you try it on?"

Aisha slipped her arms into the sleeves. The coat fit perfectly. She turned and looked at herself in the mirror by the front door. Her shoulders slumped. The other kids in her class would have new coats from the store. They would have shiny tags still inside the collar. Hers was hand-me-down.

The next morning, Aisha walked to school wearing the blue coat. She kept her head down and tried not to think about it. When her best friend Kenji ran up to her at the playground, he stopped and stared.

"Aisha, that coat is awesome!" Kenji said. "Is that real fur on the hood?"

"It's not real," Aisha mumbled. "It used to be my cousin's."

"Cool! It looks like the coat the explorer wears in that book we read about the North."

Aisha did not know what to say. She had not thought of it that way.

At recess, Aisha put her hands in the deep pockets of the coat to keep them warm. Her fingers touched something at the bottom of the left pocket. She pulled it out carefully.

It was a small folded piece of paper, soft from being in the pocket for a long time. Aisha unfolded it slowly. The note was written in pencil in her cousin Yasmin's careful handwriting:

To whoever finds this — I hope this coat keeps you as warm and safe as it kept me. I had so many good days wearing it. May you have good days too.

— Yasmin

Aisha read the note three times. She thought about her cousin Yasmin, who was now in Grade 7. She thought about all the days Yasmin had walked to school in this coat — through snow and rain and cold wind. She thought about Yasmin choosing to leave the note for whoever wore the coat next.

Suddenly the coat did not feel like a hand-me-down at all. It felt like a gift.

After school, Aisha ran home and showed the note to her mother. Her mother's eyes filled with tears as she read it.

"That sounds just like Yasmin," her mother said softly. "She has always been a thoughtful girl."

That night, before bed, Aisha asked her mother for a pencil and a small piece of paper. She wrote her own careful note and folded it into a tiny square. Then she walked to the front hall and slipped the new note deep into the pocket of the blue coat.

She would not need a new coat after all. She had something better. And one day, when she had outgrown it, someone else would find her note. The coat would carry good wishes from one cousin to the next.

1. Where does most of this story take place?

- A. At Aisha's cousin Yasmin's house, where the coat used to live in storage
- B. At Aisha's home and at her school during a cold week of the year
- C. At a clothing store where Aisha and her mother are shopping together
- D. At a cousin's family party where Aisha tries on a hand-me-down coat

2. How does Aisha most likely feel when her mother first holds up the blue coat?

- A. She feels grateful because the coat looks warm and fits her well

- B. She feels excited because she has always loved her cousin Yasmin's clothes
- C. She feels confused because she does not recognize the coat at all
- D. She feels disappointed because the coat is not a new one from the store

3. Read this sentence from the passage: "Her shoulders slumped." What does the phrase shoulders slumped most likely mean in this sentence?

- A. She let her shoulders droop down to show that she was not happy
- B. She lifted her shoulders up high because she was very surprised
- C. She turned her shoulders quickly to the side to see something behind her
- D. She rubbed her shoulders because they were sore from carrying heavy bags

4. Which of these events happens first in the story?

- A. Kenji tells Aisha that her coat looks like an explorer's coat from a book
- B. Aisha finds a folded note inside the deep pocket of the blue coat
- C. Aisha's mother holds up the heavy blue coat in the living room
- D. Aisha writes her own note and slips it into the coat pocket at night

5. What is the main message of this story?

- A. Something that seemed unwanted can become very special with a new way of looking at it
- B. New clothes from a store are always better than clothes that have been worn by someone else
- C. Older cousins should always pass down their favourite clothes to their younger family members
- D. Friends are sometimes the only ones who notice the good things about what we wear to school

6. Why does Aisha slip her own note into the coat pocket at the end of the story?

- A. Because she wants her cousin Yasmin to find the note when she visits next time

- B. Because she does not want to lose the note that Yasmin left in the pocket
- C. Because she is hoping her mother will find the note and read it the next day
- D. Because she wants the next person who wears the coat to find good wishes too

7. OPEN-RESPONSE

How does Aisha's feeling about the coat change from the beginning to the end of the story? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Owls: Silent Hunters of the Night

What Is an Owl?

Owls are birds, but they are very different from most other birds. While robins, sparrows, and seagulls are usually awake during the day, owls are nocturnal — they sleep during the day and hunt at night. Owls have large round eyes that help them see in very low light, sharp claws called talons for catching their prey, and soft feathers that let them fly without making a sound. There are more than two hundred different kinds of owls in the world.

Where Owls Live

Owls live in almost every part of the world. They make their homes in forests, on mountains, in deserts, and even in cold places like the Arctic. The snowy owl, with its bright white feathers, lives in the far north of Canada. Smaller owls like the burrowing owl actually live underground, in tunnels they take over from other animals. Wherever they live, owls find quiet places where they can rest during the day.

Silent Flight

The most amazing thing about owls is the way they fly. Most birds make a loud whooshing sound when they flap their wings. But owl feathers have soft, fuzzy edges that break up the air as the wings push down. This makes owl flight nearly silent. A mouse hiding in the grass has almost no chance of hearing an owl coming until it is too late.

KEY FACT: Owls can turn their heads almost all the way around — up to 270 degrees in either direction.

What Owls Eat

Owls are excellent hunters. Most owls eat small animals such as mice, voles, rats, and rabbits. Larger owls can catch animals as big as squirrels and even small foxes. Some owls eat insects, frogs, and fish. Because owls cannot chew, they swallow their food whole. Later, they spit out a small ball called a pellet, which contains the bones, fur, and other parts they could not digest. Scientists sometimes study owl pellets to learn what owls have been eating.

Why Owls Help Us

Owls are very helpful animals. A single barn owl family can eat more than three thousand mice in one year. Without owls, there would be many more mice and rats in farms, fields, and even our homes. Many farmers welcome owls onto their land by putting up special nest boxes. Owls are also important characters in stories and legends from many cultures around the world. Their large eyes, silent flight, and mysterious lives have made them symbols of wisdom for thousands of years.

8. What is this passage mostly about?

- A. The reasons that scientists study the small pellets that owls leave behind on the ground
- B. The way owls live, how they hunt, and why they are helpful to people
- C. The differences between snowy owls in Canada and burrowing owls that live underground
- D. The history of owls as important characters in stories from many cultures around the world

9. According to the passage, what does the word nocturnal mean?

- A. Awake at night and asleep during the day at home
- B. Able to turn their heads in almost any direction at all
- C. Catching food with sharp claws called talons in the night
- D. Spitting out small balls of bones and fur after eating dinner

10. What does the heading "Silent Flight" tell the reader about the section that follows?

- A. The section will describe how owls hide silently in the trees while they wait to hunt
- B. The section will list the kinds of food that owls can catch without making any noise
- C. The section will explain why owls are silent characters in many different fairy tales
- D. The section will explain how owls are able to fly through the air without any sound

11. Read this sentence from the passage: "Without owls, there would be many more mice and rats in farms, fields, and even our homes." What does the word fields most likely mean in this sentence?

- A. Long pieces of cloth that farmers use to cover their plants in winter
- B. Small holes in the ground where animals come to look for their food
- C. Open spaces of land where crops and grass grow under the sky
- D. Round metal containers that farmers use to hold grain on their farms

12. Which of these sentences from the passage states a fact?

- A. Owls are the most amazing birds in the entire world
- B. There are more than two hundred different kinds of owls in the world
- C. The snowy owl is the most beautiful owl that lives in Canada
- D. Watching an owl fly at night is the most magical thing you can see

13. According to the passage, why are mice and other small animals usually unable to hear an owl coming?

- A. Because mice cannot hear very high sounds at all in the dark
- B. Because owls fly very high above the ground to catch their food
- C. Because owl feathers have soft edges that break the air, making flight nearly silent
- D. Because mice are usually too busy looking for their own food to listen carefully

14. How are owls different from most other kinds of birds?

- A. Owls have feathers and wings, but most other birds do not have either
- B. Owls eat small animals, but most other birds eat only seeds and berries
- C. Owls live in many parts of the world, but most other birds live only in forests
- D. Owls are usually awake at night, but most other birds are awake during the day

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The small grey cat sleeping on the warm windowsill in the sun
- B. The students cleaned up the classroom before the bell rang yesterday
- C. After the long journey across the cold mountains in the deep snow
- D. Running quickly down the steep hill toward the river on Saturday

16. Read this sentence. Which version uses commas correctly?

- A. At the market mom bought, apples carrots, bread and cheese for the meal.

- B. At, the market mom bought apples, carrots, bread, and cheese for the meal.
- C. At the market, mom bought apples, carrots, bread, and cheese for the meal.
- D. At the market mom bought apples, carrots bread, and cheese for the meal.

17. Read this sentence: "From the top of the hill, we could _____ the whole town below us." Which word correctly completes the sentence?

- A. see
- B. sea
- C. cee
- D. seed

18. Read this sentence: "The birds in the tall maple tree _____ early each morning at sunrise." Which word correctly completes the sentence?

- A. chirps
- B. chirping
- C. is chirping
- D. chirp

19. Which sentence uses capital letters correctly?

- A. last fall, my class learned about the planet mars in our science book.
- B. Last fall, my class learned about the planet Mars in our science book.
- C. Last Fall, my Class learned about the Planet Mars in our science book.
- D. Last fall, my class learned about the Planet mars in our Science book.

20. Read this paragraph from a student's story: "Last Saturday, Owen visited the science museum. He saw dinosaur bones and old rocks. Then he _____ a movie about outer space in the small theatre." Which word correctly completes the paragraph?

- A. watched
- B. watches
- C. is watching
- D. will watch

21. Read these two sentences: "Tara wanted to wear her sandals to the park. The grass was still wet from the rain." Which version best joins these two sentences?

- A. Tara wanted to wear her sandals to the park, and the grass was still wet from the rain.
- B. Tara wanted to wear her sandals to the park, so the grass was still wet from the rain.
- C. Tara wanted to wear her sandals to the park, or the grass was still wet from the rain.
- D. Tara wanted to wear her sandals to the park, but the grass was still wet from the rain.

22. OPEN-RESPONSE — Shorter Writing Piece

Who is the person you most admire? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "The kind grandmother knitted scarves for my cousins, and _____ wore them to school the next day." Which word correctly completes the sentence?

- A. him
- B. her
- C. they
- D. it

24. Which sentence uses quotation marks correctly?

- A. "I really love this story," whispered Priya as she turned the page slowly.
- B. "I really love this story, whispered Priya as she turned the page slowly."
- C. I really "love this story, whispered Priya" as she turned the page slowly.
- D. I really love this story, "whispered Priya as she turned the page slowly."

25. Which word is spelled correctly?

- A. tomorow
- B. tomorrow
- C. tommorrow
- D. tomarrow

26. A student wrote these sentences: "The sun shone. The flowers opened. The bees buzzed." Which revision best improves these sentences by adding variety?

- A. The sun shone brightly. The flowers opened slowly. The bees buzzed happily in the field.

- B. Shone the sun in the sky. Opened the flowers wide. Buzzed the bees loudly in the meadow.
- C. The sun shone and shone. The flowers opened and opened. The bees buzzed and kept buzzing.
- D. As the sun shone above the meadow, the flowers opened and the bees buzzed from bloom to bloom.

27. Read this paragraph: "There are many ways to be a good friend. _____, you can listen carefully when your friend is talking. You can also share your favourite snack at lunch." Which word best fills the blank?

- A. However
- B. Finally
- C. For example
- D. First

28. A student wrote this sentence: "Him and his sister visits our grandparents every sunday afternoon together." Which version corrects the errors in this sentence?

- A. He and his sister visit our grandparents every Sunday afternoon together.
- B. Him and his sister visit our grandparents every Sunday afternoon together.
- C. He and his sister visits our grandparents every Sunday afternoon together.
- D. Himself and his sister visits our grandparents every sunday afternoon together.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you woke up one morning and discovered that you had become as small as a mouse. Write a story about what happens during your day.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what you do and what you see at your new tiny size
- an ending that tells how the story turns out

- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 23: Answer Key and Explanations

1. B — The story moves between Aisha's home (trying on the coat, showing her mother the note, writing her own note) and her school (Kenji's praise, recess pocket discovery). The setting spans both locations across a single cold week. Setting questions reward the option that captures both central locations.

2. D — Aisha frowns and says directly, "I wanted a new one this year," and the text shows her shoulders slumping when she looks in the mirror. The disappointment is in her words, her face, and her body. Inference questions reward reading both spoken and physical cues.

3. A — "Shoulders slumped" is body-language vocabulary for a downward droop that signals sadness or disappointment — the opposite of the upright posture that signals confidence. The surrounding context, Aisha's wish for a new coat, confirms the unhappy feeling. Figurative-phrase questions test reading body cues for emotion.

4. C — Sequence questions require the earliest event in the chronology. The mother holding up the blue coat in the living room opens the story; Kenji's compliment, the note discovery, and the new note all come later. The first scene anchors when the action begins.

5. A — Aisha begins disappointed about a hand-me-down coat and ends seeing it as "a gift" she will pass on with her own note inside. The whole story turns on her changing perspective, prompted by Kenji's compliment and Yasmin's note. Theme questions reward the message the story illustrates through its central character change.

6. D — Aisha's final reflection — "one day, when she had outgrown it, someone else would find her note. The coat would carry good wishes from one cousin to the next" — directly states her intention. She is continuing the tradition Yasmin started. Why-questions test connecting a final action to the character's stated thinking.

7. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response identifies Aisha's shift from disappointed to grateful and proud, citing early details (frowning, slumped shoulders, wanting a new coat) and late ones (the coat "felt like a gift," writing her own note for the next person). Transition language signalling the change distinguishes higher-level responses.

8. B — The five sections cover what owls are, where they live, their silent flight, what they eat, and how they help people — all unified around owl life and value. Main-idea questions reward the option that covers all sections, not a single one.

9. A — The passage defines nocturnal directly: "they sleep during the day and hunt at night." This is the operational definition the text gives. The other options describe other owl traits (talons, head turning, pellets) but not the meaning of nocturnal.

10. D — Headings preview section content. "Silent Flight" signals an explanation of how owls fly without sound — the section that follows describes how soft-edged feathers break up the air. Heading questions test the Grade 3 skill of using text features to predict content.

11. C — The context lists "farms, fields, and even our homes" as places where mice and rats live without owls. Fields in this list refers to open outdoor land where crops grow — the natural fit between farms and homes. Vocabulary-in-context questions require using surrounding words to define an unfamiliar one.

12. B — A fact is verifiable and countable; opinions use evaluative language. The "more than two hundred different kinds of owls" claim is a measurable, fact-checkable observation, while options A, C, and D use "most amazing," "most beautiful," and "most magical" — clear opinion markers.

13. C — The passage states explicitly: owl feathers "have soft, fuzzy edges that break up the air as the wings push down. This makes owl flight nearly silent." The silent flight comes from the feather structure, which is why prey cannot hear the owl coming. The other options invent reasons not supported by the text.

14. D — The passage opens by contrasting owls' nocturnal habits with the daytime habits of most birds: "While robins, sparrows, and seagulls are usually awake during the day, owls are nocturnal." This is the headlined difference. Compare-and-contrast questions reward differences the text itself flags as central.

15. B — A complete sentence needs both a subject and a finite verb expressing a complete thought. "The students cleaned up the classroom" contains both subject (students) and main verb (cleaned). Option A is a noun phrase, C is a dependent clause, and D is a participial phrase — none stands alone.

16. C — Items in a series take commas after each, and introductory phrases take a comma. Option C places a comma after "market," then after each item — apples, carrots, bread — and uses the Oxford comma before "and cheese." The other options misplace or omit required commas.

17. A — "See" is the verb meaning to perceive with the eyes, which fits "we could see the whole town." "Sea" is a body of water, "cee" is not a real English word, and "seed" is a plant part. Homophone questions require matching the word's function — visual perception here — to the correct spelling.

18. D — Subject-verb agreement requires plural verbs with plural subjects. "Birds" is plural, so the verb must be "chirp." "Chirps" is singular, "chirping" lacks a helper verb, and "is chirping" pairs a singular helper with a plural subject.

19. B — Capitalize proper nouns (Mars — the name of a specific planet), but leave common nouns (class, science book) and seasons (fall) lowercase. Seasons and generic categories of objects are not capitalized in English. Only option B applies all these rules correctly.

20. A — Verb tense must remain consistent within a paragraph. "Visited" and "saw" establish past tense, so the blank requires past-tense "watched." Present, present progressive, and future forms would all break tense consistency.

21. D — The two ideas contrast — Tara's wish to wear sandals versus the wet grass that would prevent her — so "but" is the correct coordinating conjunction. "And" merely adds, "so" reverses cause and effect, and "or" implies alternatives. Conjunction questions test logical relationships between clauses.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response names a specific person clearly, provides two distinct reasons with supporting details about that person's qualities or actions, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal detail outperforms general praise.

23. C — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "my cousins." "Him" and "her" are singular and object case, and "it" is singular and inanimate. Pronoun questions test both case and number agreement with the antecedent.

24. A — Standard dialogue punctuation places quotation marks around spoken words only, with a comma inside the closing quotation mark before the speaker tag. Option A follows all three rules: "I really love this story," whispered Priya. The other options misspunctuate the boundary between dialogue and tag.

25. B — "Tomorrow" is spelled t-o-m-o-r-r-o-w — one m followed by double r. The other options drop or add letters in ways that produce phonetic misspellings (single r, double m, or rearranged vowels). Sight-word spelling appears regularly on the Grade 3 conventions section.

26. D — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option D uses "as" (subordinating) and "and" (coordinating) to form a single complex-compound sentence with smooth flow. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat verbs.

27. C — The follow-up uses "also" — an additive transition pairing with examples, not a numbered list — so the blank needs an example-introducing transition: "For example." "However" signals contrast, "Finally" signals conclusion, and "First" implies a sequence paired with "second." Transition questions test the match between connector and the structural relationship that follows.

28. A — The original sentence contains errors in pronoun case ("Him" should be subject pronoun "He"), subject-verb agreement ("visits" should be plural "visit"), and capitalization ("sunday" should be "Sunday"). Only option A corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and morning setting, develops what the narrator does and sees at mouse size, resolves the story, and tracks feelings at multiple points (surprise, fear, wonder, or amusement). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 24: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

Sofia and the Reading Buddy

Sofia walked down the hallway with her best friend Hana. They were both nervous and excited at the same time. Today was the first day of the Reading Buddy Program at their school. Each Grade 3 student would be matched with a Grade 1 student, and twice a week they would read together for twenty minutes.

"What if my buddy doesn't like me?" Sofia whispered.

"What if my buddy can't read at all?" Hana whispered back.

The Grade 3 students lined up outside the Grade 1 classroom. Mrs. Tanaka opened the door and smiled at them. "Come in, come in! Find your buddy by checking the name tags on the desks."

Sofia walked carefully between the small chairs. She found her name on a desk near the window. Sitting at the desk was a boy with curly black hair and very large brown eyes. He was wearing a bright yellow shirt with a dinosaur on the front. The name tag in front of him said "Marco."

"Hi Marco," Sofia said softly. "I'm Sofia. I'm going to be your reading buddy."

Marco did not say anything. He looked down at his shoes. His shoulders curved inward, as if he wanted to make himself very small.

Sofia sat down in the chair next to him. She remembered how she had felt when she was in Grade 1 and her own reading buddy had visited her. Some of the words in the books had been too hard. She had been worried that her buddy would think she was not smart.

Sofia opened the picture book she had brought from the library. It was about a friendly dragon who loved to bake cookies.

"I picked this book because it has dinosaurs and dragons in it," Sofia said. "And I noticed your shirt has a dinosaur. Do you like dinosaurs?"

Marco looked up. He nodded very slowly.

"Should we read it together?" Sofia asked. "I can read the hard words, and you can read whatever words you know. Or we can take turns. Or you can just listen if you want. Whatever you like."

Marco thought for a moment. Then he said, very quietly, "Can I look at the pictures first?"

"Of course you can," Sofia said.

They spent the first ten minutes just looking at the pictures together. Marco pointed to things and Sofia made up funny voices for the characters. Then Marco said, "Can we read it now?"

Sofia smiled. "Yes."

They read the book together slowly. Marco knew the words "cat," "dog," "the," and "and." He stumbled over the word "delicious," but Sofia helped him sound it out — de-LISH-us. When they finished the book, Marco's whole face was glowing.

"That was the best book," Marco said. "Can we read another one next time?"

"We can read a hundred books," Sofia said. "I'll bring different ones every time."

Walking back to her own classroom, Sofia thought about how scared she had been at the beginning of the day. She had worried that Marco would not like her. She had worried that she would not know how to help him. But helping was not as hard as she had thought. You just had to listen, be patient, and choose a book with a dinosaur on the cover.

1. Where does most of this story take place?

- A. In Sofia's home, where she practices reading with her own books
- B. At a children's library, where Sofia chooses books for the program
- C. On the school playground, where the Grade 3 students play at recess
- D. Inside the Grade 1 classroom, where Sofia meets her reading buddy

2. How does Sofia most likely feel as she walks down the hallway at the beginning of the story?

- A. She feels nervous and excited at the same time about her new responsibility
- B. She feels bored because she does not want to do the reading program today
- C. She feels angry because her teacher has chosen her to be a reading buddy
- D. She feels tired because she has been reading for too many hours already

3. Read this sentence from the passage: "His shoulders curved inward, as if he wanted to make himself very small." What does the phrase make himself very small most likely mean in this sentence?

- A. He wanted to grow shorter so that the desk would feel bigger to him
- B. He wanted to fit into a tiny chair in the corner of the classroom
- C. He wanted to look quiet and shy so that no one would notice him
- D. He wanted to leave the room quickly without anyone seeing him

4. Which of these events happens first in the story?

- A. Sofia and Marco read the book about the dragon who loved baking
- B. Sofia walks down the hallway with her best friend Hana
- C. Marco asks Sofia if they can read another book together next time
- D. Sofia opens the picture book she brought from the library that day

5. What is the main message of this story?

- A. Children in Grade 1 always need a lot of help when they are learning to read
- B. Picture books are the best kind of book for new readers to enjoy at school
- C. Reading buddies should always choose books about dinosaurs and dragons
- D. Being patient and kind can help someone feel comfortable trying something new

6. Why does Sofia tell Marco that he can just look at the pictures first if he wants?

- A. Because she has forgotten the book she was planning to read to him
- B. Because she does not want to read the book out loud in front of him
- C. Because she wants Marco to feel comfortable and not pressured to read
- D. Because she thinks Marco is too young to understand any of the words

7. OPEN-RESPONSE

How does Sofia's feeling change from the beginning of the story to the end? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Lighthouses: Lights at the Edge of the Sea

What Is a Lighthouse?

A lighthouse is a tall tower built near the ocean or a large lake. Long ago, before there were maps and modern technology, sailors used lighthouses to find their way safely back to land. A bright light at the top

of the tower can be seen from many kilometres away. Sailors look for the light to know how close they are to land, where the rocks are, and where the safe harbour is. Some lighthouses are short and round. Others are tall and pointy. But they all have one important job — to keep ships safe.

How Does a Lighthouse Work?

The most important part of a lighthouse is the light at the very top, inside a small room with windows all around. Long ago, lighthouse keepers used oil lamps with large glass lenses to make the light very bright. The lenses spread the light out far across the water so that ships could see it from far away. Many lighthouse lights are not steady — they flash on and off in a special pattern. Each lighthouse along the coast has its own pattern, so that sailors can tell exactly which lighthouse they are looking at.

Lighthouse Keepers

Long ago, every lighthouse had a special worker called a lighthouse keeper. The keeper lived in a small house attached to the lighthouse tower. Every night, the keeper had to climb up the steep stairs and light the lamp. The keeper also had to keep the lenses clean, make sure the lamp had enough oil, and check that the light kept flashing all night long, even in storms. It was lonely work, but lighthouse keepers were proud of the lives they helped save.

KEY FACT: The oldest lighthouse still in use in Canada is on Sambro Island in Nova Scotia, and it has been guiding ships for more than two hundred and fifty years.

Lighthouses Today

Today, most lighthouses no longer have keepers living in them. The lamps are powered by electricity and turn on and off by themselves. Modern ships also use computers and other tools to find their way. But many old lighthouses are still standing, and some have been turned into museums for visitors to explore. Many people love to visit lighthouses and learn about the brave keepers who once worked there. The lighthouse remains a powerful symbol of safety and hope across the sea.

8. What is this passage mostly about?

- A. Lighthouses, how they work, and the people who once cared for them
- B. The reasons that the oldest lighthouse in Canada is found in Nova Scotia
- C. The differences between old oil lamps and modern electric lamps
- D. The kinds of ships that sail near the coastlines of Canada today

9. According to the passage, where is the oldest lighthouse still in use in Canada?
- A. Along the rocky shores of British Columbia
 - B. On the long coast of Newfoundland and Labrador
 - C. Near the busy harbour of Toronto, Ontario
 - D. On Sambro Island in the province of Nova Scotia
10. What does the heading "Lighthouse Keepers" tell the reader about the section that follows?
- A. The section will describe the materials used to build a lighthouse tower
 - B. The section will explain the work of the people who lived in lighthouses
 - C. The section will compare lighthouses in different parts of the world
 - D. The section will list the types of ships that lighthouses help to guide
11. Read this sentence from the passage: "The lenses spread the light out far across the water." What does the word lenses most likely mean in this sentence?
- A. Long pieces of metal that hold the lamp in place inside the lighthouse
 - B. Small windows that open to let the cold ocean air into the tower
 - C. Special pieces of curved glass that change the way that light shines
 - D. Round mirrors that reflect light back into the lighthouse tower at sea
12. Which of these sentences from the passage states a fact?
- A. The oldest lighthouse still in use in Canada is on Sambro Island in Nova Scotia
 - B. The keepers of lighthouses long ago were the bravest workers in the country
 - C. Old lighthouses are the most beautiful buildings to visit along the coast
 - D. Lighthouse keepers had the most lonely and difficult job of any worker

13. According to the passage, why does each lighthouse have its own special flashing pattern?

- A. Because the keepers liked to use different patterns to show their style
- B. Because the lamps in different lighthouses work in different special ways
- C. Because storms cause the flashing patterns to change throughout the night
- D. Because the pattern helps sailors tell exactly which lighthouse they are looking at

14. How are lighthouses today different from lighthouses long ago?

- A. Lighthouses today are taller than the lighthouses that were built long ago
- B. Lighthouses today are powered by electricity, but lighthouses long ago used oil lamps
- C. Lighthouses today guide more kinds of ships than lighthouses long ago did
- D. Lighthouses today are made of stone, but lighthouses long ago were made of wood

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The chef cooked a delicious dinner for the guests at the restaurant
- B. The big yellow school bus parked at the corner of the busy street
- C. Although the snow fell heavily outside the cabin window all night
- D. Painting a beautiful picture of the sunset over the calm blue lake

16. Read this sentence. Which version uses commas correctly?

- A. For breakfast we ate, pancakes eggs, fruit and toast.

- B. For, breakfast we ate pancakes, eggs, fruit, and toast.
- C. For breakfast, we ate pancakes, eggs, fruit, and toast.
- D. For breakfast we ate pancakes eggs, fruit, and toast.

17. Read this sentence: "The cold winter wind _____ the leaves across the yard yesterday afternoon." Which word correctly completes the sentence?

- A. blu
- B. blue
- C. bloo
- D. blew

18. Read this sentence: "The little squirrels in the oak tree _____ acorns every fall before winter comes." Which word correctly completes the sentence?

- A. gathers
- B. gather
- C. gathering
- D. has gathered

19. Which sentence uses capital letters correctly?

- A. In November, my class read a story called the brave little turtle in english class.
- B. In november, my class read a story called The Brave Little Turtle in english class.
- C. In November, my class read a story called The Brave Little Turtle in English class.
- D. In November, my Class read a story called The Brave Little Turtle in english Class.

20. Read this paragraph from a student's story: "On Saturday morning, Khaled walked to the bakery with his mother. They bought a loaf of warm bread and some fresh muffins. Then they _____ home along the quiet path." Which word correctly completes the paragraph?

- A. walked
- B. walks
- C. is walking
- D. will walk

21. Read these two sentences: "Ben wanted to swim in the pool. The pool was closed for cleaning." Which version best joins these two sentences?

- A. Ben wanted to swim in the pool, and the pool was closed for cleaning.
- B. Ben wanted to swim in the pool, so the pool was closed for cleaning.
- C. Ben wanted to swim in the pool, or the pool was closed for cleaning.
- D. Ben wanted to swim in the pool, but the pool was closed for cleaning.

22. OPEN-RESPONSE — Shorter Writing Piece

If you could invent a new flavour of ice cream, what flavour would you invent? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "My grandparents made a quilt for me, and _____ folded it carefully into a soft pile." Which word correctly completes the sentence?

- A. me
- B. they
- C. it
- D. her

24. Which sentence uses quotation marks correctly?

- A. "Let's go skating on the pond," suggested Mia as she pulled on her warm boots.
- B. "Let's go skating on the pond, suggested Mia as she pulled on her warm boots."
- C. Let's go skating on the pond, "suggested Mia as she pulled on her warm boots."
- D. Let's go "skating on the pond, suggested Mia as she" pulled on her warm boots.

25. Which word is spelled correctly?

- A. realy
- B. rily
- C. realie
- D. really

26. A student wrote these sentences: "The dog ran. The owner whistled. The dog returned." Which revision best improves these sentences by adding variety?

- A. The dog ran fast. The owner whistled loudly. The dog returned quickly to its owner.

- B. Ran the dog away. Whistled loud the owner. Returned the dog at last to the owner.
- C. When the owner whistled loudly in the park, the dog stopped running and returned happily.
- D. The dog ran and ran. The owner whistled and whistled. The dog returned and waited.

27. Read this paragraph: "Most children enjoy swimming in the summer. _____, swimming in deep water can be dangerous if you do not know how to swim well." Which word best fills the blank?

- A. However
- B. For example
- C. First
- D. Finally

28. A student wrote this sentence: "Me and my brother walks our neighbour's dog every saturday morning together." Which version corrects the errors in this sentence?

- A. Me and my brother walk our neighbour's dog every Saturday morning together.
- B. My brother and I walk our neighbour's dog every Saturday morning together.
- C. My brother and me walk our neighbour's dog every Saturday morning together.
- D. Myself and my brother walks our neighbour's dog every saturday morning together.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine you found a strange old map in the attic of your house that led to a special place in your own neighbourhood. Write a story about what you found at the end of the map.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes the journey and what you found
- an ending that tells how the story turns out

- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 24: Answer Key and Explanations

1. D — Sofia walks to the Grade 1 classroom and most of the action — meeting Marco, sitting at his desk, looking at pictures, reading the dragon book together — happens at that one desk inside the Grade 1 room. The hallway is just the opening and her own classroom is just the closing reflection. Setting questions reward the option that covers the central, sustained scene.
2. A — The passage states directly: "They were both nervous and excited at the same time." This explicit description names both feelings together and ties them to the new responsibility of being a reading buddy. Inference questions reward the option that exactly mirrors the text's own emotional labels.
3. C — "Make himself very small" pairs with curved-inward shoulders and a downward gaze — body language for trying to be unnoticed, not literal shrinking. The surrounding context (Marco silent, not answering) confirms shyness. Figurative-phrase questions test reading body language for emotional meaning.
4. B — Sequence questions require the earliest event in the chronology. Sofia walking down the hallway with Hana opens the story; the reading, the book opening, and Marco's request for another book all come later. The walk is the first scene.
5. D — Sofia's patience with Marco — letting him look at pictures first, offering choices, sounding out hard words — is what turns him from silent and curved inward to glowing and asking for more books. The closing reflection states it plainly: "You just had to listen, be patient." Theme questions reward the message anchored by the character's central behaviour.
6. C — Sofia remembers her own Grade 1 nervousness and offers Marco choices: read together, take turns, or just listen. Looking at pictures first is one more low-pressure option, designed to ease Marco in. Why-questions reward connecting an action to the empathy behind it.
7. **OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 response identifies Sofia's shift from nervous and worried to confident and proud, citing early details (whispering worries, "what if my buddy doesn't like me") and late ones (the closing reflection that helping was not as hard as she had thought). Transition language signalling change distinguishes higher-level responses.

8. A — The four sections cover what lighthouses are, how they work, the keepers who tended them, and lighthouses today — all unified around lighthouses and the human role of caring for them. Main-idea questions reward the option that covers all sections rather than a single fact.

9. D — The passage states directly: "The oldest lighthouse still in use in Canada is on Sambro Island in Nova Scotia." Direct-recall questions test the student's ability to locate a specific named place in the text. The other locations are not mentioned.

10. B — Headings preview section content. "Lighthouse Keepers" signals a section about the people who worked in lighthouses — the section that follows describes climbing the stairs, lighting the lamp, and keeping watch through storms. Heading questions test the Grade 3 skill of using text features to predict content.

11. C — The passage describes lenses used with oil lamps to "spread the light out far across the water." Lenses are curved glass that bend and spread light — the operational meaning the text gives. Mirrors reflect light back rather than spreading it forward, so option D does not fit the function the passage describes.

12. A — A fact is verifiable and measurable; opinions use evaluative language. The location and age of the Sambro Island lighthouse are documented historical facts, while options B, C, and D use "bravest," "most beautiful," and "most lonely" — clear opinion markers.

13. D — The passage states explicitly: "Each lighthouse along the coast has its own pattern, so that sailors can tell exactly which lighthouse they are looking at." Identification is the explicit purpose of the unique pattern. The other options invent reasons not supported by the text.

14. B — The passage contrasts old and modern lighthouses directly: keepers once used "oil lamps with large glass lenses," while today "lamps are powered by electricity and turn on and off by themselves." The power source is the explicit headline difference. Compare-and-contrast questions reward differences the text itself states.

15. A — A complete sentence needs both a subject and a finite verb expressing a complete thought. "The chef cooked a delicious dinner" contains both subject (chef) and main verb (cooked). Option B is a noun phrase with no main verb, C is a dependent clause, and D is a participial phrase — none stands alone.

16. C — Items in a series take commas after each, and introductory phrases take a comma. Option C places a comma after "breakfast," then after each item — pancakes, eggs, fruit — and uses the Oxford comma before "and toast." The other options misplace or omit required commas.

17. D — "Blew" is the past tense of the verb blow, which fits "the wind blew the leaves yesterday." "Blue" is the colour, "blu" is not a real word, and "bloo" is a phonetic misspelling. Homophone questions require matching the word's function — past-tense action here — to the correct spelling.

18. B — Subject-verb agreement requires plural verbs with plural subjects. "Squirrels" is plural, so the verb must be "gather." "Gathers" is singular, "gathering" lacks a helper verb, and "has gathered" pairs a singular helper with a plural subject.

19. C — Capitalize months (November), book titles with major words capitalized (The Brave Little Turtle), and languages used as proper adjectives (English). Common nouns like "class" stay lowercase. Only option C applies all these rules correctly.

20. A — Verb tense must remain consistent within a paragraph. "Walked" and "bought" establish past tense, so the blank requires past-tense "walked." Present, present progressive, and future forms would all break tense consistency.

21. D — The two ideas contrast — Ben's wish to swim versus the closed pool that prevented him — so "but" is the correct coordinating conjunction. "And" merely adds, "so" reverses cause and effect, and "or" implies alternatives. Conjunction questions test logical relationships between clauses.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response names a clear invented flavour, provides two distinct reasons with supporting details about taste, fun, or memory, uses transition words like "first" and "second," and closes by restating the opinion. Specific sensory detail outperforms general praise.

23. B — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "my grandparents." "Me" is singular and object case, "it" is singular and inanimate, and "her" is singular and feminine. Pronoun questions test both case and number agreement with the antecedent.

24. A — Standard dialogue punctuation places quotation marks around spoken words only, with a comma inside the closing quotation mark before the speaker tag. Option A follows all three rules: "Let's go skating on the pond," suggested Mia. The other options mispunctuate the boundary between dialogue and tag.

25. D — "Really" is spelled r-e-a-l-l-y — the word real plus the -ly adverb ending, giving double l. The other options drop a letter or rearrange vowels, producing phonetic misspellings. Sight-word spelling appears regularly on the Grade 3 conventions section.

26. C — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option C uses "when" (subordinating) and "and" (coordinating) to form a single complex-compound sentence with smooth flow and clearer cause-and-effect. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat verbs.

27. A — The two ideas contrast — enjoyment of swimming versus the warning about deep water — so "However" is the correct contrast transition. "For example" introduces illustration, "First" implies a numbered sequence, and "Finally" signals conclusion. Transition questions test the match between connector and the structural relationship that follows.

28. B — The original sentence contains errors in pronoun case ("Me" should be subject pronoun "I"), word-order convention (the speaker should be placed second), subject-verb agreement ("walks" should be plural "walk"), and capitalization ("saturday" should be "Saturday"). Only option B corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and attic setting, develops the journey through the neighbourhood and the discovery at the end of the map, resolves the story, and tracks feelings at multiple points (curiosity, anticipation, surprise, or wonder). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 25: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Big Sister Job

Mia loved spring picnics in the park. Every May, her whole family went to the community picnic at Riverside Park. There were games, music, food trucks, and a big inflatable bouncy castle. Mia had been waiting for the picnic for weeks.

This year, her parents had a surprise. "Mia," her mother said, "we want to ask you to do something important. Your dad and I want to play in the community soccer match for one hour. We need you to look after Zara during that time. Can you do it?"

Mia looked at her little sister Zara, who was four years old and almost always wanted to do the opposite of whatever Mia was doing. "A whole hour?" Mia said. "But I wanted to play with my friends and go on the bouncy castle and..."

"You can still do those things," her father said. "Just bring Zara with you. She'll have fun too."

Mia did not feel sure. Zara could be a handful. She asked a hundred questions and she liked to wander off when no one was looking.

When her parents left for the soccer match, Zara looked up at Mia with big serious eyes. "What are we doing first?" Zara asked.

"I want to go on the bouncy castle," Mia said. "But you're too small. So I guess we have to do something else."

Zara's lower lip stuck out. "I want to bounce too."

Mia sighed. She walked Zara over to the bouncy castle area. There was a smaller inflatable for younger children right next to the big one. A worker at the entrance said that Mia could go on the big bouncy castle while Zara went on the smaller one, as long as Mia kept watching her.

So Mia jumped on the big bouncy castle, but she kept one eye on Zara the whole time. Zara was jumping with her arms in the air, laughing so hard that her face was bright pink. Watching her sister laugh made Mia laugh too.

After that, they went to the face-painting tent. Zara wanted a butterfly. Mia wanted a tiger. They sat side by side while the artist painted their faces, and Zara held Mia's hand the whole time because she said the paintbrush tickled.

Then they shared a strawberry slushie. Zara took a big sip and her eyes went wide. "It's so cold!" she shouted. Mia laughed and showed Zara how to take smaller sips so it would not hurt her head.

When her parents came back from the soccer match, Mia was surprised. The hour had gone by so fast.

"How was it?" her father asked.

Mia looked at Zara, who had a butterfly painted on her cheek and a pink slushie smile. "It was..." Mia thought for a moment. "It was actually really fun."

Zara wrapped her arms around Mia's waist and squeezed. "Big sister did a good job," she said.

Mia hugged Zara back. She had thought that looking after her sister would be a job. But it had felt more like a gift.

1. Where does the story take place?

- A. At a community picnic in Riverside Park during the spring season
- B. At a family dinner in Mia's house on a warm Saturday afternoon
- C. At a community soccer match at Mia's school in early spring
- D. Inside a face-painting tent at a community festival in the late summer

2. How does Mia feel when her parents first ask her to look after Zara?

- A. She feels excited because she has wanted to take care of Zara for a long time

- B. She feels brave because she has looked after Zara many times before today
- C. She feels happy because watching Zara means she can skip the picnic games
- D. She feels uncertain because she wanted to play with her own friends instead

3. Read this sentence from the passage: "Zara could be a handful." What does the phrase a handful most likely mean in this sentence?

- A. Zara has small hands that can only hold a few small things at once
- B. Zara can be hard to manage because she does many different things at once
- C. Zara likes to hold her sister's hand wherever the two of them go
- D. Zara is very young and not strong enough to lift heavy objects yet

4. What do Mia and Zara do together at the face-painting tent?

- A. They have their faces painted side by side and Zara holds Mia's hand
- B. They paint butterflies and tigers on each other's faces using small brushes
- C. They watch other children get their faces painted and pick out colours
- D. They wait in line for a long time without saying any words to each other

5. What is the main message of this story?

- A. Younger sisters always ask a lot of questions that can be very annoying
- B. Community picnics are the most fun way to spend a Saturday in May
- C. Spending time with someone you did not expect can turn into something special

D. Children should always do exactly what their parents ask them to do at picnics

6. Why does Mia compare looking after Zara to "a gift" at the end of the story?

A. Because Zara has given her a present at the end of the picnic that day

B. Because Mia's parents have promised her a present for doing the job well

C. Because the picnic always feels like a special gift to her family every year

D. Because the time she spent with Zara turned out to be a wonderful surprise

7. OPEN-RESPONSE

How does Mia's feeling about looking after Zara change from the beginning of the story to the end? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Whales: The Giants of the Sea

What Is a Whale?

A whale is a large animal that lives in the ocean. Even though whales swim in water and look like fish, they are not fish at all — they are mammals, just like dogs, cats, and people. Whales breathe air with lungs, give birth to live babies, and feed their babies milk. They have a special hole at the top of their heads called a blowhole. When a whale comes to the surface of the water, it breathes out through the blowhole, making a tall spray of mist that can be seen from far away.

Many Different Kinds

There are more than ninety different kinds of whales swimming in the oceans around the world. Some whales, like the orca, are about the size of a school bus. Others, like the blue whale, are much, much bigger. Some whales have many sharp teeth that they use to catch fish and squid. Other whales do not have teeth at all. Instead, they have long bony plates inside their mouths called baleen. These whales swim with their mouths open and use the baleen plates to filter tiny sea creatures called krill out of the water.

Whale Songs

Many whales make beautiful sounds that travel long distances under the water. These sounds are called whale songs. Some whale songs sound like deep grunts and groans. Others sound almost like singing. Whales use their songs to find each other in the wide ocean, to talk to their babies, and to warn others about danger. Some whales sing the same song for years, while others change their songs often.

KEY FACT: The blue whale is the largest animal that has ever lived on Earth — larger even than the biggest dinosaurs of long ago.

Why Whales Need Our Help

Today, many kinds of whales are in danger. Pollution in the ocean can make whales sick. Loud noises from ships can make it hard for whales to hear their songs. Some whales also get caught in fishing nets by accident. People around the world are working to keep the oceans clean and quiet so that whales can stay safe. Many countries have rules that protect whales from being hunted. With our help, these giants of the sea can swim safely for many years to come.

8. What is this passage mostly about?

- A. The reasons that the blue whale is the largest animal ever to have lived
- B. What whales are, the kinds that exist, and why they need our help today
- C. The differences between fish in the ocean and whales that live in the ocean
- D. The way that whales sing their songs through the wide ocean every day

9. According to the passage, what is the special hole at the top of a whale's head called?

- A. A blowhole that the whale uses to breathe air at the ocean surface
- B. A baleen that the whale uses to filter tiny krill from the cold seawater
- C. A whale song hole that lets the whale make sounds beneath the waves
- D. A spray vent that the whale uses to drink seawater during long swims

10. What does the heading "Whale Songs" tell the reader about the section that follows?

- A. The section will describe how scientists record the sounds of whale music
- B. The section will list the names of famous whale songs from around the world
- C. The section will explain the sounds that whales make and why they make them
- D. The section will compare the songs of whales with the songs of other animals

11. Read this sentence from the passage: "These whales swim with their mouths open and use the baleen plates to filter tiny sea creatures called krill out of the water." What does the word filter most likely mean in this sentence?

- A. To swallow large amounts of water along with many fish at the same time
- B. To spit the water out of the mouth and back into the wide ocean again
- C. To swim through the water at a high speed in order to catch the krill faster
- D. To separate the tiny krill from the water by letting the water pass through

12. Which of these sentences from the passage states a fact?

- A. The blue whale is the largest animal that has ever lived on Earth
- B. Whale songs are the most beautiful sounds in any of the oceans
- C. Watching a whale swim is the most exciting thing a person can do
- D. The orca is the prettiest whale that lives in the cold northern seas

13. According to the passage, why do some whales sing songs to each other?

- A. Because whales love to perform for the ships that pass over their heads
- B. Because the songs help them find each other across the wide ocean
- C. Because singing helps the whales to swim faster through the cold water
- D. Because the songs keep the whales warm during the long winter months

14. How are whales different from fish, according to the passage?
- A. Whales swim through deep water while fish only swim near the surface
 - B. Whales eat small sea creatures while fish eat only large ocean plants
 - C. Whales live in the ocean while fish live in lakes and rivers on land
 - D. Whales breathe air with lungs and feed their babies milk while fish do not

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?
- A. The colourful kite high above the green field in the morning wind
 - B. Running across the wet grass after the soccer ball during recess
 - C. The students cheered loudly when their team scored the winning goal
 - D. Because the rain was falling hard on the roof of the old house
16. Which sentence uses commas correctly?
- A. Before bedtime, my mother reads us a book, a poem, and a short story.
 - B. Before, bedtime my mother reads us a book a, poem, and a short story.
 - C. Before bedtime my mother, reads us a book, a poem and, a short story.

D. Before bedtime my mother reads us, a book a poem, and a short story.

17. Read this sentence: "When the bell rang, Owen _____ that recess was finally over for the day." Which word correctly completes the sentence?

A. nu

B. knew

C. noo

D. new

18. Read this sentence: "The children in my class _____ outside every afternoon when the weather is sunny." Which word correctly completes the sentence?

A. plays

B. is playing

C. has played

D. play

19. Which sentence uses capital letters correctly?

A. On Sunday, my cousin Lily went hiking with her family in Banff National Park.

B. On sunday, my cousin lily went hiking with her family in banff national park.

C. On Sunday, my cousin lily went hiking with her family in Banff National park.

D. On Sunday, my Cousin Lily went hiking with her Family in Banff National Park.

20. Read this paragraph: "Yesterday, Priya helped her grandfather plant tomato seeds in the garden. They watered the soil carefully. Then they _____ a wooden stick in the ground to mark each row." Which word correctly completes the paragraph?

- A. push
- B. is pushing
- C. pushed
- D. will push

21. Read these two sentences: "Lila wanted to ride her bicycle. The chain on her bicycle was broken." Which version best joins these two sentences?

- A. Lila wanted to ride her bicycle, and the chain on her bicycle was broken.
- B. Lila wanted to ride her bicycle, but the chain on her bicycle was broken.
- C. Lila wanted to ride her bicycle, so the chain on her bicycle was broken.
- D. Lila wanted to ride her bicycle, or the chain on her bicycle was broken.

22. OPEN-RESPONSE — Shorter Writing Piece

What is your favourite kind of weather? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "My sister and I planted flowers in the garden, and _____ are going to water them tomorrow morning." Which word correctly completes the sentence?

- A. us
- B. them
- C. it
- D. we

24. Which sentence uses quotation marks correctly?

- A. Where did you put the keys? "asked Dad as he searched through the kitchen drawer."
- B. "Where did you put the keys? asked Dad as he searched through the kitchen drawer."
- C. "Where did you put the keys?" asked Dad as he searched through the kitchen drawer.
- D. Where "did you put the keys?" asked Dad as he searched "through the kitchen drawer."

25. Which word is spelled correctly?

- A. different
- B. diffrent
- C. diffrint
- D. diferent

26. A student wrote these sentences: "The wind blew. The kite flew up. The string was tight." Which revision best improves these sentences by adding variety?

- A. The wind blew. The kite flew up fast. The string was very tight in my hand.
- B. As the wind blew strongly, the kite flew up into the sky and the string pulled tight.
- C. Blew the wind hard. Flew the kite high. Was the string tight in the hand of mine.
- D. The wind blew and blew. The kite flew up and up. The string was tight and tight.

27. Read this paragraph: "Many animals build cozy homes for the winter. _____, squirrels gather leaves and twigs to make warm nests high in the trees." Which word best fills the blank?

- A. However
- B. Finally
- C. First
- D. For example

28. A student wrote this sentence: "Her and her friends takes the bus to school every monday morning." Which version corrects the errors in this sentence?

- A. Her and her friends take the bus to school every Monday morning.
- B. Her and her friends takes the bus to school every Monday morning.
- C. She and her friends take the bus to school every Monday morning.
- D. Her and her friends are taking the bus to school every monday morning.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine that one morning you woke up to discover that you had the magical ability to fly. Write a story about how you spent that special day.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes how you used your new ability and where you went
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 25: Answer Key and Explanations

1. A — Story opens with "Mia loved spring picnics in the park. Every May, her whole family went to the community picnic at Riverside Park." All main scenes — bouncy castle, face-painting tent, slushie sharing — happen at this picnic. Setting questions reward the option naming both location and time period that match the opening details.

2. D — Mia's first response to the request is hesitation: "But I wanted to play with my friends and go on the bouncy castle..." and the narrator states explicitly that she "did not feel sure." Inference questions reward the option that matches the character's stated reaction. The other options reverse her actual feeling.

3. B — "A handful" is a common idiom meaning hard to manage. The surrounding context reinforces this: Zara "asked a hundred questions" and "liked to wander off when no one was looking." Figurative-phrase questions test whether students can read idioms in context rather than literally.

4. A — The passage states directly: "They sat side by side while the artist painted their faces, and Zara held Mia's hand the whole time." Both details — side-by-side painting and hand-holding — match option A exactly. Direct-recall questions reward the option supported word-for-word by the text.

5. C — Mia begins reluctant to spend the hour with Zara but ends discovering it was "more like a gift." The whole arc demonstrates that unexpected company can become a special experience. Theme questions reward the message supported by the full character arc, not by isolated incidents.

6. D — Mia compares the hour to a gift because the time she expected to feel like a chore turned out to be enjoyable — Zara's laughter, the shared slushie, the hug at the end. The word "gift" captures the unexpected pleasure of the experience. Inference questions reward matching the emotional weight of the comparison.

7. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response identifies Mia's shift from reluctant and uncertain ("Mia did not feel sure," "I wanted to play with my friends") to delighted and grateful ("It was actually really fun," "more like a gift"). Specific textual evidence at both ends of the arc distinguishes higher-level responses.

8. B — The four sections cover what whales are, the kinds of whales, their songs, and why they need help. Together these unify around whales as creatures and the human role in protecting them. Main-idea questions reward the option that summarizes all sections rather than one isolated fact.

9. A — The passage states directly: "They have a special hole at the top of their heads called a blowhole." The blowhole is used for breathing air at the surface, which is how whales — as mammals — exchange air. Direct-recall questions test the student's ability to locate a named term in the text.

10. C — Headings preview section content. The section under "Whale Songs" describes the sounds whales make (grunts, groans, singing) and the reasons they make them (finding each other, talking to babies, warning of danger). Heading questions test the Grade 3 skill of predicting content from text features.

11. D — Filtering means separating solid material from liquid by letting the liquid pass through. The passage describes whales swimming with open mouths and using baleen plates to keep krill while letting water pass through. The other options describe swallowing, spitting, or swimming — none of which captures the separation function of a filter.

12. A — A fact is verifiable and measurable; opinions use evaluative language. The blue whale's status as the largest animal ever is documented scientific fact, while options B, C, and D use "most beautiful," "most exciting," and "prettiest" — clear opinion markers.

13. B — The passage states directly: "Whales use their songs to find each other in the wide ocean." Across vast open water, sound carries long distances and helps whales locate one another. The other options invent reasons not supported by the text.

14. D — The passage states explicitly that whales are mammals — they "breathe air with lungs, give birth to live babies, and feed their babies milk." Fish, by contrast, breathe through gills and do not nurse young. Compare-and-contrast questions reward differences the text states directly.

15. C — A complete sentence requires both a subject and a finite verb expressing a complete thought. "The students cheered loudly when their team scored the winning goal" contains subject (students) and main verb (cheered). Option A is a noun phrase, B is a participial phrase, and D is a dependent clause — none stands alone.

16. A — Introductory phrases take a comma, and items in a series take commas after each item. Option A places a comma after "Before bedtime," then after each item — a book, a poem — and uses the Oxford comma before "and a short story." The other options misplace required commas.

17. B — "Knew" is the past tense of the verb know, which fits "Owen knew that recess was over." "New" is the adjective meaning recently made or arrived, and "nu" and "noo" are not real words. Homophone questions require matching the word's function — past-tense knowledge here — to the correct spelling.

18. D — Subject-verb agreement requires plural verbs with plural subjects. "Children" is plural, so the verb must be "play." "Plays" is singular, "is playing" pairs a singular helper with a plural subject, and "has played" also breaks number agreement.

19. A — Capitalize days of the week (Sunday), proper names (Lily), and proper place names (Banff National Park). Common nouns like "cousin" and "family" stay lowercase. Only option A applies all these rules correctly.

20. C — Verb tense must remain consistent within a paragraph. "Helped" and "watered" establish past tense, so the blank requires past-tense "pushed." Present, present progressive, and future forms would all break tense consistency.

21. B — The two ideas contrast — Lila's wish to ride versus the broken chain that prevented her — so "but" is the correct coordinating conjunction. "And" merely adds, "so" reverses cause and effect, and "or" implies alternatives. Conjunction questions test logical relationships between clauses.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response names a clear favourite weather (sunny, rainy, snowy, foggy), provides two distinct reasons with supporting details about activities, feelings, or sensory experiences, uses transition words like "first" and "second," and closes by restating the opinion. Specific sensory detail outperforms general praise.

23. D — Subject pronouns perform the action; "we" is the plural subject pronoun matching the antecedent "my sister and I." "Us" is the object form, "them" doesn't match a first-person subject, and "it" is singular and inanimate. Pronoun questions test both case and number agreement with the antecedent.

24. C — Standard dialogue punctuation places quotation marks around spoken words only, with the question mark inside the closing quotation mark and the speaker tag outside. Option C correctly encloses only "Where did you put the keys?" in quotation marks. The other options either misplace the marks or quote text that was never spoken.

25. A — "Different" is spelled d-i-f-f-e-r-e-n-t — with double f and the -ent ending. The other options drop a letter or replace a vowel, producing phonetic misspellings. Sight-word spelling appears regularly on the Grade 3 conventions section.

26. B — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option B uses "as" (subordinating) and "and" (coordinating) to form a complex-compound sentence with smooth flow and clearer cause-and-effect. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat words.

27. D — The second sentence offers a specific instance of the general statement that came before it: squirrels building winter nests is an example of animals building winter homes. "For example" introduces illustration. "However" signals contrast, "Finally" closes a sequence, and "First" begins a sequence.

28. C — The original sentence contains errors in pronoun case ("Her" should be subject pronoun "She"), subject-verb agreement ("takes" should be plural "take" since "She and her friends" is plural), and capitalization ("monday" should be "Monday"). Only option C corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and setting, develops the journey through specific places visited or things done while flying, resolves the story, and tracks feelings at multiple points (surprise, joy, freedom, perhaps fear or wonder). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 26: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

Jacob and the Sunflower Contest

Jacob's class was holding a sunflower contest. Every student would plant one sunflower seed in a paper cup of soil. They would care for their plants for the whole month of May. The student whose sunflower grew the tallest by June would win a special prize — a brand new gardening kit.

Jacob wanted to win more than anything. His grandmother loved gardening, and he wanted to bring the kit home to share with her.

On the first day, Jacob carefully pushed his seed into the soil. He patted the dirt down gently and gave it a few drops of water. Then he placed the cup on the windowsill next to the cups of his classmates.

For the first week, nothing happened. Jacob checked his cup every morning. He worried that his seed was sleeping for too long. Then, on Monday of the second week, a tiny green stem pushed up through the soil. Jacob jumped up and down in front of his desk. "It grew! It grew!"

But the very next morning, something terrible had happened. Jacob's plant was lying flat on its side. The little stem had snapped right in half. Maybe someone had bumped it. Maybe it had been too weak. Jacob did not know. But his plant was ruined.

Jacob's eyes filled with tears. He had been so careful. He had checked his plant every day. And now there was no way he could win the contest.

His teacher, Mr. Choi, sat down beside him. "Jacob," he said gently. "I'm sorry about your plant. But there is some good news. I have extra seeds. If you'd like, you can plant a new one and try again."

"But I won't have time to catch up," Jacob whispered. "Everyone else's plants are already growing taller than my desk."

"That's true," Mr. Choi said. "You might not win the prize. But you can still grow a beautiful sunflower."

Jacob thought about this for a long time. He thought about his grandmother and how much he had wanted to win the kit for her. Then he thought about something else his grandmother always said: *The best gardeners are the ones who keep planting, even when their first plant doesn't grow.*

Jacob looked up at Mr. Choi. "I'll try again," he said.

This time, Jacob was even more careful. He pushed the seed in gently. He patted the soil. He gave just the right amount of water. And he wrote a little sign that said "Please don't touch — this plant is growing!" and propped it up next to his cup.

When the contest ended in June, Jacob's sunflower was not the tallest. But it had a bright yellow flower at the top with a deep brown centre, and the leaves were thick and healthy. Jacob did not win the gardening kit.

But when he brought his sunflower home in its paper cup, his grandmother clapped her hands together. "Oh, Jacob, what a beautiful flower!" She put it in a sunny spot on her kitchen windowsill.

"It's not the tallest," Jacob said.

"That doesn't matter," his grandmother smiled. "What matters is that you didn't give up."

1. Where does most of the action in this story take place?

- A. Inside Jacob's classroom, where the students keep their sunflower plants on the windowsill
- B. Outside in the school garden, where the children plant their seeds every spring
- C. At Jacob's grandmother's house, where she teaches him about gardening every weekend
- D. At a community garden centre, where the students buy seeds for their contest

2. Read this sentence from the passage: "But his plant was ruined." What does the word ruined most likely mean in this sentence?

- A. Made into a beautiful shape that everyone in the class wanted to see
- B. Carefully wrapped and prepared for a long journey across the country
- C. Damaged so badly that it could no longer grow as it was supposed to

D. Watered too many times during the morning before school started today

3. Why does Mr. Choi offer Jacob another seed to plant?

A. Because Mr. Choi has more seeds than he needs for his other students

B. Because Mr. Choi wants Jacob to have another chance to grow a sunflower

C. Because Mr. Choi believes that Jacob's new seed will be the tallest in the class

D. Because the first seed that Jacob planted was actually the wrong kind of seed

4. What does Jacob's grandmother always say about the best gardeners?

A. The best gardeners always grow the tallest sunflowers in the whole town every summer

B. The best gardeners are the ones who plant many seeds at the same time every spring

C. The best gardeners are the ones who follow every step that the gardening book teaches

D. The best gardeners are the ones who keep planting, even when their first plant doesn't grow

5. What is the main message of this story?

A. When something goes wrong, the most important thing you can do is keep trying

B. The very best gardeners are the people who win the most contests at school

C. Children should always ask a teacher to help them whenever a problem appears

D. Sunflowers are the prettiest flowers to grow at home for a special grandmother

6. How does Jacob most likely feel at the very end of the story?

A. He feels disappointed because his sunflower was not the tallest in the contest

B. He feels angry because his first sunflower plant snapped in half on Tuesday

C. He feels proud because his grandmother is happy with the sunflower he grew

D. He feels nervous about whether his grandmother will keep the sunflower at home

7. OPEN-RESPONSE

How does Jacob change from the beginning of the story to the end? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Hot Air Balloons: Floating in the Sky

What Is a Hot Air Balloon?

A hot air balloon is a large round balloon that carries people through the sky. It is shaped like a giant lightbulb turned upside down. The top is a huge cloth bag called the envelope. Below the envelope hangs a small basket made of wood and strong rope. The pilot and a few passengers stand inside the basket. A hot air balloon does not have wings or an engine like an airplane. Instead, it floats up into the sky because of something amazing — hot air.

How Does It Work?

The pilot uses a strong flame called a burner to heat the air inside the envelope. When air is heated, it becomes lighter than the cool air outside. Lighter air rises, so the balloon begins to float upward, lifting the basket with it. To go higher, the pilot turns the burner on more often. To come back down, the pilot

lets the air inside the envelope cool. Hot air balloons do not have steering wheels, so they cannot be turned left or right. The pilot must follow the direction of the wind.

A Long History

Hot air balloons were invented more than two hundred years ago in France. The very first passengers were not people but a duck, a sheep, and a rooster. The animals went up in the balloon and came back safely. Soon after, two brave men became the first people ever to ride in a balloon. Today, many people enjoy riding in hot air balloons for fun, and some pilots fly very long distances across countries.

KEY FACT: The largest hot air balloon festival in the world takes place every year in Albuquerque, New Mexico, where hundreds of colourful balloons fill the sky at sunrise.

Why People Love Hot Air Balloons

Many people say that riding in a hot air balloon feels like floating on a cloud. The basket moves gently and quietly through the sky, with only the soft whoosh of the burner. From high up, riders can see green fields, winding rivers, and tiny houses below. Hot air balloons come in many bright colours and patterns, and some are even shaped like animals or strange creatures. At balloon festivals, people travel from far away just to watch the balloons rise into the morning sky together.

8. What is this passage mostly about?

- A. The reasons that the first hot air balloon was invented in France long ago
- B. The largest hot air balloon festival that takes place in New Mexico each year
- C. The way that a hot air balloon pilot must always follow the direction of the wind
- D. What hot air balloons are, how they work, and why people enjoy flying in them

9. According to the passage, what were the very first passengers to ride in a hot air balloon?

- A. Two brothers from France who became famous all around the world
- B. A duck, a sheep, and a rooster who came back safely from the flight
- C. A pilot and a group of children from a small village in the countryside
- D. A scientist who wanted to test the hot air balloon for the very first time

10. What does the heading "A Long History" tell the reader about the section that follows?

- A. The section will explain the story of hot air balloons from long ago until today
- B. The section will list all of the famous hot air balloons in the world right now
- C. The section will describe how to build a hot air balloon at home with paper
- D. The section will compare hot air balloons with airplanes and small helicopters

11. Read this sentence from the passage: "When air is heated, it becomes lighter than the cool air outside." What does the word heated most likely mean in this sentence?

- A. Pushed into a smaller space inside the envelope of the hot air balloon
- B. Made to move quickly across the inside of the balloon's large round shape
- C. Held very still so that it does not escape through the bottom of the envelope
- D. Made warm with a flame so that it changes the way it behaves inside the balloon

12. Which of these sentences from the passage states a fact?

- A. Riding in a hot air balloon is the most amazing feeling that anyone could ever have
- B. The colourful balloons at the New Mexico festival are the most beautiful in the world
- C. Hot air balloons were invented more than two hundred years ago in France
- D. Hot air balloons are the most exciting way for a family to travel together on weekends

13. According to the passage, why does a hot air balloon float up into the sky?

- A. Because the wind blows the balloon higher and higher into the air above the ground
- B. Because the warm air inside the balloon is lighter than the cool air outside it
- C. Because the pilot pulls down on a rope that lifts the basket up into the sky
- D. Because the envelope is made of a very light cloth that floats by itself

14. How is a hot air balloon different from an airplane?

- A. A hot air balloon is bigger and travels much farther than an airplane can travel
- B. A hot air balloon needs many passengers in the basket, but an airplane only needs one
- C. A hot air balloon can fly higher than an airplane can fly in the bright morning sky
- D. A hot air balloon does not have wings or an engine, but an airplane has both of these

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The brown puppy chased the red ball across the grassy backyard yesterday
- B. After the loud thunder rolled across the dark sky on Saturday evening
- C. Many bright fish swimming together in the cool blue lake near my house
- D. Riding her shiny new bicycle down the hill near the school playground

16. Which sentence uses commas correctly?

- A. At the market we bought, apples bread, cheese and oranges for our breakfast.
- B. At the market, we bought apples, bread, cheese, and oranges for our breakfast.
- C. At the market we bought apples, bread cheese and, oranges for our breakfast.
- D. At, the market we bought apples bread, cheese and oranges, for our breakfast.

17. Read this sentence: "After his soccer game, Carlos _____ a big slice of pizza and drank some water." Which word correctly completes the sentence?

- A. eit

- B. ait
- C. ate
- D. eight

18. Read this sentence: "My grandfather _____ a story to me every night before I go to sleep." Which word correctly completes the sentence?

- A. reads
- B. read
- C. reading
- D. have read

19. Which sentence uses capital letters correctly?

- A. last summer, my Uncle Daniel took us camping at algonquin park in ontario.
- B. Last summer, my uncle daniel took us camping at Algonquin Park in ontario.
- C. Last summer, my Uncle Daniel took us camping at Algonquin park in Ontario.
- D. Last summer, my Uncle Daniel took us camping at Algonquin Park in Ontario.

20. Read this paragraph: "Last Friday, Lucas baked muffins with his older brother. They mixed the batter together. Then Lucas _____ the muffin tin into the warm oven." Which word correctly completes the paragraph?

- A. slides
- B. slid
- C. is sliding
- D. will slide

21. Read these two sentences: "Naomi was hungry after school. She made herself a peanut butter sandwich." Which version best joins these two sentences?

- A. Naomi was hungry after school, but she made herself a peanut butter sandwich.
- B. Naomi was hungry after school, or she made herself a peanut butter sandwich.
- C. Naomi was hungry after school, so she made herself a peanut butter sandwich.
- D. Naomi was hungry after school, and she made herself a peanut butter sandwich.

22. OPEN-RESPONSE — Shorter Writing Piece

What is your favourite outdoor game to play at recess? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "Anna and her cousin baked muffins for the bake sale, and _____ sold every single one before lunchtime." Which word correctly completes the sentence?

- A. they
- B. them
- C. it

D. her

24. Which sentence uses quotation marks correctly?

- A. "I forgot my umbrella! cried Daniel as he ran across the wet schoolyard."
- B. I forgot my umbrella! "cried Daniel as he ran across the wet schoolyard."
- C. "I forgot" my umbrella! cried Daniel "as he ran across the wet schoolyard."
- D. "I forgot my umbrella!" cried Daniel as he ran across the wet schoolyard.

25. Which word is spelled correctly?

- A. allmost
- B. almoast
- C. almost
- D. allmoste

26. A student wrote these sentences: "The rain fell. The puddles grew. The children jumped." Which revision best improves these sentences by adding variety?

- A. The rain fell hard. The puddles grew big. The children jumped high in their boots.
- B. As the rain fell on the schoolyard, the puddles grew large and the children jumped happily.
- C. Fell the rain quickly. Grew the puddles deep. Jumped the children loudly across the yard.
- D. The rain fell and fell. The puddles grew and grew. The children jumped and jumped.

27. Read this paragraph: "First, mix flour, sugar, and butter together in a large bowl. Then, add the eggs and stir until the batter is smooth. _____, pour the batter into the pan and bake it in the oven." Which word best fills the blank?

- A. However

- B. For example
- C. First
- D. Finally

28. A student wrote this sentence: "Me and my cousins goes to the park every sunday after lunch." Which version corrects the errors in this sentence?

- A. My cousins and I go to the park every Sunday after lunch.
- B. Me and my cousins go to the park every Sunday after lunch.
- C. My cousins and me goes to the park every sunday after lunch.
- D. Me and my cousins is going to the park every sunday after lunch.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine that you found a magical paintbrush in your art class that made anything you painted come to life. Write a story about what you painted and what happened.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what you painted and what came to life
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 26: Answer Key and Explanations

1. A — The story's main action — planting seeds, the stem growing then snapping, replanting, the contest ending — takes place at the classroom windowsill where the students keep their paper cups. The grandmother appears only at the end, when Jacob brings the flower home. Setting questions reward the option that names the central sustained location.

2. C — "Ruined" means damaged so badly that something can no longer function or be used as intended. The surrounding context — the stem snapped in half, the plant lying flat — shows the plant cannot grow anymore. Vocabulary questions test whether students can use surrounding details to confirm a word's meaning.

3. B — Mr. Choi explicitly says, "If you'd like, you can plant a new one and try again." His goal is to give Jacob another chance, not to pick a winner or correct an earlier mistake. Why-questions reward connecting the action to the speaker's stated intention.

4. D — The passage gives the grandmother's saying as a direct quote: "The best gardeners are the ones who keep planting, even when their first plant doesn't grow." This appears in italics as Jacob remembers it. Direct-recall questions reward the option that matches the quoted text word for word.

5. A — Jacob's plant fails, he is heartbroken, but he replants and tries again — and the story closes with his grandmother praising him because "you didn't give up." The whole arc supports the message that perseverance matters more than winning. Theme questions reward the message anchored by the character's full journey.

6. C — At the end Jacob brings the sunflower home, his grandmother claps her hands together, and tells him, "What matters is that you didn't give up." Jacob's whole effort is being celebrated. Inference questions reward the option that captures the emotional payoff of the ending.

7. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response identifies Jacob's shift from determined-to-win-for-grandma to focused-on-growing-a-good-flower-even-without-the-prize, citing early details (the prize, tears when the stem snapped) and late ones (carefully replanting, accepting the result, grandmother's praise). Tracking the change explicitly across the arc distinguishes higher-level responses.

8. D — The four sections cover what hot air balloons are, how they work, their history, and why people love them. Together they unify around hot air balloons and the human experience of using them. Main-idea questions reward the option that summarizes all sections rather than one isolated detail.

9. B — The passage states directly: "The very first passengers were not people but a duck, a sheep, and a rooster." The phrase "very first passengers" matches the question wording exactly. Direct-recall questions test the student's ability to locate the answer in the text.

10. A — Headings preview section content. "A Long History" signals a section about the past — the section that follows describes the French invention more than two hundred years ago, the first animal passengers, the first human passengers, and modern use. Heading questions test the Grade 3 skill of predicting content from text features.

11. D — "Heated" means made warm, usually with a flame or other heat source. The passage describes the pilot using "a strong flame called a burner to heat the air inside the envelope" — the very next sentence uses "heated" to describe what the burner does. Vocabulary questions test using nearby context to confirm meaning.

12. C — A fact is verifiable and historical; opinions use evaluative language. The invention date and place of the hot air balloon are documented facts, while options A, B, and D use "most amazing," "most beautiful," and "most exciting" — clear opinion markers.

13. B — The passage states directly: "When air is heated, it becomes lighter than the cool air outside. Lighter air rises, so the balloon begins to float upward." Warm air being lighter than cool air is the explicit cause. Cause-questions reward the option that matches the explanation the text provides.

14. D — The passage states explicitly: "A hot air balloon does not have wings or an engine like an airplane." This is the direct contrast the text draws. Compare-and-contrast questions reward differences the text itself states rather than inferred or invented ones.

15. A — A complete sentence requires both a subject and a finite verb expressing a complete thought. "The brown puppy chased the red ball across the grassy backyard yesterday" contains subject (puppy) and main verb (chased). Option B is a dependent clause, C is a noun phrase, and D is a participial phrase — none stands alone.

16. B — Introductory phrases take a comma, and items in a series take commas after each item. Option B places a comma after "At the market," then after each item — apples, bread, cheese — and uses the Oxford comma before "and oranges." The other options misplace required commas.

17. C — "Ate" is the past tense of the verb eat, which fits "Carlos ate a big slice of pizza." "Eight" is the number, and "eit" and "ait" are not real words. Homophone questions require matching the word's function — past-tense eating here — to the correct spelling.

18. A — Subject-verb agreement requires singular verbs with singular subjects. "Grandfather" is singular, so the verb must be "reads." "Read" without -s pairs with a plural subject, "reading" lacks a helper verb, and "have read" uses a plural helper with a singular subject.

19. D — Capitalize proper place names (Algonquin Park, Ontario) and titles used with names (Uncle Daniel). Common nouns and seasons ("summer") stay lowercase. Only option D applies all these rules correctly while keeping "summer" lowercase.

20. B — Verb tense must remain consistent within a paragraph. "Baked" and "mixed" establish past tense, so the blank requires past-tense "slid." Present, present progressive, and future forms would all break tense consistency.

21. C — The two ideas have a cause-and-effect relationship — Naomi was hungry, therefore she made the sandwich. "So" is the coordinating conjunction that explicitly shows cause and effect. "But" implies contrast, "or" implies alternatives, and "and" merely adds without showing the logical relationship.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response names a clear favourite outdoor game (tag, soccer, four square, skipping), provides two distinct reasons with supporting details about activity, friendship, or fun, uses transition words like "first" and "second," and closes by restating the opinion. Specific sensory or experiential detail outperforms general praise.

23. A — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "Anna and her cousin." "Them" is the object form, "it" is singular and inanimate, and "her" is singular and feminine. Pronoun questions test both case and number agreement.

24. D — Standard dialogue punctuation places quotation marks around spoken words only, with the exclamation mark inside the closing quotation mark and the speaker tag outside. Option D correctly encloses only "I forgot my umbrella!" in quotation marks. The other options either misplace the marks or quote text that was never spoken.

25. C — "Almost" is spelled a-l-m-o-s-t — single l and single t. The other options double the l, mis-vowel, or add a silent e. Sight-word spelling appears regularly on the Grade 3 conventions section.

26. B — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option B uses "as" (subordinating) and "and" (coordinating) to form a complex-compound sentence with smooth flow. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat words.

27. D — The paragraph follows a clear sequence — first, then, and a final step. "Finally" signals the last step in a process, which matches the recipe sequence of mixing, adding eggs, and pouring into the pan. "However" signals contrast, "For example" introduces illustration, and "First" begins a sequence rather than ending one.

28. A — The original sentence contains errors in pronoun case ("Me" should be subject pronoun "I"), word-order convention (the speaker should be placed second), subject-verb agreement ("goes" should be plural "go"), and capitalization ("sunday" should be "Sunday"). Only option A corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and setting (the art class with the magical paintbrush), develops the story through specific paintings that came to life, resolves the story, and tracks feelings at multiple points (surprise, excitement, perhaps worry). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 27: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Big Race

Owen had been training for the school cross-country race for two whole months. Every day after dinner, his dad helped him stretch and then ran with him around the block. Sometimes they went twice. By the time the race day came, Owen could run faster than he ever had in his life.

He was sure he was going to win.

On Saturday morning, his whole family came to the park to watch. Owen lined up at the start with twenty-three other Grade 3 students from different schools across the city. The runner next to him had bright orange shoes and looked very serious. The runner on his other side was a girl with two long braids who was wiggling her fingers nervously.

"Runners, on your marks," called the race official. "Get set... go!"

Owen took off as fast as he could. The path wound through the park, past the playground, down a long grassy hill, and then up another hill toward the big oak tree at the finish line. By the time he passed the playground, Owen was breathing hard, but he was also in second place. Only the boy with the orange shoes was ahead of him.

"You can do it, Owen!" he heard his father shout from somewhere in the crowd.

Owen pushed himself harder. He could see the orange shoes flashing just ahead. He could almost catch up. He could almost...

His foot caught on a tree root. Owen went flying. He landed hard on his hands and knees in the grass, and he felt his eyes start to sting.

For a moment, Owen just lay there. His knees hurt. His hands hurt. But what hurt most of all was the thought that he was not going to win. Other runners were passing him. The girl with the braids stopped beside him.

"Are you okay?" she asked. She held out her hand.

Owen looked up at her. He could see other runners moving past them. If she stopped to help him, she would lose her place in the race too.

"You should keep running," Owen said.

The girl shook her head. "You first. Are you okay?"

Owen took her hand and stood up. His knees were scraped, but he could still run. "I'm okay," he said. "Thank you."

The two of them started running again together. They were now far behind the leaders, but the girl did not seem to mind. She matched Owen's pace step for step. As they came up to the big oak tree at the finish line, the crowd cheered for them just as loudly as they had cheered for the winners.

After the race, Owen's father wrapped him in a big hug. "I'm proud of you, Owen," he said.

"But I didn't even finish near the front," Owen whispered.

His father smiled. "I'm not proud because you ran fast. I'm proud because of how you finished."

Owen looked over at the girl with the braids, who was drinking water at the snack table. He thought about what his father had said. Maybe winning a race was not the only kind of winning there was.

1. Where does the race in the story take place?

- A. On the long street that runs in front of Owen's school early in the morning
- B. At the school gym where the Grade 3 students train every Saturday morning
- C. At a city park where the path winds past the playground and up a hill
- D. At a community track that is shaped like a circle with grass in the middle

2. How does Owen feel when he first lines up at the start of the race?

- A. He feels confident because he has trained hard for two whole months

- B. He feels worried because the other runners look much faster than he is
- C. He feels embarrassed because his father is shouting loudly from the crowd
- D. He feels tired because he had to wake up very early on Saturday morning

3. What causes Owen to fall during the race?

- A. He slips on a patch of wet grass at the bottom of the long hill
- B. He bumps into the boy with the orange shoes who is running ahead of him
- C. He stops too quickly when he hears his father shout from the crowd
- D. His foot catches on a tree root as he tries to run faster

4. What does the girl with the long braids do when Owen falls?

- A. She keeps running so that she can win the race ahead of the other runners
- B. She stops beside him and holds out her hand to help him stand back up
- C. She calls loudly for Owen's father to come over and help his son up
- D. She picks up Owen's shoe and gives it back to him before she runs on

5. What is the main message of this story?

- A. Children should always train hard so that they can win every race that they enter
- B. The fastest runner in any race is always the one who is most likely to win the prize
- C. The way you treat other people can matter more than being the fastest in the race
- D. Children should not run too quickly at the start of a long race in case they trip

6. Why is Owen's father proud of him at the end of the story?

- A. Because Owen showed kindness to the girl who stopped to help him during the race

- B. Because Owen got back up off the ground and finished the race after his bad fall
- C. Because Owen finished the race in second place behind the boy with orange shoes
- D. Because Owen did not cry when he badly scraped his knees during the race

7. OPEN-RESPONSE

How does Owen's idea of winning change from the beginning of the story to the end? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Trees: Tall Wonders of the Forest

What Is a Tree?

A tree is a tall plant with a hard wooden trunk, many branches, and leaves at the top. Trees can live for a very long time — some trees in the world are more than a thousand years old. There are many different kinds of trees. Some, like apple trees and maple trees, lose their leaves in the fall and grow new ones in the spring. Others, like pine trees and spruce trees, keep their green needles all year long, even in the cold winter snow.

The Parts of a Tree

Every tree has three main parts. The roots grow under the ground. They reach deep into the soil to soak up water and to hold the tree firmly in place during strong winds. The trunk is the tall wooden stem that holds the tree up. Inside the trunk is a soft layer that carries water from the roots up to the leaves. The

leaves are at the very top of the tree, where they catch sunlight. The leaves use sunlight, water, and air to make food for the tree, in a process that scientists call photosynthesis.

Trees Are Helpful

Trees help people, animals, and the whole planet in many ways. They give us fresh air to breathe by taking in a gas called carbon dioxide and giving off oxygen. They give us shade on hot summer days. They are home to many animals — birds build nests in the branches, squirrels store nuts inside the trunks, and insects live among the leaves. Trees also give us many useful things, including fruit to eat, wood to build houses, and paper to write on.

KEY FACT: The tallest tree in the world is a coast redwood tree in California, and it is more than one hundred metres tall — taller than a thirty-floor building.

Caring for Trees

People all around the world are working to protect trees and forests. When too many trees are cut down, animals lose their homes and the air becomes harder to breathe. Many people plant new trees on Earth Day in the spring to help replace the ones that have been lost. Some students plant trees right outside their schools. Even one small tree can grow into something amazing — a tall and helpful wonder that lives for many years.

8. What is this passage mostly about?

- A. The reasons that the coast redwood is the tallest kind of tree in the world today
- B. What trees are, what their parts do, and how they help people and animals
- C. The differences between pine trees and apple trees in the spring and fall
- D. The way that students plant new trees outside their schools every Earth Day

9. According to the passage, where is the tallest tree in the world?

- A. In a rainforest in southern Brazil where many tall trees grow close together
- B. In a city park near the ocean on the eastern coast of the United States
- C. In a quiet forest in the mountains of British Columbia in western Canada
- D. In a forest along the coast in California in the western United States

10. What does the heading "The Parts of a Tree" tell the reader about the section that follows?

- A. The section will describe the different parts of a tree and what each part does
- B. The section will tell about the people who study trees in the wild forest
- C. The section will list all the kinds of trees that grow in the warm summer sun
- D. The section will compare the parts of a tree with the parts of a small plant

11. Read this sentence from the passage: "The roots grow under the ground. They reach deep into the soil to soak up water." What does the phrase soak up most likely mean in this sentence?

- A. To push the water away from the roots so the tree does not get too wet
- B. To carry the water up the long trunk and all the way to the leaves at the top
- C. To take in the water through the roots so that the tree can use it to grow
- D. To dig down deeper into the soil whenever the tree needs to find more water

12. Which of these sentences from the passage states a fact?

- A. Trees are the most amazing kind of plant that grows anywhere in the world
- B. Some trees in the world are more than a thousand years old at this time
- C. Pine trees with their green needles are the prettiest trees of all in the winter
- D. Trees that lose their leaves are the most interesting trees to watch in the fall

13. According to the passage, why do roots reach deep into the soil?

- A. To take in water and to hold the tree firmly in place during strong winds
- B. To search for other trees that might be growing nearby in the forest soil
- C. To send food down from the leaves to other plants growing close to the tree
- D. To make sure that the tree does not grow too tall and fall down on a windy day

14. How are pine trees different from apple trees, according to the passage?
- A. Pine trees are much taller than apple trees and grow in colder parts of the world
 - B. Pine trees grow only in mountains, while apple trees grow only in flat valleys
 - C. Pine trees make small cones, while apple trees make sweet fruit for people to eat
 - D. Pine trees keep their needles all year long, while apple trees lose their leaves in fall

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?
- A. The fluffy white clouds high above the tall mountain peak in the morning
 - B. Walking through the busy market on a sunny Saturday afternoon with friends
 - C. The hungry rabbit nibbled the fresh lettuce in the corner of the garden
 - D. After the heavy storm rolled across the small village late last night
16. Which sentence uses commas correctly?
- A. On Saturday morning, my family ate eggs, toast, fruit, and yogurt for breakfast.
 - B. On, Saturday morning my family ate eggs toast, fruit, and yogurt, for breakfast.
 - C. On Saturday morning my family ate, eggs toast, fruit and yogurt for, breakfast.
 - D. On Saturday morning, my family ate eggs toast, fruit and yogurt for breakfast.
17. Read this sentence: "The carpenter cut the long piece of _____ to make the wooden bookshelf for the library." Which word correctly completes the sentence?
- A. wud

- B. wood
- C. wode
- D. would

18. Read this sentence: "The puppies in the basket _____ for their mother when they feel hungry in the afternoon." Which word correctly completes the sentence?

- A. cries
- B. is crying
- C. has cried
- D. cry

19. Which sentence uses capital letters correctly?

- A. last march, my class visited the science museum on king street in toronto.
- B. Last march, my class visited the Science Museum on king street in Toronto.
- C. Last March, my class visited the Science Museum on King Street in Toronto.
- D. Last March, my class visited the science museum on King street in toronto.

20. Read this paragraph: "On Saturday, Vivian visited the zoo with her mother. They watched the elephants and the giraffes. Then they _____ a frozen lemonade together to cool down." Which word correctly completes the paragraph?

- A. shared
- B. share
- C. is sharing
- D. will share

21. Read these two sentences: "Hassan studied hard for the spelling test. He did not get a perfect score."
Which version best joins these two sentences?

- A. Hassan studied hard for the spelling test, so he did not get a perfect score.
- B. Hassan studied hard for the spelling test, or he did not get a perfect score.
- C. Hassan studied hard for the spelling test, and he did not get a perfect score.
- D. Hassan studied hard for the spelling test, but he did not get a perfect score.

22. OPEN-RESPONSE — Shorter Writing Piece

What is the best gift you have ever received? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "The ball rolled across the gym floor, and _____ stopped right at the teacher's feet." Which word correctly completes the sentence?

- A. they
- B. it
- C. he
- D. them

24. Which sentence uses quotation marks correctly?

- A. "What a beautiful painting!" exclaimed Sarah as she walked into the art gallery.
- B. What a beautiful painting! "exclaimed Sarah as she walked into the art gallery."
- C. What a beautiful "painting! exclaimed Sarah as she" walked into the art gallery.
- D. "What a beautiful painting! exclaimed Sarah as she walked into the art gallery."

25. Which word is spelled correctly?

- A. butiful
- B. beautifull
- C. beatiful
- D. beautiful

26. A student wrote these sentences: "The bell rang. The children stood up. The teacher waved goodbye." Which revision best improves these sentences by adding variety?

- A. The bell rang loud. The children stood up fast. The teacher waved goodbye to her class.

- B. When the bell rang at the end of the day, the children stood up and the teacher waved goodbye.
- C. Rang the loud bell quickly. Stood up the children fast. Waved goodbye the teacher kindly.
- D. The bell rang and rang. The children stood up and up. The teacher waved and waved.

27. Read this paragraph: "Plants need three important things to grow well. _____, plants need water to drink through their roots. Second, plants need sunlight on their leaves. Finally, plants need good soil to grow in." Which word best fills the blank?

- A. However
- B. For example
- C. First
- D. Then

28. A student wrote this sentence: "Him and his sister was running to catch the bus on tuesday morning." Which version corrects the errors in this sentence?

- A. Him and his sister was running to catch the bus on Tuesday morning.
- B. Him and his sister were running to catch the bus on tuesday morning.
- C. His sister and him were running to catch the bus on Tuesday morning.
- D. He and his sister were running to catch the bus on Tuesday morning.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine that you discovered a small treasure chest hidden in your backyard. When you opened it, you found something very special inside. Write a story about what you found and what happened next.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what you found in the treasure chest

- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 27: Answer Key and Explanations

1. C — Story describes "Owen lined up at the start... The path wound through the park, past the playground, down a long grassy hill, and then up another hill toward the big oak tree at the finish line." All the action happens at a city park with a winding path. Setting questions reward the option matching specific geographic details from the text.
2. A — After describing Owen's two months of training, the text states directly: "He was sure he was going to win." Confidence stems from his preparation. Inference questions reward matching the character's stated mental state at the moment described.
3. D — The passage states directly: "His foot caught on a tree root. Owen went flying." This is the precise cause-and-effect link the question asks about. Cause questions reward the option that matches the textual trigger word for word.
4. B — The passage states directly: "The girl with the braids stopped beside him. 'Are you okay?' she asked. She held out her hand." Both the stopping and the outstretched hand match option B exactly. Direct-recall questions reward the option supported word for word.
5. C — Owen's father explicitly states he is proud not of speed but of "how you finished," and Owen ends thinking "Maybe winning a race was not the only kind of winning there was." The whole arc supports the message that treatment of others matters more than placement. Theme questions reward the message anchored by the character's central reflection.
6. A — The father says, "I'm not proud because you ran fast. I'm proud because of how you finished." "How you finished" refers to Owen running alongside the girl who helped him, after he had urged her to keep running without him. The pride is about the mutual kindness shown during the finish. Inference questions reward matching the emotional substance behind explicit dialogue.
7. **OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 response identifies Owen's shift from believing winning meant finishing fastest ("He was sure he was going to win") to understanding winning includes how you treat others ("Maybe winning a race was not the only kind of winning there was"). Tracking the change across the arc — pre-race confidence, the fall, the girl's help, the father's pride — distinguishes higher-level responses.

8. B — The four sections cover what trees are, the parts of a tree, how trees help, and caring for trees. Together these unify around trees as living things and the human role in protecting them. Main-idea questions reward the option that summarizes all sections rather than one isolated detail.

9. D — The passage states directly: "The tallest tree in the world is a coast redwood tree in California." California is on the western coast of the United States. Direct-recall questions test the student's ability to locate a specific named place in the text.

10. A — Headings preview section content. "The Parts of a Tree" signals a section about anatomy — the section that follows describes the roots, trunk, and leaves, and what each part does. Heading questions test the Grade 3 skill of predicting content from text features.

11. C — "Soak up" is an idiom meaning to absorb or take in a liquid. The surrounding context — the roots use the water to help the tree grow — confirms this absorption meaning. Vocabulary questions test idioms in nearby context rather than literal interpretation.

12. B — A fact is verifiable and measurable; opinions use evaluative language. The thousand-year lifespan of some trees is documented scientific fact, while options A, C, and D use "most amazing," "prettiest," and "most interesting" — clear opinion markers.

13. A — The passage states directly: "The roots grow under the ground. They reach deep into the soil to soak up water and to hold the tree firmly in place during strong winds." Both functions — water uptake and stability — are stated together. Why-questions reward the option that captures all the reasons the text gives.

14. D — The passage contrasts the two types directly: "Some, like apple trees and maple trees, lose their leaves in the fall... Others, like pine trees and spruce trees, keep their green needles all year long." Option D captures both halves of this contrast. Compare-and-contrast questions reward differences the text states directly.

15. C — A complete sentence requires both a subject and a finite verb expressing a complete thought. "The hungry rabbit nibbled the fresh lettuce in the corner of the garden" contains subject (rabbit) and main verb (nibbled). Option A is a noun phrase, B is a participial phrase, and D is a dependent clause — none stands alone.

16. A — Introductory phrases take a comma, and items in a series take commas after each item. Option A places a comma after "On Saturday morning," then after each item — eggs, toast, fruit — and uses the Oxford comma before "and yogurt." The other options misplace or omit required commas.

17. B — "Wood" is the noun meaning the hard material from a tree, which fits "a long piece of wood to make a wooden bookshelf." "Would" is the modal verb expressing willingness or hypothetical, and "wud" and "wode" are not real words. Homophone questions require matching the word's function — naming a material here — to the correct spelling.

18. D — Subject-verb agreement requires plural verbs with plural subjects. "Puppies" is plural, so the verb must be "cry." "Cries" is singular, "is crying" pairs a singular helper with a plural subject, and "has cried" also breaks number agreement.

19. C — Capitalize months (March), proper place names that include common nouns (Science Museum, King Street), and city names (Toronto). Common nouns like "class" stay lowercase. Only option C applies all these rules correctly.

20. A — Verb tense must remain consistent within a paragraph. "Visited" and "watched" establish past tense, so the blank requires past-tense "shared." Present, present progressive, and future forms would all break tense consistency.

21. D — The two ideas have a contrastive relationship — Hassan studied hard, yet did not get a perfect score. "But" is the coordinating conjunction that signals an unexpected outcome despite effort. "So" implies cause-and-effect (which would be backwards here), "or" implies alternatives, and "and" merely adds without showing the contrast.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response names a clear best gift, provides two distinct reasons with supporting details about why it was special — sentiment, usefulness, surprise — uses transition words like "first" and "second," and closes by restating the opinion. Specific personal detail outperforms general praise.

23. B — Pronouns must agree with their antecedents in number and gender. "The ball" is singular and inanimate, requiring the singular neuter pronoun "it." "They" and "them" are plural, and "he" implies a male person. Pronoun questions test both number and animacy agreement.

24. A — Standard dialogue punctuation places quotation marks around spoken words only, with the exclamation mark inside the closing quotation mark and the speaker tag outside. Option A correctly encloses only "What a beautiful painting!" in quotation marks. The other options either misplace the marks or quote text that was never spoken.

25. D — "Beautiful" is spelled b-e-a-u-t-i-f-u-l — single l and the unusual e-a-u vowel cluster. The other options drop a letter or replace a vowel, producing phonetic misspellings. Sight-word spelling for words with unusual vowel patterns appears regularly on the Grade 3 conventions section.

26. B — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option B uses "when" (subordinating) and "and" (coordinating) to form a complex-compound sentence with smooth flow and clearer time-relationships. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat words.

27. C — The paragraph follows a clear numbered sequence — second, finally — so the first item requires "First." "However" signals contrast, "For example" introduces illustration, and "Then" indicates the next step rather than the first. Transition questions test the match between connector and the structural relationship that follows.

28. D — The original sentence contains errors in pronoun case ("Him" should be subject pronoun "He"), subject-verb agreement ("was" should be plural "were" since "He and his sister" is plural), and capitalization ("tuesday" should be "Tuesday"). Only option D corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and backyard setting, develops the story through specific details about the chest and its contents, resolves the story, and tracks feelings at multiple points (curiosity, surprise, joy, perhaps wonder). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 28: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Lina and the Special Bread

Lina's grandmother had come from Romania to visit for the whole summer. Lina was very excited because her grandmother always brought wonderful stories about the small mountain village where she had grown up. But Lina was especially excited about one thing — her grandmother was going to teach her how to make *cozonac*, a sweet braided bread that their family had been making for many, many years.

On Saturday morning, Lina put on her favourite apron and tied her hair back. Her grandmother stood at the kitchen counter with a soft smile. "Are you ready, *bunica*?" Lina asked. Her grandmother had taught her that *bunica* was the Romanian word for "grandmother."

"I am ready, little one," her grandmother said. "But you must be patient. Cozonac is not a fast bread. It takes time. It needs to rest, like we do."

First, they mixed flour, warm milk, eggs, sugar, and butter in a big silver bowl. Lina's grandmother showed her how to use her hands to knead the dough, pushing and folding, pushing and folding. Lina's arms got tired very quickly. The dough was sticky and heavy.

"Can we use the mixer?" Lina asked.

Her grandmother laughed gently. "Of course we could," she said. "But the dough must feel your hands. It must know who is making it. My mother taught me this, and her mother taught her."

Lina kept kneading. Her shoulders ached. The dough began to feel softer and smoother under her palms. Slowly, it began to feel almost alive — warm and stretchy, like something that wanted to grow.

After they finished kneading, her grandmother covered the bowl with a clean white towel. "Now we wait," she said. "The dough must rest for two hours. While we wait, I will tell you a story."

So they sat at the kitchen table and her grandmother told Lina about the bakery in her village, where the smell of cozonac would fill the whole street on Sunday mornings. She told her how her own mother had taught her this recipe when she was just a little girl, standing on a wooden stool to reach the counter, just like Lina did now.

When the dough was ready, it had doubled in size. Lina pressed her finger into it, and the dough sprang back. "It's like magic," she said.

Her grandmother smiled. "Bread is always a little bit magic."

They divided the dough into three pieces and braided them together, just like braiding hair. Lina sprinkled walnuts and cocoa over the braid. They baked it in the oven, and soon the whole kitchen smelled warm and sweet.

When the cozonac came out, golden brown and beautiful, Lina was very proud. She had made bread with her own hands, just like her grandmother and her grandmother's mother before her.

That night, Lina helped her mother set the table. The cozonac was the centerpiece. Lina's father took the first slice. He closed his eyes when he tasted it. "It tastes just like my mother's," he whispered.

Lina looked at her grandmother across the table. Her grandmother nodded slowly and smiled. Lina understood. Even though her bunica would go back to Romania at the end of the summer, the recipe would stay. Now Lina knew it too. And one day, she would teach it to someone else.

1. Where does most of this story take place?

- A. In the small mountain village in Romania where Lina's grandmother grew up
- B. At a Romanian bakery where the family bought their bread every Sunday morning
- C. In Lina's bedroom where her grandmother told her stories about Romania
- D. In the kitchen of Lina's home where she and her grandmother bake together

2. What does the word bunica mean in the story?

- A. The Romanian word for "grandmother" that is used by Lina
- B. The Romanian word for the "sweet bread" that the family makes
- C. The Romanian name of a small mountain village in Romania
- D. The Romanian word for someone who knows a special recipe

3. Read this sentence from the passage: "It needs to rest, like we do." What does the word rest most likely mean in this sentence?

- A. To sit quietly on a wooden stool in the kitchen with her grandmother
- B. To take a long nap in the afternoon before doing more baking work
- C. To stay still for some time so that something can change in a helpful way
- D. To stop kneading the dough whenever your arms begin to feel very tired

4. Why does Lina's grandmother say they should not use the mixer?

- A. Because the mixer is broken and cannot be used to make cozonac at all
- B. Because the dough must feel the hands of the people who are making it
- C. Because mixers make the bread taste different from real Romanian bread
- D. Because using the mixer would be cheating in the family bread contest

5. What is the main message of this story?

- A. Children should always listen to their grandmothers when they are visiting from far away
- B. Romanian bread is the best kind of bread for a family to share at a special dinner
- C. Children should learn to bake before they grow up so they can teach their own children
- D. Family traditions and recipes can be passed from one person to the next across the years

6. Why does Lina's father close his eyes when he tastes the cozonac?

- A. Because the cozonac is very hot from the oven and he wants to cool it down
- B. Because he is feeling sleepy after eating his dinner at the kitchen table
- C. Because the taste of the cozonac reminds him of bread that his own mother made
- D. Because he wants to think about how he could improve the recipe next time

7. OPEN-RESPONSE

What does Lina learn from making the special bread with her grandmother? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

The Moon: Earth's Closest Neighbour

What Is the Moon?

The Moon is a large round object in the sky that travels around Earth. It is much smaller than Earth, but it is the biggest thing in our night sky. The Moon does not make its own light. Instead, it shines because sunlight bounces off its dusty grey surface. From here on Earth, the Moon can look bright and full, or it can look like a thin curved line. The shape that we see depends on which side of the Moon the sun is lighting up at that time.

The Surface of the Moon

If you could stand on the Moon, you would find a very different place from Earth. There is no wind, no rain, and no air to breathe. The ground is covered in fine grey dust. Across the surface, there are many large round holes called craters. Most of these craters were made long ago when rocks from space crashed into the Moon. Some of the craters are so big that you could fit a whole city inside them.

The First People on the Moon

People have looked up at the Moon for thousands of years and wondered what it would be like to visit. In the year 1969, that wondering came true. Two American astronauts named Neil Armstrong and Buzz Aldrin became the first people to walk on the Moon. They wore special spacesuits that gave them air to breathe. They collected rocks and dust to bring back to Earth so scientists could study them.

KEY FACT: The Moon is about three hundred and eighty-four thousand kilometres away from Earth — so far that it would take a car driving without stopping more than one hundred and sixty days to reach it.

Why the Moon Matters

The Moon is more than just a beautiful sight in the night sky. It pulls on the oceans and helps cause the tides — the way the water rises and falls along the beach every day. Long ago, sailors used the Moon to help find their way at night. Today, scientists are still learning new things about the Moon, and some are even planning to send people back to walk on its surface again. The Moon is a powerful reminder that there is still so much to discover beyond our own home planet.

8. What is this passage mostly about?

- A. The way that two American astronauts became the first people to walk on the Moon
- B. The reasons that the Moon does not have any air, wind, or rain on its dusty surface
- C. The kinds of rocks that scientists found in the craters on the surface of the Moon
- D. What the Moon is, what it looks like, and why it is important to people on Earth

9. According to the passage, why does the Moon shine in the night sky?

- A. Because sunlight bounces off the Moon's dusty grey surface back toward Earth
- B. Because the Moon has bright lights of its own that turn on after the sun goes down
- C. Because the Moon catches light from the bright stars all around it in space
- D. Because the rocks on the Moon's surface glow with a soft light in the darkness

10. What does the heading "The First People on the Moon" tell the reader about the section that follows?

- A. The section will describe the kinds of food that astronauts eat while they are on the Moon
- B. The section will tell the story of the astronauts who walked on the Moon for the first time
- C. The section will explain how spacesuits help astronauts stay safe in the air around them
- D. The section will compare the trip to the Moon with other trips that astronauts have taken

11. Read this sentence from the passage: "Most of these craters were made long ago when rocks from space crashed into the Moon." What does the word crashed most likely mean in this sentence?

- A. Floated down slowly and gently like a feather falling toward the ground
- B. Spun around in circles many times before finally landing safely on the surface
- C. Hit the Moon with great force, leaving a deep round hole in the ground
- D. Bounced up and away from the Moon back into the cold dark space around it

12. Which of these sentences from the passage states a fact?

- A. The Moon is the most beautiful thing that you can see anywhere in the night sky
- B. Two American astronauts walked on the Moon for the first time in the year 1969
- C. Astronauts have the most exciting job that anyone in the world could ever have
- D. The dusty grey surface of the Moon is the most amazing place to visit in space

13. According to the passage, why did the astronauts bring rocks and dust back to Earth?

- A. Because the rocks and dust were too heavy for them to carry around on the Moon
- B. Because they wanted to give the rocks to their families as souvenirs from the Moon
- C. Because the rocks would not stay in place on the surface of the Moon in space
- D. Because scientists on Earth wanted to study the rocks and dust to learn from them

14. How is the surface of the Moon different from the surface of Earth, according to the passage?
- A. The Moon has no wind, no rain, and no air, but Earth has all of these things
 - B. The Moon has tall mountains and deep oceans, but Earth is mostly flat and dry
 - C. The Moon has many trees and plants, but Earth has almost no plants at all
 - D. The Moon is covered in soft green grass, but Earth is covered with grey dust

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?
- A. The bright orange leaves falling from the tall maple tree on Sunday morning
 - B. The friendly dog wagged its tail at every visitor who came to the front door
 - C. After the loud bell rang at the end of the long school day on Friday
 - D. Skipping happily down the sidewalk on the way to the corner store
16. Which sentence uses commas correctly?
- A. After the game, we drank, water juice, lemonade and milk in the gym.
 - B. After, the game we drank water juice, lemonade and, milk in the gym.
 - C. After the game we drank, water juice, lemonade, and milk in the gym.
 - D. After the game, we drank water, juice, lemonade, and milk in the gym.

17. Read this sentence: "My mother went to the store to _____ some bread for our breakfast tomorrow." Which word correctly completes the sentence?

- A. bie
- B. bye
- C. buy
- D. by

18. Read this sentence: "The teacher _____ a book to the class every Friday afternoon before recess." Which word correctly completes the sentence?

- A. reads
- B. read
- C. reading
- D. have read

19. Which sentence uses capital letters correctly?

- A. On valentine's day, my friend gave me a card and a small box of chocolates.
- B. On Valentine's Day, my friend gave me a Card and a small box of chocolates.
- C. On valentine's day, My friend gave Me a card and a small box of Chocolates.
- D. On Valentine's Day, my friend gave me a card and a small box of chocolates.

20. Read this paragraph: "On Tuesday, Mateo went to the library with his older sister. They looked at many books on the long shelves. Then they _____ five books to take home." Which word correctly completes the paragraph?

- A. choose
- B. chose
- C. is choosing
- D. will choose

21. Read these two sentences: "I want to learn how to swim. I want to learn how to skate." Which version best joins these two sentences?

- A. I want to learn how to swim, and I want to learn how to skate.
- B. I want to learn how to swim, but I want to learn how to skate.
- C. I want to learn how to swim, or I want to learn how to skate.
- D. I want to learn how to swim, so I want to learn how to skate.

22. OPEN-RESPONSE — Shorter Writing Piece

What is your favourite family activity to do together? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "My uncle and aunt visited us last week, and _____ brought a big box of toys for me and my brother." Which word correctly completes the sentence?

- A. it
- B. her
- C. him
- D. they

24. Which sentence uses quotation marks correctly?

- A. The pizza is ready! "announced Dad from the kitchen as he carried it to the table."
- B. "The pizza is ready!" announced Dad from the kitchen as he carried it to the table.
- C. The pizza is "ready! announced" Dad from the kitchen as he carried it to the table.
- D. "The pizza is ready! announced Dad from the kitchen as he carried it to the table."

25. Which word is spelled correctly?

- A. evry
- B. evrey
- C. every
- D. avery

26. A student wrote these sentences: "The cat jumped. The mouse ran. The cat chased." Which revision best improves these sentences by adding variety?

- A. As soon as the cat jumped down from the chair, the mouse ran and the cat chased after it.
- B. The cat jumped down. The mouse ran away fast. The cat chased the mouse around the room.
- C. Jumped the cat quickly. Ran the mouse fast. Chased the cat the mouse through the house.
- D. The cat jumped and jumped. The mouse ran and ran. The cat chased and chased the mouse.

27. Read this paragraph: "Most birds can fly through the sky with their strong wings. _____, there are some birds, like penguins and ostriches, that cannot fly at all." Which word best fills the blank?

- A. For example
- B. First
- C. However
- D. Finally

28. A student wrote this sentence: "My sister and me are going to the swimming pool on saturday afternoon." Which version corrects the errors in this sentence?

- A. My sister and me are going to the swimming pool on Saturday afternoon.
- B. My sister and I are going to the swimming pool on Saturday afternoon.
- C. Me and my sister are going to the swimming pool on saturday afternoon.
- D. My sister and me is going to the swimming pool on Saturday afternoon.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine that you woke up one morning and discovered that your shadow could talk to you. Write a story about what your shadow said and what the two of you did together that day.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what your shadow said and what you did
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 28: Answer Key and Explanations

1. D — Story takes place primarily in the kitchen — mixing dough, kneading, waiting at the kitchen table, baking. The Romanian village appears only in the grandmother's stories. Setting questions reward the option that names the location where the action actually unfolds.

2. A — Direct passage statement: "Her grandmother had taught her that *bunica* was the Romanian word for 'grandmother.'" This is explicit in the text. Vocabulary questions about translation reward locating the definition given in the passage.

3. C — In bread-making, dough "resting" means leaving it still so the yeast can grow and the dough can rise. The grandmother explicitly says the dough must rest for two hours, and after that time it had doubled in size. Vocabulary questions test using surrounding context — what happens during the rest — to confirm meaning.

4. B — The grandmother explicitly says, "the dough must feel your hands. It must know who is making it." The reason is connection between the maker and the bread, not equipment quality or competition. Why-questions reward matching the speaker's stated reasoning rather than inferring outside reasons.

5. D — The story traces a recipe being passed from great-grandmother to grandmother to Lina, and the closing line — "one day, she would teach it to someone else" — extends the chain forward. Family tradition passing across generations is the unifying message. Theme questions reward the message anchored by the structural arc of the story.

6. C — The father's words give the reason directly: "It tastes just like my mother's." Closing his eyes is body language showing he is being transported by memory through taste. Inference questions reward matching the emotional substance behind explicit dialogue.

7. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response identifies what Lina learns — that recipes carry family history, that patience matters in baking, that traditions are passed by teaching the next person. Citing the grandmother's lessons (the dough must feel your hands, "now we wait"), the father's reaction, and Lina's closing realization distinguishes higher-level responses.

8. D — The four sections cover what the Moon is, the Moon's surface, the first people to walk on it, and why the Moon matters. Together these unify around the Moon as Earth's closest neighbour and the human

relationship with it. Main-idea questions reward the option that summarizes all sections rather than one isolated detail.

9. A — The passage states directly: "The Moon does not make its own light. Instead, it shines because sunlight bounces off its dusty grey surface." Sunlight bouncing back toward Earth is the explicit explanation. Cause questions reward the option that matches the passage's stated explanation.

10. B — Headings preview section content. "The First People on the Moon" signals a section about the astronauts who first walked on the Moon — Armstrong and Aldrin in 1969. Heading questions test the Grade 3 skill of predicting content from text features.

11. C — To "crash into" something means to hit it with great force, usually causing damage. The passage describes the result — large round holes called craters — confirming the violent impact meaning. Vocabulary questions test using consequences described in nearby text to confirm a word's meaning.

12. B — A fact is verifiable and historical; opinions use evaluative language. The 1969 Moon landing by two American astronauts is documented historical fact, while options A, C, and D use "most beautiful," "most exciting," and "most amazing" — clear opinion markers.

13. D — The passage states directly: "They collected rocks and dust to bring back to Earth so scientists could study them." Scientific study is the explicit purpose. Why-questions reward the option that matches the passage's stated reason word for word.

14. A — The passage states explicitly: "There is no wind, no rain, and no air to breathe." Earth, by contrast, has all of these. Option A captures this direct contrast. Compare-and-contrast questions reward differences the text itself states rather than ones the reader must guess.

15. B — A complete sentence requires both a subject and a finite verb expressing a complete thought. "The friendly dog wagged its tail at every visitor who came to the front door" contains subject (dog) and main verb (wagged). Option A is a noun phrase, C is a dependent clause, and D is a participial phrase — none stands alone.

16. D — Introductory phrases take a comma, and items in a series take commas after each item. Option D places a comma after "After the game," then after each item — water, juice, lemonade — and uses the Oxford comma before "and milk." The other options misplace required commas.

17. C — "Buy" is the verb meaning to purchase, which fits "go to the store to buy some bread." "By" is a preposition, "bye" is a farewell, and "bie" is not a real word. Homophone questions require matching the word's function — purchasing here — to the correct spelling.

18. A — Subject-verb agreement requires singular verbs with singular subjects. "Teacher" is singular, so the verb must be "reads." "Read" without -s pairs with a plural subject, "reading" lacks a helper verb, and "have read" pairs a plural helper with a singular subject.

19. D — Capitalize holidays (Valentine's Day) and proper nouns. Common nouns like "card," "friend," and "chocolates" stay lowercase. Only option D applies all these rules correctly.

20. B — Verb tense must remain consistent within a paragraph. "Went" and "looked" establish past tense, so the blank requires past-tense "chose." Present, present progressive, and future forms would all break tense consistency.

21. A — The two ideas are parallel personal goals — wanting to learn two different skills — so "and" is the correct coordinating conjunction for adding compatible ideas. "But" implies contrast, "or" implies choosing between alternatives, and "so" implies cause and effect. Conjunction questions test the logical relationship between clauses.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response names a clear favourite family activity (game night, hiking, baking, movie night), provides two distinct reasons with supporting details about togetherness, fun, or memories, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal detail outperforms general praise.

23. D — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "my uncle and aunt." "It" is singular and inanimate, "her" is singular and feminine, and "him" is singular and masculine — none agrees with a plural antecedent. Pronoun questions test number agreement with the antecedent.

24. B — Standard dialogue punctuation places quotation marks around spoken words only, with the exclamation mark inside the closing quotation mark and the speaker tag outside. Option B correctly encloses only "The pizza is ready!" in quotation marks. The other options either misplace the marks or quote text that was never spoken.

25. C — "Every" is spelled e-v-e-r-y — three syllables compressed into five letters with the middle e. The other options drop the middle vowel, add an extra letter, or substitute a different first letter. Sight-word spelling appears regularly on the Grade 3 conventions section.

26. A — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option A uses "as soon as" (subordinating) and "and" (coordinating) to form a complex-compound sentence with smooth flow and clearer time-relationships. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat words.

27. C — The two sentences contrast — the general statement that birds fly versus the exception that some birds cannot — so "However" is the correct contrast transition. "For example" introduces illustration, "First" begins a sequence, and "Finally" closes a sequence. Transition questions test the match between connector and the structural relationship that follows.

28. B — The original sentence contains errors in pronoun case ("me" should be subject pronoun "I" when paired with another subject) and capitalization ("saturday" should be "Saturday"). Only option B corrects both errors at once while keeping conventional word order. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and morning setting, develops the story through what the shadow said and what the two did together, resolves the story, and tracks feelings at multiple points (surprise, curiosity, joy, perhaps wonder). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 29: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

Theo's New Glasses

Theo did not want glasses. Not at all. When the eye doctor said that he would need to wear glasses to see the board at school, Theo had thought she must be talking to a different boy. But she was talking to him. She had a kind smile, but Theo could not smile back.

The next week, Theo and his mother went to a shop full of glasses to choose a pair. There were glasses in every colour and shape — round ones, square ones, ones with rainbow patterns. None of them looked like him. None of them looked like anyone he knew. Finally, his mother helped him pick a pair with dark blue frames.

"They look very nice on you, Theo," his mother said.

Theo did not say anything.

When the glasses were ready, Theo brought them home in a soft black case. He left them on the kitchen counter. On Monday morning, his mother handed them to him. "It's time," she said gently.

Theo put the glasses on his nose. His ears felt funny where the arms of the glasses rested. Everything looked too clear, too bright, too sharp. He could see the tiny crumbs on the kitchen table. He could see the words on the back of the cereal box from across the room.

At school, he walked into the classroom and stared at the floor. He did not want anyone to look at him.

"Hey Theo!" his best friend Amir called from his desk. "Cool glasses!"

Theo looked up, surprised. He had not expected that. He gave Amir a small smile.

"They make you look smart," said a girl named Yuna who sat behind him. "Like a scientist."

A few other students nodded and said nice things too. Theo's cheeks felt warm, but in a good way.

Then it was time for math. Mrs. Singh wrote a long problem on the board. Theo squinted his eyes, like he always did. But this time, he didn't have to squint. He could see every single number from his seat in the back row. He could see them perfectly. He almost gasped out loud.

After school, Theo walked home with Amir. The maple trees along the sidewalk had turned bright orange and yellow over the weekend. Theo had not noticed before. He could see every single leaf on every branch, all the way up to the very top of the tree. He stopped walking and just stared.

"What's wrong?" Amir asked.

"Nothing's wrong," Theo said. "I can just see everything."

When Theo got home, his mother was waiting at the door. "How was your day?" she asked.

"It was actually really good," Theo said. He paused. "Mom, did you know that the leaves on the trees look like little pieces of fire?"

His mother smiled. "I did," she said. "And now you do too."

Theo looked at himself in the mirror by the front door. The boy in the dark blue glasses smiled back at him. He looked like Theo. He looked like himself.

1. Where does Theo go on Monday morning at the beginning of the story?

- A. To the eye doctor's office where he learns that he needs to wear glasses
- B. To the small shop where his mother helps him pick out new glasses to wear
- C. To his school classroom where he sees his friends for the first time in glasses
- D. To his bedroom where he keeps his black glasses case on the desk drawer

2. How does Theo feel about getting glasses at the beginning of the story?

- A. He feels grateful because he has wanted glasses for a very long time

- B. He feels unhappy because he does not want to wear glasses to school at all
- C. He feels surprised because he did not know that he needed to wear glasses
- D. He feels embarrassed because the eye doctor laughed at him during the visit

3. What does Theo's best friend Amir say when he sees the new glasses?

- A. He calls out to Theo and tells him that the glasses look cool
- B. He laughs at the dark blue frames and asks Theo to take them off
- C. He runs over to Theo and asks if he can try the glasses on for himself
- D. He says that the glasses look just like the ones his older brother wears

4. What does Theo notice for the first time when he is walking home with Amir?

- A. He notices that his glasses feel funny on his ears as they slide down his nose
- B. He notices that the buildings along the sidewalk are much taller than he thought
- C. He notices that Amir is wearing a new pair of sneakers that match his backpack
- D. He notices the orange and yellow leaves on the maple trees along the sidewalk

5. What is the main message of this story?

- A. Children should listen to the eye doctor and wear their glasses every single day
- B. Something that feels scary at first can turn out to be a wonderful new beginning
- C. Best friends should always be supportive when you try something new at school

D. Children should never feel embarrassed about wearing new things to school

6. Why does the boy in the mirror look "like himself" to Theo at the end of the story?

A. Because Theo has come to feel proud of his glasses by the end of the school day

B. Because Theo has chosen the dark blue glasses that match his eyes and his hair colour

C. Because Theo's mother has told him that the glasses look very nice on him

D. Because Theo's teacher has said that the glasses make him look like a scientist

7. OPEN-RESPONSE

How does Theo's feeling about his glasses change from the beginning of the story to the end? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Spiders: Eight-Legged Builders

What Is a Spider?

A spider is a small animal with eight legs and a soft round body. Spiders are not insects. Insects have six legs and three body parts, but spiders have eight legs and two body parts. Most spiders also have eight eyes, even though they cannot see very well. Spiders live almost everywhere in the world — in gardens, in forests, in basements, and even in deserts.

Spiders and Their Webs

Many spiders are famous for the silk webs that they spin. Spiders make silk inside their bodies and use special parts at the back called spinnerets to push the silk out. The silk is wet when it first comes out, but it becomes strong and stretchy as soon as it touches the air. Spiders weave the silk into beautiful round webs to catch food. When a small insect like a fly bumps into the web, it gets stuck. The spider feels the web shake and comes to take its meal. Some spider webs are so strong that they can hold the weight of a small bird.

What Spiders Eat

Spiders are helpful hunters. They eat many of the small bugs that people do not like, such as mosquitoes, flies, and gnats. By eating these pests, spiders help keep our gardens and homes more comfortable. Not all spiders make webs to catch their food. Some spiders, like the jumping spider, leap onto their prey from far away. Others, like the wolf spider, run after their prey on their fast legs.

KEY FACT: A single spider in a garden can eat thousands of insects in just one summer, which makes spiders very useful for farmers and gardeners.

Why Spiders Matter

Even though many people are afraid of spiders, most spiders are not dangerous to humans. In fact, spiders are an important part of nature. Without spiders, our world would have many more bugs everywhere — too many for our gardens and homes. Scientists have even studied spider silk to learn how to make new kinds of strong, light materials. The next time you see a spider in the corner of a room, remember that this small eight-legged builder is helping to keep our world in balance.

8. What is this passage mostly about?

- A. The reasons that some kinds of spiders make webs to catch their food in gardens
- B. The differences between spiders and insects that live in our houses and gardens
- C. What spiders are, how they live, what they eat, and why they matter in our world
- D. The way that scientists have used spider silk to create new materials for clothing

9. According to the passage, how are spiders different from insects?

- A. Spiders live in many gardens, but insects only live deep inside the dark forest
- B. Spiders make silk webs to catch food, but insects make their homes from leaves
- C. Spiders eat other small bugs, but insects only eat the leaves of green plants
- D. Spiders have eight legs, but insects have only six legs and three body parts

10. What does the heading "Spiders and Their Webs" tell the reader about the section that follows?

- A. The section will explain how spiders make webs and what the webs are used for
- B. The section will describe the kinds of insects that spiders catch in their webs
- C. The section will compare different spider webs that are found in many countries
- D. The section will tell the story of one spider who built a giant web in a forest

11. Read this sentence from the passage: "When a small insect like a fly bumps into the web, it gets stuck." What does the word stuck most likely mean in this sentence?

- A. Pushed up into the air by the strong wind that blows through the wide garden
- B. Held in place by the silk so that the insect is not able to fly away anymore
- C. Eaten quickly by a hungry spider that has been waiting all day for its meal
- D. Carried off by another insect that is much bigger and stronger than the fly

12. Which of these sentences from the passage states a fact?

- A. Spider webs are the most beautiful things to see anywhere in the whole garden
- B. The jumping spider is the most exciting kind of spider for children to watch
- C. Spiders are the most helpful animals in any garden during the long summer
- D. Spiders make silk inside their bodies and push it out through parts called spinnerets

13. According to the passage, why are spiders helpful to people?

- A. Because spiders make beautiful round webs that decorate our gardens all summer
- B. Because spiders teach scientists how to make new kinds of strong silk for clothing
- C. Because spiders eat many of the small bugs that bother people in their gardens
- D. Because spiders show children how to be brave when they meet new animals outside

14. How is the jumping spider different from a web-making spider, according to the passage?

- A. The jumping spider leaps onto its prey, while web-making spiders wait for prey to come to them
- B. The jumping spider eats only flies, while web-making spiders eat many different kinds of bugs
- C. The jumping spider has more legs than the web-making spider has on its small soft body
- D. The jumping spider lives only in deserts, while web-making spiders live only in forests

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The shiny silver coins inside the small wooden box on the kitchen table
- B. After the rooster crowed loudly at the very first light of morning today
- C. Skipping across the wide green field on a sunny Saturday afternoon today
- D. The young children laughed at the funny story their grandfather told them

16. Which sentence uses commas correctly?

- A. On the long hike we packed, sandwiches apples, cheese and crackers in our bags.
- B. On the long hike, we packed sandwiches, apples, cheese, and crackers in our bags.

- C. On the long hike we packed sandwiches apples, cheese and, crackers in our bags.
- D. On, the long hike we packed sandwiches, apples, cheese and crackers, in our bags.

17. Read this sentence: "Our hockey team _____ the championship game by scoring three goals in the last period." Which word correctly completes the sentence?

- A. one
- B. wun
- C. won
- D. wone

18. Read this sentence: "The boys on the playground _____ their lunches under the big maple tree every afternoon." Which word correctly completes the sentence?

- A. eats
- B. is eating
- C. has eaten
- D. eat

19. Which sentence uses capital letters correctly?

- A. Last winter, my grandparents visited us from edmonton during the holidays.
- B. Last Winter, my grandparents visited us from Edmonton during the Holidays.
- C. Last winter, my grandparents visited us from Edmonton during the holidays.

D. last winter, my Grandparents visited us from edmonton during the Holidays.

20. Read this paragraph: "On Sunday, Hugo and his dad cleaned the garage together. They sorted the boxes into piles. Then they _____ a long break to drink some water." Which word correctly completes the paragraph?

A. takes

B. took

C. is taking

D. will take

21. Read these two sentences: "I wanted to walk to the park. It started raining heavily." Which version best joins these two sentences?

A. I wanted to walk to the park, and it started raining heavily.

B. I wanted to walk to the park, so it started raining heavily.

C. I wanted to walk to the park, or it started raining heavily.

D. I wanted to walk to the park, but it started raining heavily.

22. OPEN-RESPONSE — Shorter Writing Piece

If you could spend an afternoon at any place in your city or town, where would you go? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "The bright red kite flew high above the trees, and _____ looked like a tiny bird in the sky." Which word correctly completes the sentence?

- A. they
- B. him
- C. it
- D. her

24. Which sentence uses quotation marks correctly?

- A. "I love your new haircut!" said Mrs. Chen as she opened the classroom door.
- B. I love your new haircut! "said Mrs. Chen as she opened the classroom door."
- C. "I love" your new haircut! said Mrs. Chen "as she opened the classroom door."

D. "I love your new haircut! said Mrs. Chen as she opened the classroom door."

25. Which word is spelled correctly?

A. agen

B. again

C. agian

D. agayn

26. A student wrote these sentences: "The horse galloped. The rider laughed. The dust flew." Which revision best improves these sentences by adding variety?

A. The horse galloped fast. The rider laughed loud. The dust flew everywhere on the ground.

B. Galloped the horse quickly. Laughed the rider happily. Flew the dust around the field.

C. The horse galloped and galloped. The rider laughed and laughed. The dust flew and flew.

D. As the horse galloped across the field, the rider laughed and the dust flew up around them.

27. Read this paragraph: "Making a sandwich is easy if you follow the right steps. _____, get out two slices of bread. Second, spread butter on the bread. Then, add your favourite fillings." Which word best fills the blank?

A. First

B. Finally

C. However

D. For example

28. A student wrote this sentence: "Her and her brother walks to school together every monday morning." Which version corrects the errors in this sentence?

- A. Her and her brother walk to school together every Monday morning.
- B. Her and her brother walks to school together every Monday morning.
- C. She and her brother walk to school together every Monday morning.
- D. Her and her brother is walking to school together every monday morning.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine that you found a beautiful old mirror in a forgotten corner of your school. When you looked into it, something amazing happened. Write a story about what you saw and what happened next.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what you saw in the mirror and what happened
- -an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 29: Answer Key and Explanations

1. C — The story specifically describes Theo's Monday morning trajectory: putting on glasses at home, then walking into the school classroom, where he meets Amir, Yuna, and Mrs. Singh. The shop and bedroom appear earlier in time, before Monday. Setting questions reward the option that matches the exact moment the question identifies.

2. B — Direct passage statement: "Theo did not want glasses. Not at all." This explicit opening line names his feeling and motivates the whole arc. Inference questions reward the option that exactly mirrors the text's stated emotional state.

3. A — The passage gives the line as direct dialogue: "Hey Theo!" his best friend Amir called from his desk. "Cool glasses!" Both the calling out and the "cool glasses" compliment match option A exactly. Direct-recall questions reward the option supported word for word.

4. D — The passage states directly: "The maple trees along the sidewalk had turned bright orange and yellow over the weekend. Theo had not noticed before." This is precisely the moment of new noticing during the walk home. Detail questions reward locating the specific event the question describes.

5. B — Theo begins dreading the glasses ("Theo did not want glasses. Not at all.") and ends accepting and even delighted by them, having discovered new vision and beauty. The whole arc is a scary-thing-becomes-wonderful transformation. Theme questions reward the message anchored by the character's full emotional journey.

6. A — Across the school day, Theo receives compliments, sees clearly for the first time, and discovers the beauty of autumn leaves. By the time he looks in the mirror, the glasses have stopped feeling like a foreign thing and have become part of who he is. Inference questions reward connecting the closing emotional realization to the accumulated experiences of the day.

7. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response identifies Theo's shift from refusal ("Theo did not want glasses. Not at all.") to acceptance and joy ("He looked like Theo. He looked like himself"), citing turning points: Amir's compliment, seeing the math problem clearly, and noticing the autumn leaves. Tracking the change explicitly across the arc distinguishes higher-level responses.

8. C — The four sections cover what a spider is, how spiders use webs, what spiders eat, and why spiders matter. Together these unify around spiders as living things and the human relationship with them. Main-idea questions reward the option that summarizes all sections rather than one isolated detail.

9. D — The passage states directly: "Insects have six legs and three body parts, but spiders have eight legs and two body parts." Leg count and body-part count is the explicit contrast the passage draws. Compare-and-contrast questions reward the difference the text itself states word for word.

10. A — Headings preview section content. "Spiders and Their Webs" signals a section about web-making — the section that follows describes silk, spinnerets, web construction, and how webs catch food. Heading questions test the Grade 3 skill of predicting content from text features.

11. B — In the context of an insect bumping into a sticky web, "stuck" means held in place by the silk so the insect cannot escape. The surrounding text confirms this — the spider then comes to take its meal, which would not happen if the insect could fly away. Vocabulary questions test using surrounding consequences to confirm meaning.

12. D — A fact is verifiable and measurable; opinions use evaluative language. The biological detail about spinnerets producing silk is documented scientific fact, while options A, B, and C use "most beautiful," "most exciting," and "most helpful" — clear opinion markers.

13. C — The passage states directly: "Spiders are helpful hunters. They eat many of the small bugs that people do not like, such as mosquitoes, flies, and gnats. By eating these pests, spiders help keep our gardens and homes more comfortable." Pest control is the explicit reason. Why-questions reward the option matching the passage's stated explanation.

14. A — The passage contrasts hunting strategies directly: "Not all spiders make webs to catch their food. Some spiders, like the jumping spider, leap onto their prey from far away." Leaping versus waiting in a web is the explicit contrast. Compare-and-contrast questions reward the distinction the text itself draws.

15. D — A complete sentence requires both a subject and a finite verb expressing a complete thought. "The young children laughed at the funny story their grandfather told them" contains subject (children) and main verb (laughed). Option A is a noun phrase, B is a dependent clause, and C is a participial phrase — none stands alone.

16. B — Introductory phrases take a comma, and items in a series take commas after each item. Option B places a comma after "On the long hike," then after each item — sandwiches, apples, cheese — and uses the Oxford comma before "and crackers." The other options misplace required commas.

17. C — "Won" is the past tense of the verb win, which fits "the team won the championship." "One" is the number, "wun" is a phonetic misspelling, and "wone" is not a real word. Homophone questions require matching the word's function — past-tense victory here — to the correct spelling.

18. D — Subject-verb agreement requires plural verbs with plural subjects. "Boys" is plural, so the verb must be "eat." "Eats" is singular, "is eating" pairs a singular helper with a plural subject, and "has eaten" also breaks number agreement.

19. C — Capitalize city names (Edmonton) and keep common nouns and seasons lowercase. "Winter," "grandparents," and "holidays" are common nouns, not proper nouns. Only option C applies all these rules correctly.

20. B — Verb tense must remain consistent within a paragraph. "Cleaned" and "sorted" establish past tense, so the blank requires past-tense "took." Present, present progressive, and future forms would all break tense consistency.

21. D — The two ideas have a contrastive relationship — wanting to walk to the park versus rain that prevented it. "But" is the coordinating conjunction that signals an obstacle blocking the speaker's intent. "And" merely adds, "so" implies cause-and-effect (the wish did not cause rain), and "or" implies alternatives.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response names a clear destination (park, library, pool, museum, restaurant), provides two distinct reasons with supporting details about activities, sights, or people there, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal detail outperforms general praise.

23. C — Pronouns must agree with their antecedents in number and gender. "The bright red kite" is singular and inanimate, requiring the singular neuter pronoun "it." "They" is plural, "him" is masculine, and "her" is feminine — none agrees with an inanimate singular antecedent. Pronoun questions test number, gender, and animacy agreement.

24. A — Standard dialogue punctuation places quotation marks around spoken words only, with the exclamation mark inside the closing quotation mark and the speaker tag outside. Option A correctly encloses only "I love your new haircut!" in quotation marks. The other options either misplace the marks or quote text that was never spoken.

25. B — "Again" is spelled a-g-a-i-n — with the unusual a-i vowel pair following the g. The other options drop the i, swap the a and i, or replace the i with y. Sight-word spelling for words with unusual vowel patterns appears regularly on the Grade 3 conventions section.

26. D — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option D uses "as" (subordinating) and "and" (coordinating) to form a complex-compound sentence with smooth flow and clearer simultaneity. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat words.

27. A — The paragraph follows a clear numbered sequence — second, then — so the first item requires "First." "Finally" signals the last step, "However" signals contrast, and "For example" introduces illustration rather than the first item in a process. Transition questions test the match between connector and the structural relationship that follows.

28. C — The original sentence contains errors in pronoun case ("Her" should be subject pronoun "She"), subject-verb agreement ("walks" should be plural "walk" since "She and her brother" is plural), and capitalization ("monday" should be "Monday"). Only option C corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and the forgotten corner of the school setting, develops the story through what the character saw in the mirror and what happened next, resolves the story, and tracks feelings at multiple points (curiosity, surprise, wonder, perhaps fear). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 30: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

Mateo's First Bus Ride

Mateo had been waiting for this day for weeks. Today, for the first time ever, he was going to take the city bus all by himself. His grandmother lived just six stops away. He had ridden the bus with his mother dozens of times, but never alone.

His mother stood with him at the bus stop on the corner of their street. She handed him a small bus pass on a green lanyard. "Remember," she said. "Six stops. Then you press the yellow button and the bus will stop right in front of *abuela's* apartment building. She will be waiting for you outside. Do you remember the stops?"

"Maple Street," Mateo said, counting on his fingers. "Then the library. Then the grocery store. Then the school. Then the park. Then *abuela's* building."

His mother smiled. "Perfect. You can do this."

The bus pulled up to the corner with a loud whoosh of air. The doors opened. Mateo climbed up the steps and waved his green pass at the driver, just like his mother had taught him. The driver nodded with a friendly smile.

Mateo found a seat by the window and waved goodbye to his mother. She blew him a kiss. The bus rolled away.

At first, Mateo felt very grown up. His backpack sat on the seat next to him. He looked out the window and watched the city go by. At Maple Street, an old woman with a small white dog got on the bus. The dog was wearing a tiny red sweater. Mateo wanted to say something about it, but he was shy.

At the next stop, the library, two teenagers got on. They were laughing and talking loudly. Mateo tried to keep counting. Library. That was stop two.

The bus rolled on. At the grocery store stop, a man with a stroller got on. The bus was getting more crowded. Mateo's backpack was now on his lap.

The bus passed the school. That was stop four. Mateo started to feel nervous. What if he missed his stop? What if he pressed the button too late? What if he pressed it too early?

At stop five, the park, a group of children got on with their teacher. Mateo's seat was suddenly surrounded by people he did not know. He could not see out the window very well anymore.

His heart began to beat faster. He could not remember if the next stop was *abuela's* or not. Was that stop five or stop six? Had he counted right?

Then Mateo took a deep breath. He remembered what his mother had told him. *If you ever feel lost, just ask the driver.*

Mateo walked carefully to the front of the bus. "Excuse me," he said in his quietest voice. The driver looked at him. "I'm going to my grandmother's building," Mateo said. "I think the next stop is mine. Can you tell me when to press the button?"

The driver smiled the same friendly smile from before. "Of course. I'll let you know."

Two minutes later, the driver called out, "Next stop is yours, young man!" Mateo pressed the yellow button. The bus slowed and stopped. Mateo climbed off the bus and saw his grandmother standing on the sidewalk, waving with both hands.

He ran to her. She hugged him tight. "I knew you could do it," she said.

Mateo grinned. He had done it. By himself. Well, almost. He had asked for help, and that had been part of doing it too.

1. Where is Mateo going on the bus during the story?
 - A. To the corner of his street where his mother is waiting to take him home
 - B. To his grandmother's apartment building, which is six stops away on the bus
 - C. To the school stop, where his teacher is waiting to take him to his class
 - D. To a community park where his grandmother will meet him near the playground

2. How does Mateo feel at the very beginning of the story?

- A. He feels excited because he has been waiting for this special day for weeks
- B. He feels nervous because he has never seen the city bus before in his life
- C. He feels sad because his mother is not going to ride the bus with him today
- D. He feels worried because his grandmother might not be waiting for him outside

3. What does Mateo's mother give him before he gets on the bus?

- A. A bright yellow umbrella in case it rains during his trip to his grandmother's apartment
- B. A small map of the city with the bus route drawn on it in dark blue marker
- C. A small bus pass on a green lanyard so that he can pay for his ride on the bus
- D. A piece of paper with his grandmother's phone number written down in case he gets lost

4. Why does Mateo's heart begin to beat faster as the bus passes the park?

- A. Because the bus driver suddenly drives much faster than he did at the earlier stops
- B. Because the bus is making strange new sounds that Mateo has never heard before
- C. Because Mateo's backpack falls onto the floor and he cannot reach it from his seat
- D. Because Mateo cannot remember if the next stop is his grandmother's stop or not

5. What does Mateo do when he feels worried about missing his stop?

- A. He walks to the front of the bus and asks the driver for help
- B. He rings the yellow button right away to be safe and get off
- C. He looks for the old woman with the small dog to ask her for help
- D. He sits very still in his seat and tries hard not to feel scared

6. What is the main message of this story?

- A. Children should always be brave and never ask any adults for help when they are alone
- B. Being brave can mean knowing when to ask for help so you can do things by yourself
- C. Riding a city bus alone is the most exciting thing that a child can ever try to do
- D. Children should remember to count the bus stops very carefully so they do not get lost

7. OPEN-RESPONSE

What does Mateo learn from his first bus ride alone? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Volcanoes: Mountains That Erupt

What Is a Volcano?

A volcano is a special kind of mountain. It looks like an ordinary mountain on the outside, but it has something hidden deep inside. Far below the ground, the Earth is so hot that some of the rock has melted into a thick, glowing liquid called magma. A volcano is a place where this hot magma can sometimes rise up and burst out through a hole in the top of the mountain. When this happens, we say that the volcano has erupted.

How Do Volcanoes Erupt?

Deep underground, magma is always pushing upward. Most of the time, the magma stays trapped inside the Earth. But sometimes, the pressure becomes too strong. The magma pushes up through cracks and rises to the very top of the volcano. When it shoots out of the volcano, it is called lava. Lava can flow down the sides of the mountain in long bright orange rivers. Some volcanoes also throw huge clouds of dark grey smoke and ash high into the sky. The ash can spread for many kilometres before it settles back to the ground.

Famous Volcanoes

There are many famous volcanoes all around the world. One of the most famous is Mount Vesuvius in Italy. Almost two thousand years ago, this volcano erupted and covered a whole Roman city called Pompeii in ash and rock. The city was buried for a very long time before people found it again. In Hawaii, there are volcanoes that are still erupting today. The lava from these volcanoes has built new land in the ocean.

KEY FACT: Scientists who study volcanoes are called volcanologists, and their work helps to keep people who live near volcanoes safe from harm.

Why Volcanoes Are Important

Even though volcanoes can be very dangerous, they are also very important to our planet. When lava cools, it turns into rich soil where many plants can grow well. Many farmers around the world plant their crops near old volcanoes for this reason. Volcanoes also help bring up special minerals from deep inside the Earth. By studying volcanoes, scientists learn more about what our world is made of and how it has changed over time.

8. What is this passage mostly about?

- A. The way that the volcano Mount Vesuvius erupted long ago and buried Pompeii
- B. The reasons that the rich soil near old volcanoes is good for growing crops today
- C. The kinds of dangerous things that scientists called volcanologists must study
- D. What volcanoes are, how they erupt, and why they are important to our planet

9. According to the passage, what is the name for the hot liquid rock when it comes out of a volcano?

- A. Lava, which can flow down the sides of the mountain in long bright orange rivers
- B. Magma, which can spread for many kilometres before it settles back to the ground
- C. Ash, which can rise up into the sky in huge clouds of dark grey smoke and dust
- D. Pressure, which builds up under the ground until the mountain begins to shake

10. What does the heading "Famous Volcanoes" tell the reader about the section that follows?

- A. The section will explain how scientists travel to volcanoes in many countries
- B. The section will list all the kinds of rocks that come out of a volcano during an eruption

- C. The section will describe some specific volcanoes from places around the world
- D. The section will compare volcanoes with other tall mountains that do not erupt

11. Read this sentence from the passage: "The magma pushes up through cracks and rises to the very top of the volcano." What does the word cracks most likely mean in this sentence?

- A. Long narrow openings or splits in the rock that let the magma move upward
- B. Loud sudden sounds that the volcano makes when it is about to erupt soon
- C. Sharp pieces of rock that fall down the sides of the volcano during an eruption
- D. Strange marks on the side of the mountain that show where the lava has cooled

12. Which of these sentences from the passage states a fact?

- A. Volcanoes are the most exciting kind of mountain that you can ever find on Earth
- B. The lava from a volcano is the most beautiful sight in any country in the world
- C. Watching a volcano erupt is the most amazing thing that a person can ever see
- D. Mount Vesuvius in Italy erupted almost two thousand years ago and buried the city of Pompeii

13. According to the passage, why is the soil near old volcanoes good for growing crops?

- A. Because the volcano keeps the soil warm and dry all through the cold winter months
- B. Because cooled lava turns into rich soil where many plants are able to grow well
- C. Because the smoke from the volcano keeps insects away from the farmers' fields

D. Because the volcano helps the rain to fall more often on the farms near its base

14. What are scientists who study volcanoes called?

A. Geologists, who travel around the world to find rare rocks for museums

B. Astronomers, who study the stars and the planets from high mountain tops

C. Volcanologists, who study volcanoes and help keep people who live near them safe

D. Botanists, who study the plants that grow in the rich soil around old volcanoes

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

A. The bright golden leaves falling slowly from the tall maple tree last week

B. After the loud bell rang at the very end of the long school day on Friday

C. Skipping happily down the sidewalk on her way to the small corner store

D. The hungry kittens drank the warm milk from the small dish on the floor

16. Which sentence uses commas correctly?

A. For lunch, my brother packed apples, cheese, crackers, and a small juice box.

B. For, lunch my brother packed apples cheese, crackers and, a small juice box.

C. For lunch my brother packed, apples cheese, crackers and a small, juice box.

D. For lunch my brother, packed apples, cheese crackers, and a small juice box.

17. Read this sentence: "My family always eats dinner together at six o'clock for one whole _____ every night." Which word correctly completes the sentence?

A. ower

B. owr

C. hour

D. our

18. Read this sentence: "My cousins from Vancouver _____ to visit us every summer when school is finished for the year." Which word correctly completes the sentence?

A. comes

B. is coming

C. has come

D. come

19. Which sentence uses capital letters correctly?

A. last fall, my family drove to montreal to visit my uncle and his new puppy.

B. Last fall, my family drove to Montreal to visit my uncle and his new puppy.

- C. Last fall, my family drove to montreal to visit my Uncle and his new Puppy.
- D. Last Fall, my Family drove to Montreal to visit my Uncle and his new puppy.

20. Read this paragraph: "Yesterday, Henry helped his mother plant flowers in the front yard. They dug small holes in the soil. Then they _____ the flower seeds into each hole one by one." Which word correctly completes the paragraph?

- A. drop
- B. is dropping
- C. dropped
- D. will drop

21. Read these two sentences: "Olivia wanted to play soccer outside. The field was full of snow." Which version best joins these two sentences?

- A. Olivia wanted to play soccer outside, and the field was full of snow.
- B. Olivia wanted to play soccer outside, so the field was full of snow.
- C. Olivia wanted to play soccer outside, or the field was full of snow.
- D. Olivia wanted to play soccer outside, but the field was full of snow.

22. OPEN-RESPONSE — Shorter Writing Piece

If you could have any kind of dessert as a special treat, what dessert would you choose? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "The new students at our school joined our class on Monday, and _____ already made friends with everyone by Friday." Which word correctly completes the sentence?

- A. it
- B. he
- C. they
- D. her

24. Which sentence uses quotation marks correctly?

- A. "Don't forget your lunch!" called Mom as the school bus pulled up to the corner.
- B. Don't forget your lunch! "called Mom as the school bus pulled up to the corner."
- C. "Don't forget" your lunch! called Mom "as the school bus pulled up to the corner."
- D. "Don't forget your lunch! called Mom as the school bus pulled up to the corner."

25. Which word is spelled correctly?

A. befoore

B. before

C. befor

D. befour

26. A student wrote these sentences: "The clouds gathered. The wind blew. The rain started." Which revision best improves these sentences by adding variety?

A. The clouds gathered fast. The wind blew hard. The rain started to fall outside the window.

B. Gathered the dark clouds quickly. Blew the cold wind hard. Started the rain to fall down.

C. The clouds gathered and gathered. The wind blew and blew. The rain started and started.

D. As the clouds gathered overhead, the wind blew across the field and the rain started falling.

27. Read this paragraph: "To make a healthy smoothie, first add the fresh fruit into the blender. Next, pour some cold milk over the fruit. _____, blend everything together until the smoothie is smooth and ready to drink." Which word best fills the blank?

A. However

B. For example

C. Finally

D. First

28. A student wrote this sentence: "Me and my best friend rides our bikes to the park every wednesday after school." Which version corrects the errors in this sentence?

- A. Me and my best friend ride our bikes to the park every Wednesday after school.
- B. My best friend and I ride our bikes to the park every Wednesday after school.
- C. My best friend and me rides our bikes to the park every wednesday after school.
- D. Me and my best friend are riding our bikes to the park every wednesday after school.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine that you discovered a special key in your school playground. When you used it on a door no one had ever opened, you found something amazing. Write a story about what was behind the door and what happened next.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what you found behind the door
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 30: Answer Key and Explanations

1. B — Direct passage statement: "His grandmother lived just six stops away." The whole journey's purpose is to reach abuela's apartment building, with the bus stopping right in front. Setting questions reward the option matching the journey's explicit destination.

2. A — The passage opens directly: "Mateo had been waiting for this day for weeks." Anticipation across multiple weeks is the explicit emotional state. Inference questions reward the option that exactly mirrors the text's stated feeling.

3. C — The passage states directly: "She handed him a small bus pass on a green lanyard." Both the pass and the green lanyard match option C word for word. Direct-recall questions reward the option supported by the precise textual phrase.

4. D — The passage states directly: "He could not remember if the next stop was abuela's or not. Was that stop five or stop six? Had he counted right?" Lost count is the explicit cause of the rising heart rate. Cause-questions reward the option matching the textual trigger.

5. A — The passage states directly: "Mateo walked carefully to the front of the bus... 'Can you tell me when to press the button?'" Asking the driver for help is the precise action the text describes. Detail questions reward locating the specific behaviour the question asks about.

6. B — The closing line states explicitly: "He had asked for help, and that had been part of doing it too." The whole arc shows independence and asking for help working together, not as opposites. Theme questions reward the message anchored by the character's closing realization.

7. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response identifies that Mateo learns asking for help is part of being independent and brave, not a failure of independence. Citing the early excitement, the rising worry, the moment of asking the driver, and the closing reflection ("that had been part of doing it too") distinguishes higher-level responses.

8. D — The four sections cover what a volcano is, how volcanoes erupt, famous volcanoes, and why volcanoes are important. Together these unify around volcanoes as natural features and their significance to the planet. Main-idea questions reward the option that summarizes all sections rather than one isolated fact.

9. A — The passage states directly: "When it shoots out of the volcano, it is called lava. Lava can flow down the sides of the mountain in long bright orange rivers." The hot liquid rock becomes lava when it exits — magma is the underground form. Vocabulary questions about scientific terms reward locating the definition the passage gives.

10. C — Headings preview section content. "Famous Volcanoes" signals a section about specific named volcanoes — the section that follows describes Mount Vesuvius in Italy and the volcanoes in Hawaii. Heading questions test the Grade 3 skill of predicting content from text features.

11. A — In the context of magma pushing upward through rock, "cracks" means narrow splits or openings that let the magma move. The surrounding text confirms this — the magma "pushes up through cracks and rises to the very top." Vocabulary questions test using surrounding action to confirm meaning.

12. D — A fact is verifiable and historical; opinions use evaluative language. The eruption date and burial of Pompeii are documented historical facts, while options A, B, and C use "most exciting," "most beautiful," and "most amazing" — clear opinion markers.

13. B — The passage states directly: "When lava cools, it turns into rich soil where many plants can grow well. Many farmers around the world plant their crops near old volcanoes for this reason." Cooled lava enriching soil is the explicit explanation. Why-questions reward the option matching the passage's stated reason.

14. C — The KEY FACT box states directly: "Scientists who study volcanoes are called volcanologists." Geologists, astronomers, and botanists study other things. Direct-recall questions reward the option that names the term exactly as the text gives it.

15. D — A complete sentence requires both a subject and a finite verb expressing a complete thought. "The hungry kittens drank the warm milk from the small dish on the floor" contains subject (kittens) and main verb (drank). Option A is a noun phrase, B is a dependent clause, and C is a participial phrase — none stands alone.

16. A — Introductory phrases take a comma, and items in a series take commas after each item. Option A places a comma after "For lunch," then after each item — apples, cheese, crackers — and uses the Oxford comma before "and a small juice box." The other options misplace required commas.

17. C — "Hour" is the unit of time, which fits "for one whole hour every night." "Our" is a possessive pronoun, and "ower" and "owr" are not real words. Homophone questions require matching the word's function — naming a length of time here — to the correct spelling.

18. D — Subject-verb agreement requires plural verbs with plural subjects. "Cousins" is plural, so the verb must be "come." "Comes" is singular, "is coming" pairs a singular helper with a plural subject, and "has come" also breaks number agreement.

19. B — Capitalize city names (Montreal) and keep common nouns and seasons lowercase. "Fall," "family," "uncle," and "puppy" are common nouns, not proper nouns. Only option B applies all these rules correctly.

20. C — Verb tense must remain consistent within a paragraph. "Helped" and "dug" establish past tense, so the blank requires past-tense "dropped." Present, present progressive, and future forms would all break tense consistency.

21. D — The two ideas have a contrastive relationship — Olivia wanted to play versus the obstacle that prevented her. "But" is the coordinating conjunction that signals an obstacle blocking the speaker's intent. "And" merely adds, "so" implies cause-and-effect (the wish did not cause snow), and "or" implies alternatives.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response names a clear favourite dessert (ice cream, cake, brownies, fruit), provides two distinct reasons with supporting details about taste, memory, or sharing, uses transition words like "first" and "second," and closes by restating the opinion. Specific sensory detail outperforms general praise.

23. C — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "the new students." "It" is singular and inanimate, "he" is singular and masculine, and "her" is singular and feminine — none agrees with a plural antecedent. Pronoun questions test number agreement with the antecedent.

24. A — Standard dialogue punctuation places quotation marks around spoken words only, with the exclamation mark inside the closing quotation mark and the speaker tag outside. Option A correctly encloses only "Don't forget your lunch!" in quotation marks. The other options either misplace the marks or quote text that was never spoken.

25. B — "Before" is spelled b-e-f-o-r-e — with single o and a silent e at the end. The other options double the o, drop the silent e, or substitute our for the ore ending. Sight-word spelling appears regularly on the Grade 3 conventions section.

26. D — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option D uses "as" (subordinating) and "and" (coordinating) to form a complex-compound sentence with smooth flow and clearer simultaneity. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat words.

27. C — The paragraph follows a clear sequence — first, next — so the last item requires "Finally." "However" signals contrast, "For example" introduces illustration, and "First" begins a sequence rather than ending one. Transition questions test the match between connector and the structural relationship that follows.

28. B — The original sentence contains errors in pronoun case ("Me" should be subject pronoun "I"), word-order convention (the speaker should be placed second), subject-verb agreement ("rides" should be plural "ride"), and capitalization ("wednesday" should be "Wednesday"). Only option B corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and the playground/door setting, develops the story through what was behind the door and what happened next, resolves the story, and tracks feelings at multiple points (curiosity, surprise, wonder, perhaps fear). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 31: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

Saving the Frog Pond

Every morning before school, Imani walked past the little pond in Maplewood Park. She always stopped for a few minutes to watch the frogs. There were tiny green ones that sat on lily pads, brown ones that swam in lazy circles, and even one big yellow-spotted frog that lived under the willow tree. Imani had named the yellow-spotted frog "Captain."

One Monday morning in May, Imani stopped at the pond and froze. Something was very wrong. A long red ribbon of liquid was running down the rocks and into the water. It looked oily and shiny on top of the pond. The frogs were nowhere to be seen.

Imani ran the rest of the way to school. At recess, she asked her teacher, Mr. Vance, what could be wrong with the pond.

"It sounds like someone may have spilled something into the water," Mr. Vance said carefully. "That can be very dangerous for the animals that live there."

"What can we do?" Imani asked.

Mr. Vance thought for a moment. "Well," he said, "the city has a special phone number you can call to report problems like this. But you also might want to learn more about the pond yourself."

That afternoon, Imani told her parents what she had seen. Her father called the city and reported the spill right away. A team of workers came to the pond the next morning to clean it up. They wore special boots and gloves. They took samples of the water in glass jars. Imani watched them from a safe distance.

But Imani did not stop there. She started reading library books about ponds and frogs. She learned that frogs need clean water to lay their eggs. She learned that pollution can make frogs sick or even kill them. She learned that frogs are very important because they eat insects like mosquitoes that bother people.

The next week, Imani brought a poster to school. It said: "SAVE THE FROG POND — KEEP IT CLEAN!" She had drawn a picture of Captain on the front. She asked Mr. Vance if she could share it with her class.

After Imani told her classmates what had happened, three of them asked if they could help. So that Saturday, Imani, her three classmates, and her parents went to the pond with garbage bags and pickers. They picked up old plastic bottles, candy wrappers, and broken bits of plastic from the grass around the water. They did not get into the water — that was for grown-ups — but they cleaned the edges all around the pond.

Two weeks later, Imani went to check on the pond. The water was clear again. She walked slowly along the edge, looking carefully. There — under the willow tree, half hidden by a flat leaf — was a familiar yellow-spotted frog.

"Captain!" Imani whispered.

The frog blinked at her with its golden eyes. Imani smiled. The pond was healing. And she had helped make that happen

1. Where does Imani stop every morning before school?
 - A. At the little pond in Maplewood Park, where she watches the frogs every morning
 - B. At the public library to read books about ponds and pond animals each morning
 - C. At her best friend's apartment to walk together to school every weekday morning
 - D. At the playground near her school to look for the yellow-spotted frog every day

2. How does Imani feel when she first sees the red liquid in the pond?
 - A. She feels happy because the bright red colour is so pretty in the morning light
 - B. She feels confused because she does not know what kind of frog has visited
 - C. She feels worried because something seems very wrong with the water and the frogs
 - D. She feels excited because she has been waiting to see this red liquid for days

3. What does Mr. Vance tell Imani about the spill?

- A. He tells her that the spill is not really a serious problem at all in the pond
- B. He tells her that someone may have spilled something dangerous into the water
- C. He tells her that the pond will clean itself up over the next few days alone
- D. He tells her that frogs always come back even after a big spill in the water

4. What does Imani learn from her library books about frogs?

- A. That frogs are the most popular animals to study in pond water around the world
- B. That frogs are the prettiest animals to draw on posters at school for science class
- C. That frogs lay their eggs only one time each year in the early days of the summer
- D. That frogs need clean water to lay their eggs and that pollution can make them sick

5. What do Imani, her classmates, and her parents do at the pond on Saturday?

- A. They take samples of the pond water in glass jars to test in the school lab
- B. They wade into the pond in special boots and gloves to scoop out the trash
- C. They pick up garbage from the grass and the edges around the pond in bags
- D. They paint a new sign for the pond that asks visitors not to throw any trash

6. What is the main message of this story?

- A. One person noticing a problem and taking action can help change the world for the better
- B. Children should always read library books before they try to help animals or nature
- C. Frogs are the most important animals that need to be saved from pollution in ponds
- D. Children should never go to a pond alone because the water can be very dangerous

7. OPEN-RESPONSE

What steps does Imani take to help the pond and the frogs? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Dinosaurs: The Ancient Giants

What Were Dinosaurs?

Dinosaurs were a group of animals that lived on Earth millions of years ago. They walked, swam, and even flew across our planet long before there were any people. Some dinosaurs were as small as chickens, while others were taller than a three-story building. Scientists believe that dinosaurs lived on Earth for more than one hundred and fifty million years before they disappeared. Today, no living dinosaurs walk the Earth, but their bones can still be found buried deep in the ground.

Different Kinds of Dinosaurs

There were many different kinds of dinosaurs. Some, like *Tyrannosaurus rex*, were powerful hunters with sharp teeth that could bite through bone. Others, like *Triceratops*, had three strong horns on their heads to keep themselves safe from enemies. Still others, like the long-necked *Brachiosaurus*, were peaceful plant-eaters that spent their days munching on leaves from the tops of tall trees. Some dinosaurs walked on two legs, while others moved on four.

How Do We Know About Them?

Even though no person has ever seen a real dinosaur, scientists have learned a great deal about them. People called paleontologists study the fossils of dinosaurs to figure out how the creatures looked and lived. Fossils are the bones, teeth, and even footprints of dinosaurs that have turned into rock over millions of years. By carefully digging fossils out of the ground, paleontologists can build models of what dinosaurs looked like. They have also discovered tiny fossils of dinosaur eggs, which helped them learn how dinosaur babies grew.

KEY FACT: The biggest dinosaur ever discovered, called *Argentinosaurus*, was longer than three school buses parked one behind the other and weighed as much as fifteen elephants.

Why Dinosaurs Disappeared

Most scientists believe that dinosaurs disappeared after a giant rock from space crashed into the Earth about sixty-five million years ago. The crash caused a huge cloud of dust to fill the sky for a very long time. This dust blocked the sunlight, and the plants began to die. Without plants to eat, the plant-eating dinosaurs died too. Without those dinosaurs to hunt, the meat-eating dinosaurs also died. Today, scientists are still studying fossils to learn even more about these amazing ancient giants.

8. What is this passage mostly about?

- A. The way that a giant rock from space crashed into the Earth and killed the dinosaurs
- B. What dinosaurs were, what kinds there were, how we know about them, and what happened to them
- C. The job of paleontologists who study dinosaur fossils that have been buried for many years
- D. The kinds of plants and small animals that lived on Earth during the time of the dinosaurs

9. According to the passage, which dinosaur had three strong horns on its head?

- A. Tyrannosaurus rex, the powerful hunter with sharp teeth that could bite through bone
- B. Brachiosaurus, the long-necked dinosaur that ate leaves from the tops of tall trees
- C. Argentinosaurus, the largest dinosaur ever discovered by scientists in the world
- D. Triceratops, the dinosaur that used its horns to keep itself safe from enemies

10. What does the heading "Different Kinds of Dinosaurs" tell the reader about the section that follows?

- A. The section will describe several different types of dinosaurs and how they were unique
- B. The section will explain how scientists give different names to different dinosaur babies
- C. The section will compare dinosaur fossils with the bones of other ancient animals
- D. The section will tell the story of one special dinosaur that lived in the cold north

11. Read this sentence from the passage: "Fossils are the bones, teeth, and even footprints of dinosaurs that have turned into rock over millions of years." What does the word fossils most likely mean in this sentence?

- A. Stone tools that ancient people used to dig deep into the ground to find dinosaurs
- B. Special glass jars that paleontologists use to carry small pieces of dinosaur skin
- C. Hard pieces of rock that were once bones, teeth, or other parts of ancient animals
- D. Models of dinosaurs that scientists build to show what the creatures looked like alive

12. Which of these sentences from the passage states a fact?

- A. Triceratops is the most amazing dinosaur that ever lived on Earth long ago
- B. Argentinosaurus was longer than three school buses parked one behind the other
- C. Studying fossils is the most exciting job that any person could ever have today
- D. The Tyrannosaurus rex is the most powerful dinosaur of any one in the world

13. According to the passage, why did the plant-eating dinosaurs die?

- A. Because the dust from the crash blocked the sunlight and the plants began to die
- B. Because the meat-eating dinosaurs hunted them down and ate all of them very quickly
- C. Because the rock that crashed into the Earth landed on the plant-eating dinosaurs first
- D. Because the plant-eating dinosaurs grew too big to find enough food to eat each day

14. What do paleontologists do, according to the passage?

- A. They build new models of dinosaurs out of plastic for children's museums around the world
- B. They watch animals in zoos every day to find out which ones are most like the dinosaurs
- C. They write storybooks about dinosaurs to teach children why these animals were so important
- D. They study the fossils of dinosaurs to figure out how the creatures looked and lived long ago

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The shiny blue bicycle parked beside the wooden fence in the backyard
- B. After the loud bell rang at the end of the long school day on Tuesday
- C. The small brown rabbit hopped quickly across the grassy field at sunset
- D. Skipping happily down the sidewalk with her best friend on a sunny day

16. Which sentence uses commas correctly?

- A. On the camping trip, we packed, blankets pillows, hats and warm socks for the night.
- B. On the camping trip, we packed blankets, pillows, hats, and warm socks for the night.
- C. On the camping trip we packed blankets, pillows, hats and, warm socks for the night.

D. On, the camping trip we packed blankets pillows, hats, and warm socks for the night.

17. Read this sentence: "On hot summer days, my baby cousin loves to play outside in the bright _____ all afternoon." Which word correctly completes the sentence?

A. soan

B. sone

C. son

D. sun

18. Read this sentence: "My older sister _____ her homework at the kitchen table every night after dinner." Which word correctly completes the sentence?

A. does

B. do

C. doing

D. have done

19. Which sentence uses capital letters correctly?

A. last summer, my family flew to halifax to visit my aunt sophia and her dog rocky.

B. Last Summer, my family flew to halifax to visit my Aunt Sophia and her dog rocky.

C. Last summer, my family flew to Halifax to visit my Aunt Sophia and her dog Rocky.

D. Last summer, my Family flew to Halifax to visit my aunt Sophia and her Dog Rocky.

20. Read this paragraph: "On Saturday, Naya helped her father wash the family car. They sprayed the car with water and rubbed it with soap. Then they _____ the car dry with soft clean towels." Which word correctly completes the paragraph?

- A. wipes
- B. is wiping
- C. will wipe
- D. wiped

21. Read these two sentences: "I love going to the beach. I do not like the long drive to get there." Which version best joins these two sentences?

- A. I love going to the beach, and I do not like the long drive to get there.
- B. I love going to the beach, but I do not like the long drive to get there.
- C. I love going to the beach, or I do not like the long drive to get there.
- D. I love going to the beach, so I do not like the long drive to get there.

22. OPEN-RESPONSE — Shorter Writing Piece

What is your favourite animal at the zoo or in nature? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "My grandparents bought a new puppy last week, and _____ named him Buddy together." Which word correctly completes the sentence?

- A. they
- B. it
- C. her
- D. him

24. Which sentence uses quotation marks correctly?

- A. Look at the rainbow! "shouted Lily as she ran into the kitchen after the rain stopped."
- B. "Look at the rainbow! shouted Lily as she ran into the kitchen after the rain stopped."
- C. Look at the "rainbow! shouted Lily" as she ran into the kitchen "after the rain stopped."
- D. "Look at the rainbow!" shouted Lily as she ran into the kitchen after the rain stopped.

25. Which word is spelled correctly?

- A. wher
- B. wair
- C. where
- D. werre

26. A student wrote these sentences: "The thunder boomed. The lightning flashed. The dog hid." Which revision best improves these sentences by adding variety?

- A. The thunder boomed loud. The lightning flashed bright. The dog hid under the bed all night.
- B. Boomed the thunder loudly. Flashed the lightning brightly. Hid the dog quickly under the bed.
- C. The thunder boomed and boomed. The lightning flashed and flashed. The dog hid and hid.
- D. When the thunder boomed and the lightning flashed, the frightened dog hid under the bed.

27. Read this paragraph: "Following these steps will help you grow a healthy plant. _____, choose a sunny spot near a window. Then, water the plant when the soil feels dry. Last, give the plant a little plant food once a month." Which word best fills the blank?

- A. First
- B. Finally
- C. However
- D. For example

28. A student wrote this sentence: "Him and his sister was building a snowman in the backyard last sunday." Which version corrects the errors in this sentence?

- A. Him and his sister were building a snowman in the backyard last Sunday.
- B. He and his sister were building a snowman in the backyard last Sunday.
- C. Him and his sister were building a snowman in the backyard last sunday.
- D. His sister and him was building a snowman in the backyard last Sunday.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine that one day you put on a hat that gave you a magical power. Write a story about what magical power you got and what you did with it that day.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes your magical power and how you used it
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 31: Answer Key and Explanations

1. A — Direct passage statement: "Every morning before school, Imani walked past the little pond in Maplewood Park. She always stopped for a few minutes to watch the frogs." This is precisely the daily ritual the question asks about. Setting questions reward the option matching the explicit textual location and activity.

2. C — When Imani sees the red liquid, the text says "Something was very wrong... The frogs were nowhere to be seen. Imani ran the rest of the way to school." Her urgent action confirms worry, not happiness or excitement. Inference questions reward the option that matches the character's stated reaction and behaviour.

3. B — The passage gives Mr. Vance's words as direct quote: "'It sounds like someone may have spilled something into the water,' Mr. Vance said carefully. 'That can be very dangerous for the animals that live there.'" Option B captures both the spill identification and the danger. Direct-recall questions reward the option supported by the precise textual phrase.

4. D — The passage states directly: "She learned that frogs need clean water to lay their eggs. She learned that pollution can make frogs sick or even kill them." Both facts match option D. Detail questions reward the option that combines the explicit facts the text supplies.

5. C — The passage states directly: "They picked up old plastic bottles, candy wrappers, and broken bits of plastic from the grass around the water... but they cleaned the edges all around the pond." Grass and edges, not in the water. Detail questions reward the option matching the exact scope of the action described.

6. A — Imani's actions — noticing the spill, calling the city, reading books, making a poster, organizing a cleanup — all flow from one child taking notice and taking action. The story closes with her reflection that she "helped make that happen." Theme questions reward the message anchored by the character's full arc.

7. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response lists Imani's actions in order: telling her teacher, telling her parents (who called the city), reading library books, making a poster for her class, and organizing a cleanup of the pond edges. Specific textual evidence for each step distinguishes higher-level responses.

8. B — The four sections cover what dinosaurs were, the different kinds, how we know about them, and why they disappeared. Together these unify around dinosaurs as ancient creatures and the human study of them. Main-idea questions reward the option that summarizes all sections rather than one isolated detail.

9. D — The passage states directly: "Others, like Triceratops, had three strong horns on their heads to keep themselves safe from enemies." Both the horns and the protective function match option D. Direct-recall questions reward the option that matches the textual description of a specific named dinosaur.

10. A — Headings preview section content. "Different Kinds of Dinosaurs" signals a section about variety — the section that follows describes Tyrannosaurus rex, Triceratops, and Brachiosaurus with their distinctive traits. Heading questions test the Grade 3 skill of predicting content from text features.

11. C — The sentence itself defines fossils as "bones, teeth, and even footprints... that have turned into rock over millions of years." Option C captures this — hard pieces of rock that were once parts of ancient animals. Vocabulary questions reward the option that matches the definition given in the text.

12. B — A fact is verifiable and measurable; opinions use evaluative language. The size comparison of Argentinosaurus to three school buses is a documented scientific measurement, while options A, C, and D use "most amazing," "most exciting," and "most powerful" — clear opinion markers.

13. A — The passage states directly: "This dust blocked the sunlight, and the plants began to die. Without plants to eat, the plant-eating dinosaurs died too." The chain of cause is dust → no sunlight → plants die → plant-eaters starve. Why-questions reward the option matching the passage's stated causal chain.

14. D — The passage states directly: "People called paleontologists study the fossils of dinosaurs to figure out how the creatures looked and lived." This is the explicit definition the text provides. Detail questions reward the option that matches the textual definition word for word.

15. C — A complete sentence requires both a subject and a finite verb expressing a complete thought. "The small brown rabbit hopped quickly across the grassy field at sunset" contains subject (rabbit) and main verb (hopped). Option A is a noun phrase, B is a dependent clause, and D is a participial phrase — none stands alone.

16. B — Introductory phrases take a comma, and items in a series take commas after each item. Option B places a comma after "On the camping trip," then after each item — blankets, pillows, hats — and uses the Oxford comma before "and warm socks." The other options misplace required commas.

17. D — "Sun" is the bright object in the sky, which fits "play outside in the bright sun." "Son" is a male child, and "sone" and "soan" are not real words. Homophone questions require matching the word's function — naming the source of daylight here — to the correct spelling.

18. A — Subject-verb agreement requires singular verbs with singular subjects. "Sister" is singular, so the verb must be "does." "Do" pairs with a plural subject, "doing" lacks a helper verb, and "have done" uses a plural helper with a singular subject.

19. C — Capitalize city names (Halifax), titles with names (Aunt Sophia), and pet names treated as proper nouns (Rocky). Common nouns and seasons ("summer," "family," "dog") stay lowercase. Only option C applies all these rules correctly.

20. D — Verb tense must remain consistent within a paragraph. "Helped," "sprayed," and "rubbed" establish past tense, so the blank requires past-tense "wiped." Present, present progressive, and future forms would all break tense consistency.

21. B — The two ideas have a contrastive relationship — loving the beach versus disliking the long drive. "But" is the coordinating conjunction that signals an opposing feeling about the same situation. "And" merely adds, "or" implies alternatives, and "so" implies cause-and-effect.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response names a clear favourite animal (lion, elephant, dolphin, panda), provides two distinct reasons with supporting details about behaviour, appearance, or personal interest, uses transition words like "first" and "second," and closes by restating the opinion. Specific observational detail outperforms general praise.

23. A — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "my grandparents." "It" is singular and inanimate, "her" is singular and feminine, and "him" is singular and masculine — none agrees with a plural antecedent. Pronoun questions test number agreement with the antecedent.

24. D — Standard dialogue punctuation places quotation marks around spoken words only, with the exclamation mark inside the closing quotation mark and the speaker tag outside. Option D correctly encloses only "Look at the rainbow!" in quotation marks. The other options either misplace the marks or quote text that was never spoken.

25. C — "Where" is spelled w-h-e-r-e — the wh- opening with a silent h and the -ere ending. The other options drop the silent e, replace the e with ai, or double the r. Sight-word spelling for question words appears regularly on the Grade 3 conventions section.

26. D — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option D uses "when" (subordinating) and "and" (coordinating) to form a complex-compound sentence with smooth flow and clearer time-relationships. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat words.

27. A — The paragraph follows a clear sequence — then, last — so the first item requires "First." "Finally" signals the last step, "However" signals contrast, and "For example" introduces illustration rather than the opening item in a numbered process. Transition questions test the match between connector and the structural relationship that follows.

28. B — The original sentence contains errors in pronoun case ("Him" should be subject pronoun "He"), subject-verb agreement ("was" should be plural "were" since "He and his sister" is plural), and capitalization ("sunday" should be "Sunday"). Only option B corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and setting (putting on the hat), develops the story through what magical power was acquired and what was done with it, resolves the story, and tracks feelings at multiple points (surprise, delight, perhaps challenge or fear). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 32: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Argument

Tara and Sofia had been best friends since they were both four years old. They lived next door to each other. They went to the same school. They walked home together every single day, even when it was raining. They had even invented their own secret handshake, which they did every morning when they met at the corner.

But last Thursday, they had their first big fight.

It started when Mrs. Chen, the art teacher, asked the class to work in pairs. Tara wanted to make a paper castle. Sofia wanted to make an animal habitat with paper trees and animals. They argued about it for ten minutes. Finally, Tara said something she did not mean.

"Your idea is boring," she said. "I always pick the better idea."

Sofia's eyes went wide. She did not say anything. She picked up her glue stick and walked across the room to work with another classmate. Tara made a paper castle by herself. She did not look at Sofia for the rest of the morning.

On the walk home, Sofia walked on the other side of the street. Tara watched her go. She felt a heavy feeling in her stomach, like she had eaten too much pizza. She knew she had said something wrong.

That night, Tara could not sleep. She kept thinking about the look on Sofia's face. She knew her words had been unkind. But she did not know what to do.

In the morning, Tara wrote a note on a piece of yellow paper. It said:

Dear Sofia, I am very sorry for what I said yesterday. Your idea was not boring. I just wanted my own idea to be picked. I was being selfish. You are my best friend and I miss you already. Can we still be friends? Please write back if you forgive me. Tara

She put the note in an envelope. On the way to school, she walked up to Sofia's front door and pushed the envelope through the mail slot.

At school that morning, Sofia did not come over to do their secret handshake. Tara felt her heart sink. She sat at her desk and looked at her hands.

Then, just before the morning bell, Sofia walked into the classroom. She came right over to Tara's desk. She was carrying the yellow envelope.

"I read your note," Sofia said quietly.

Tara held her breath.

"I forgive you," Sofia said. "But please don't ever say that my ideas are boring. It really hurt my feelings."

"I promise," Tara whispered. "I'm really, really sorry."

Sofia smiled then. Just a small smile, but a real one. She held out her hand. They did their secret handshake. It felt a little bit different this time — but it also felt good, like something that had been a little broken was now being put back together.

Tara realized something important that day. Saying sorry was hard. It made her feel small and scared. But not saying sorry would have been even worse. Friends were too precious to lose because of words that were not even true.

1. How long have Tara and Sofia been best friends at the beginning of the story?
 - A. They have been best friends since they started Grade 3 in September of this year
 - B. They have been best friends since they moved into the same apartment last summer
 - C. They have been best friends ever since they invented their own secret handshake
 - D. They have been best friends since they were both four years old, living next door

2. Why do Tara and Sofia start to argue during art class?

- A. Because Mrs. Chen told them they had to work together and they did not want to
- B. Because Tara took Sofia's glue stick from the table without asking permission first
- C. Because they disagree about what kind of art project they should make together
- D. Because Sofia wanted to work with another classmate instead of with Tara today

3. What unkind thing does Tara say to Sofia during the argument?

- A. She tells Sofia that her idea is boring and that she always picks the better idea
- B. She tells Sofia that she is tired of being best friends with her this year
- C. She tells Sofia to leave the classroom because she does not want to share a desk
- D. She tells Sofia that the animal habitat is a baby project for younger children

4. What does Tara do on the way to school the next morning?

- A. She walks straight to Sofia's house to knock on the door and apologize in person
- B. She writes a note to Sofia and pushes it through Sofia's front door mail slot
- C. She calls Sofia on the phone to invite her to walk to school together as before
- D. She writes a song about being sorry and plans to sing it to Sofia at recess

5. What is the main message of this story?

- A. Children should never argue with their best friends about art projects at school
- B. Best friends always agree about which idea is better when they work together
- C. Children should always pick their own idea so they do not have to feel sad
- D. Saying sorry can be hard, but it can also help to fix a broken friendship

6. What does Sofia ask Tara not to do again at the end of the story?

- A. To say that Sofia's ideas are boring because it really hurt Sofia's feelings
- B. To pick the paper castle idea instead of the animal habitat idea for class
- C. To walk home on the other side of the street without saying anything at all
- D. To write a note instead of saying she is sorry in person at school the next day

7. OPEN-RESPONSE

What does Tara learn from her argument with Sofia? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

The Story of Chocolate

Where Does Chocolate Come From?

Chocolate is one of the most popular treats in the world, but did you know that it does not start out as a sweet brown bar? Chocolate begins as a small bean that grows inside a long pod on a tree. These trees are called cacao trees, and they grow in warm, rainy parts of the world like Brazil, Ghana, and Mexico. The cacao tree's pods are about the size and shape of a large football, and each one holds many cacao beans inside.

From Bean to Chocolate

Turning cacao beans into chocolate takes many steps. First, farmers cut the pods from the trees and open them up to take out the beans. Next, the beans are left in the sun for many days to dry. Then the beans are sent to a chocolate factory, where they are roasted until they smell sweet and warm. After that, the roasted beans are ground up into a thick paste. Workers add sugar and milk to the paste to make the smooth chocolate we know and love.

A Long Time Ago

People have been enjoying chocolate for thousands of years. Long ago, the Maya people of Central America were the first to use cacao beans. They did not make chocolate bars, however. Instead, they ground the beans into a paste and mixed it with water and spices to make a frothy drink. The Maya thought this chocolate drink was so special that they sometimes used cacao beans as money.

KEY FACT: It takes about four hundred cacao beans to make just one pound of chocolate, which is why farmers must work very hard to grow enough beans for the world.

Why People Love Chocolate

Today, chocolate is enjoyed in many forms. Some people love smooth milk chocolate bars. Others prefer dark chocolate, which has a stronger taste. Chocolate is also used to make many other treats, including cookies, cakes, and ice cream. People all around the world share boxes of chocolate as gifts on special days like birthdays and holidays. From a small bean on a tropical tree to a sweet treat in your hand, chocolate has come a long way.

8. What is this passage mostly about?

- A. The reasons that the Maya people of Central America were the first to use cacao beans
- B. The way that workers in chocolate factories make smooth chocolate bars for special days
- C. Where chocolate comes from, how it is made, and how people have enjoyed it for a long time
- D. The kinds of treats that people make from cacao beans at home all around the world today

9. According to the passage, what does a cacao pod look like?

- A. A long thin stick that grows out of the top of a small green plant
- B. About the size and shape of a large football, holding many beans inside
- C. A round red fruit that grows in bunches like grapes on a vine
- D. A small brown box with hard walls that protect the beans inside it

10. What does the heading "From Bean to Chocolate" tell the reader about the section that follows?

- A. The section will list all the kinds of beans that grow on the cacao tree
- B. The section will compare different kinds of chocolate bars from the world

- C. The section will tell the story of one cacao farmer in the country of Ghana
- D. The section will explain the steps that turn cacao beans into smooth chocolate

11. Read this sentence from the passage: "The beans are roasted until they smell sweet and warm." What does the word roasted most likely mean in this sentence?

- A. Cooked with heat for some time to bring out their flavour and smell
- B. Soaked in cool water for many days to clean them before they are used
- C. Cut into small pieces with a sharp knife so they can be packed in boxes
- D. Wrapped carefully in paper so they will not be damaged during travel

12. Which of these sentences from the passage states a fact?

- A. Smooth milk chocolate is the most delicious treat that you can ever taste
- B. The Maya people of Central America were the first to use cacao beans
- C. Dark chocolate is the best kind of chocolate to give as a gift on holidays
- D. Chocolate bars are the most fun food to share with friends at any party

13. According to the passage, what did the Maya people sometimes do with cacao beans?

- A. They wrapped the cacao beans in colourful cloth to give them as gifts on holidays
- B. They planted the cacao beans in long rows to grow more cacao trees in their gardens
- C. They used the cacao beans as money because the beans were so special to them
- D. They cooked the cacao beans in soups and stews to feed their large families

14. According to the passage, about how many cacao beans does it take to make one pound of chocolate?

- A. About four hundred cacao beans, which is why farmers must work very hard to grow enough
- B. About one hundred cacao beans, which is why chocolate is so easy to find everywhere today
- C. About one thousand cacao beans, which is why chocolate is so easy for farmers to make
- D. About fifty cacao beans, which is why chocolate is the most popular treat in the world

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The bright red apples falling from the tall tree in the orchard last week
- B. After the loud school bell rang at the very end of the busy day today
- C. Skipping happily down the sidewalk on her way to the small corner store
- D. The cold wind blew the leaves across the empty street near my house

16. Which sentence uses commas correctly?

- A. On Sunday morning, my dad made, pancakes eggs, bacon and orange juice for us.
- B. On Sunday morning, my dad made pancakes, eggs, bacon, and orange juice for us.
- C. On Sunday morning my dad, made pancakes, eggs bacon and, orange juice for us.

D. On, Sunday morning my dad made pancakes eggs, bacon, and orange juice for us.

17. Read this sentence: "Maya brought a juicy green _____ to school in her lunchbox for her snack at recess." Which word correctly completes the sentence?

A. pear

B. pare

C. pair

D. paire

18. Read this sentence: "My two pet hamsters _____ around in their cage all night while everyone else is sleeping." Which word correctly completes the sentence?

A. runs

B. is running

C. run

D. has run

19. Which sentence uses capital letters correctly?

A. last winter, my class visited the royal ontario museum on a cold tuesday in january.

B. Last winter, my class visited the Royal Ontario Museum on a cold tuesday in january.

C. Last Winter, my class visited the Royal Ontario Museum on a cold tuesday in January.

D. Last winter, my class visited the Royal Ontario Museum on a cold Tuesday in January.

20. Read this paragraph: "On Friday, Eli baked cookies with his grandmother. They measured the flour and sugar together. Then they _____ the cookies in the warm oven for ten minutes." Which word correctly completes the paragraph?

- A. bakes
- B. baked
- C. is baking
- D. will bake

21. Read these two sentences: "My cat loves to chase little mice. My dog loves to chase little mice." Which version best joins these two sentences?

- A. My cat loves to chase little mice, and my dog loves to chase little mice.
- B. My cat loves to chase little mice, but my dog loves to chase little mice.
- C. My cat loves to chase little mice, or my dog loves to chase little mice.
- D. My cat loves to chase little mice, so my dog loves to chase little mice.

22. OPEN-RESPONSE — Shorter Writing Piece

What is your favourite kind of breakfast food? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "The two ducks in the pond quacked very loudly, and then _____ flew away across the trees." Which word correctly completes the sentence?

- A. it
- B. him
- C. her
- D. they

24. Which sentence uses quotation marks correctly?

- A. The cake is ready! "yelled Grandma from the kitchen as she pulled it out of the oven."
- B. "The cake is ready!" yelled Grandma from the kitchen as she pulled it out of the oven.
- C. The cake "is ready! yelled Grandma" from the kitchen as she pulled "it out of the oven."
- D. "The cake is ready! yelled Grandma from the kitchen as she pulled it out of the oven."

25. Which word is spelled correctly?

- A. sed
- B. sayed
- C. said
- D. saide

26. A student wrote these sentences: "The pot bubbled. The kitchen smelled good. The family gathered." Which revision best improves these sentences by adding variety?

- A. As the pot bubbled on the stove, the kitchen smelled good and the family gathered for dinner.
- B. The pot bubbled fast. The kitchen smelled really good. The family gathered for dinner together.
- C. Bubbled the big pot loudly. Smelled the warm kitchen wonderfully. Gathered the family quickly together.
- D. The pot bubbled and bubbled. The kitchen smelled and smelled. The family gathered and gathered.

27. Read this paragraph: "Many children think that all spiders are dangerous to humans. _____, most spiders are actually very small and gentle, and they help by eating bugs in our gardens." Which word best fills the blank?

- A. First
- B. For example
- C. However
- D. Finally

28. A student wrote this sentence: "My cousin and me likes to play board games every saturday afternoon at the kitchen table." Which version corrects the errors in this sentence?

- A. My cousin and me like to play board games every Saturday afternoon at the kitchen table.
- B. My cousin and I like to play board games every Saturday afternoon at the kitchen table.
- C. Me and my cousin likes to play board games every saturday afternoon at the kitchen table.
- D. My cousin and me is playing board games every saturday afternoon at the kitchen table.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine that you looked through a special telescope one night and saw something amazing in the sky that no one else could see. Write a story about what you saw and what happened next.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what you saw in the sky through the telescope
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 32: Answer Key and Explanations

1. D — Direct passage statement: "Tara and Sofia had been best friends since they were both four years old. They lived next door to each other." Both details — the age and the neighbouring homes — match option D word for word. Direct-recall questions reward the option that matches multiple textual facts at once.

2. C — The passage states directly: "Tara wanted to make a paper castle. Sofia wanted to make an animal habitat with paper trees and animals. They argued about it for ten minutes." The disagreement is over the art project choice. Cause-questions reward the option matching the textual trigger.

3. A — The passage gives Tara's exact words as direct quote: "'Your idea is boring,' she said. 'I always pick the better idea.'" Both phrases match option A. Direct-recall questions reward the option supported word for word by the dialogue.

4. B — The passage states directly: "She put the note in an envelope. On the way to school, she walked up to Sofia's front door and pushed the envelope through the mail slot." The yellow note and the mail slot delivery match option B. Detail questions reward the option matching the specific textual action.

5. D — Tara's whole arc — saying something cruel, struggling with regret, writing an apology, receiving forgiveness — illustrates that saying sorry is hard but heals the friendship. Her closing realization names this directly: "Saying sorry was hard... But not saying sorry would have been even worse." Theme questions reward the message anchored by the character's closing reflection.

6. A — Sofia's exact words after forgiving Tara: "'But please don't ever say that my ideas are boring. It really hurt my feelings.'" Both the request and the hurt feelings match option A. Direct-recall questions reward the option matching the dialogue's specific content.

7. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response identifies that Tara learns saying sorry is hard but worthwhile, that words can hurt friends, and that friendships are more important than being right. Citing Tara's closing realization ("Friends were too precious to lose because of words that were not even true") distinguishes higher-level responses.

8. C — The four sections cover where chocolate comes from, how it is made, its long history, and why people love it. Together these unify around chocolate as a food and the human story of using it. Main-idea questions reward the option that summarizes all sections rather than one isolated detail.

9. B — The passage states directly: "The cacao tree's pods are about the size and shape of a large football, and each one holds many cacao beans inside." The football comparison and the beans inside match option B word for word. Direct-recall questions reward the option supported by the precise textual phrase.

10. D — Headings preview section content. "From Bean to Chocolate" signals a section about the steps that transform beans into chocolate — the section that follows describes cutting pods, drying beans, roasting, grinding, and adding sugar and milk. Heading questions test the Grade 3 skill of predicting content from text features.

11. A — In the context of beans heated until they smell sweet, "roasted" means cooked with heat to develop flavour and aroma. The surrounding text confirms this — the result is the warm, sweet smell that signals the beans are ready. Vocabulary questions test using nearby effects to confirm meaning.

12. B — A fact is verifiable and historical; opinions use evaluative language. The Maya being the first to use cacao beans is documented historical fact, while options A, C, and D use "most delicious," "best kind," and "most fun" — clear opinion markers.

13. C — The passage states directly: "The Maya thought this chocolate drink was so special that they sometimes used cacao beans as money." Cacao as money is the explicit detail. Detail questions reward the option matching the passage's stated practice word for word.

14. A — The KEY FACT box states directly: "It takes about four hundred cacao beans to make just one pound of chocolate, which is why farmers must work very hard to grow enough beans for the world." The number and the farmer-effort explanation match option A. Detail questions reward the option matching the KEY FACT verbatim.

15. D — A complete sentence requires both a subject and a finite verb expressing a complete thought. "The cold wind blew the leaves across the empty street near my house" contains subject (wind) and main verb (blew). Option A is a noun phrase, B is a dependent clause, and C is a participial phrase — none stands alone.

16. B — Introductory phrases take a comma, and items in a series take commas after each item. Option B places a comma after "On Sunday morning," then after each item — pancakes, eggs, bacon — and uses the Oxford comma before "and orange juice." The other options misplace required commas.

17. A — "Pear" is the fruit, which fits "a juicy green pear in her lunchbox." "Pair" is two of something, "pare" is a verb meaning to peel, and "paire" is not a real word. Homophone questions require matching the word's function — naming a fruit here — to the correct spelling.

18. C — Subject-verb agreement requires plural verbs with plural subjects. "Hamsters" is plural, so the verb must be "run." "Runs" is singular, "is running" pairs a singular helper with a plural subject, and "has run" also breaks number agreement.

19. D — Capitalize proper place names (Royal Ontario Museum), days of the week (Tuesday), and months (January). Common nouns and seasons ("winter," "class") stay lowercase. Only option D applies all these rules correctly.

20. B — Verb tense must remain consistent within a paragraph. "Baked" and "measured" establish past tense, so the blank requires past-tense "baked." Present, present progressive, and future forms would all break tense consistency.

21. A — The two ideas are parallel — both pets enjoy the same activity — so "and" is the correct coordinating conjunction for adding compatible facts. "But" implies contrast, "or" implies alternatives, and "so" implies cause and effect. Conjunction questions test the logical relationship between clauses.

22. **OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 response names a clear favourite breakfast food (pancakes, eggs, cereal, fruit), provides two distinct reasons with supporting details about taste, energy, or family ritual, uses transition words like "first" and "second," and closes by restating the opinion. Specific sensory detail outperforms general praise.

23. D — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "the two ducks." "It" is singular and inanimate, "him" is singular and masculine, and "her" is singular and feminine — none agrees with a plural antecedent. Pronoun questions test number agreement with the antecedent.

24. B — Standard dialogue punctuation places quotation marks around spoken words only, with the exclamation mark inside the closing quotation mark and the speaker tag outside. Option B correctly encloses only "The cake is ready!" in quotation marks. The other options either misplace the marks or quote text that was never spoken.

25. C — "Said" is spelled s-a-i-d — with the unusual ai vowel pair that sounds like eh. The other options drop the a, add an extra y, or add a silent e. Sight-word spelling for words with unusual vowel patterns appears regularly on the Grade 3 conventions section.

26. A — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option A uses "as" (subordinating) and "and" (coordinating) to form a complex-compound sentence with smooth flow and clearer simultaneity. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat words.

27. C — The two sentences contrast — what many children think versus what is actually true — so "However" is the correct contrast transition. "First" begins a sequence, "For example" introduces illustration, and "Finally" closes a sequence. Transition questions test the match between connector and the structural relationship that follows.

28. B — The original sentence contains errors in pronoun case ("me" should be subject pronoun "I" when paired with another subject), subject-verb agreement ("likes" should be plural "like"), and capitalization ("saturday" should be "Saturday"). Only option B corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and night setting with the telescope, develops the story through what amazing thing was seen in the sky and what happened next, resolves the story, and tracks feelings at multiple points (wonder, surprise, perhaps awe or fear). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 33: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Surprise Party

Ms. Greene had been the Grade 3 teacher at Pinewood School for thirty years. Every student in the class loved her. She always greeted them with a warm smile in the morning, listened carefully when they had problems, and made even the hardest math lessons feel like a fun game.

In May, the principal announced that Ms. Greene was going to retire at the end of June. She would not be coming back to teach in September. The whole class was very sad.

At lunch, Marisol gathered some of her classmates around her in a circle. "We have to do something," she whispered. "We can't just let Ms. Greene leave without saying thank you for everything."

"What can we do?" asked Devon.

Marisol thought for a moment. "A surprise party," she said. "We could plan it together, and we could keep it a complete secret until the very last day of school."

The other students' eyes lit up. They all agreed it was a wonderful idea. They started making a plan right there at the lunch table.

For the next three weeks, the class worked in secret. After school, they met at the public library to plan. Devon and Yara made a long list of things they would need: paper streamers, a cake, balloons, and a special card. Aiden, whose mother owned a bakery, said his mother could bake a cake shaped like an apple with words written on top in icing.

Marisol had the biggest job. She decided to make a memory book. She asked every student in the class to write a short note to Ms. Greene about a happy memory from their year together. Then she would put all the notes into a special book with a green cover, because green was Ms. Greene's favourite colour.

Some of the students worried that Ms. Greene might find out before the party. One day, Aiden almost let it slip when he was helping with the math worksheets. He started to say, "When you see the cake on the last day..." Then he stopped and quickly covered his mouth with both hands. Ms. Greene looked at him with a curious smile, but she did not ask any questions.

Finally, the last day of school arrived. Mr. Patel, the principal, helped the students sneak into the classroom early in the morning. They hung streamers from the ceiling. They placed the apple cake on Ms. Greene's desk. Devon held the balloons. Marisol held the green memory book in her hands and tried not to cry.

When Ms. Greene walked in, she stopped in the doorway. Her eyes filled with tears. "Oh, my dear students," she whispered. "You did all of this for me?"

"Thank you for everything, Ms. Greene," said Marisol. She handed her the memory book. "We will never forget you."

Ms. Greene held the book to her chest. She looked around at every student in her class. Then she smiled the biggest, warmest smile of the whole year.

"And I will never forget you," she said.

1. How long has Ms. Greene been teaching at Pinewood School?

- A. She has been the Grade 3 teacher there for thirty whole years
- B. She has been the Grade 3 teacher there for ten quiet years
- C. She has been the Grade 3 teacher there for fifty long years
- D. She has been the Grade 3 teacher there for only three short years

2. Why does Marisol want to throw a party for Ms. Greene?

- A. Because Ms. Greene's birthday is on the very last day of school in June
- B. Because Ms. Greene has won a special award for being a great teacher
- C. Because Ms. Greene is going to retire and the class wants to thank her

D. Because Ms. Greene has a new class coming in September and is too busy

3. What special gift does Marisol decide to make for Ms. Greene?

A. A bright green sweater with Ms. Greene's name knitted on the front of it

B. A memory book with notes from every student about a happy memory together

C. A long string of green paper apples to hang above Ms. Greene's classroom desk

D. A green photo album with pictures from every day of the school year together

4. What does Aiden's mother bake for the surprise party?

A. A round chocolate cake with thirty green candles arranged in a perfect circle

B. A small white cake with the words "Thank You" written across the very top

C. A cake shaped like a big apple with words written on top in white icing

D. A tall layered cake with bright green frosting and yellow flowers on the sides

5. What does Aiden almost do that could ruin the surprise?

A. He almost shows Ms. Greene the green memory book during a regular class

B. He almost brings the apple cake into the classroom several days too early

C. He almost tells the principal about the secret plans during their morning meeting

D. He almost lets the secret slip when he is helping with the math worksheets

6. What is the main message of this story?

- A. When children work together, they can show someone special how much they care about them
- B. Surprise parties are the most exciting kind of celebration to plan for a beloved teacher
- C. Children should always thank their teachers with cakes and balloons on their last day of school
- D. Memory books are the most thoughtful gifts that any child can ever give to a teacher

7. OPEN-RESPONSE

How do the students show Ms. Greene that they care about her? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Coral Reefs: Cities Beneath the Waves

What Is a Coral Reef?

A coral reef is a special place that lies beneath the warm waters of the ocean. Coral reefs are made up of tiny living animals called coral polyps. Each polyp is no bigger than a fingertip, but when many polyps live together, they build huge stone structures that look like underwater forests or cities. Coral reefs come in many bright colours — pink, orange, yellow, and even purple. They are home to thousands of different sea creatures, all swimming and living together in the same small space.

How Do Coral Reefs Grow?

Coral reefs grow very, very slowly. Each tiny polyp builds a hard outer shell to protect itself. When the polyp dies, the shell stays behind. New polyps build their shells on top of the old ones. Year after year, the layers of shells grow thicker and taller. Some coral reefs have been growing for thousands of years. The water around a coral reef must be warm, clear, and clean for the reef to grow well.

Who Lives in the Reef?

Coral reefs are sometimes called the rainforests of the sea because so many creatures call them home. Colourful fish dart between the coral branches. Small crabs and shrimp hide in tiny holes in the rocks. Sea turtles swim slowly through the reef looking for food. There are even tiny seahorses that grab onto the coral with their curling tails. Each animal helps to keep the reef alive and healthy in some way.

KEY FACT: The largest coral reef in the world is the Great Barrier Reef in Australia, and it is so big that astronauts can see it from space.

Why Coral Reefs Need Our Help

Coral reefs are in great danger today. Pollution in the ocean can make the water cloudy and harm the polyps. When the ocean water becomes too warm, the corals turn pale and sometimes die. Scientists around the world are working hard to protect coral reefs and the many creatures that depend on them. By keeping our oceans clean and cool, we can help these beautiful underwater cities stay alive for many years to come.

8. What is this passage mostly about?

- A. The way that astronauts can see the Great Barrier Reef in Australia from outer space
- B. The reasons that polluted ocean water can make the coral polyps very pale and sick
- C. What coral reefs are, how they grow, who lives there, and why they need our help
- D. The kinds of small holes in the coral rocks where crabs and small shrimp hide every day

9. According to the passage, what is a coral polyp?

- A. A bright underwater plant with long leaves that grows up from the ocean floor
- B. A tiny living animal that builds a hard shell and joins with others to form a reef
- C. A small piece of stone that has fallen from the cliffs above the warm ocean water
- D. A type of small colourful fish that swims close to the coral branches in the reef

10. What does the heading "Who Lives in the Reef?" tell the reader about the section that follows?

- A. The section will explain the steps that scientists take to find new kinds of fish
- B. The section will list all the names of the largest coral reefs in the world today
- C. The section will compare the creatures that live in lakes with those that live in oceans
- D. The section will describe many different sea creatures that make their homes in coral reefs

11. Read this sentence from the passage: "Colourful fish dart between the coral branches." What does the word dart most likely mean in this sentence?

- A. To move quickly and suddenly through a small space between two large objects
- B. To rest quietly on the soft sand at the very bottom of the ocean for hours
- C. To swim slowly in long, lazy circles around the same patch of coral all day
- D. To hide deep inside the rocks so that bigger animals cannot find them easily

12. Which of these sentences from the passage states a fact?

- A. Coral reefs are the most beautiful places that anyone could ever visit in the ocean
- B. Sea turtles are the most amazing animals that swim through the warm coral reef water
- C. The bright colours of the coral are the prettiest sight in every part of the wide sea
- D. The largest coral reef in the world is called the Great Barrier Reef in Australia

13. According to the passage, what happens when ocean water becomes too warm for the corals?

- A. The coral polyps build their shells more quickly than usual in the warm water
- B. The corals turn pale and sometimes die because of the warm ocean water
- C. The corals grow very tall and reach the surface of the warm tropical ocean
- D. The corals become brighter and more colourful in the warm summer water

14. According to the passage, how long have some coral reefs been growing?

- A. For about one hundred years since farmers began to plant new corals in the sea
- B. For about thirty years since the scientists first discovered the Great Barrier Reef

- C. For about ten years since the corals first started to grow in warm ocean water
- D. For thousands of years, with new polyps building on top of the old ones every year

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The cheerful baker decorated the birthday cake with bright pink icing this morning
- B. After the long bus ride to the museum on a sunny Friday afternoon today
- C. Skipping along the wide sidewalk on her way home from the corner store
- D. The tall yellow flowers growing beside the old wooden fence in the garden

16. Which sentence uses commas correctly?

- A. On our school trip, we visited, the museum the library, the zoo and the park.
- B. On our school trip, we visited the museum, the library, the zoo, and the park.
- C. On, our school trip we visited the museum, the library the zoo and, the park.
- D. On our school trip we visited the museum, the library, the zoo and, the park.

17. Read this sentence: "My grandfather plants a yellow _____ in his garden every spring near the front gate." Which word correctly completes the sentence?

- A. flowre
- B. flowir
- C. flower
- D. flour

18. Read this sentence: "My little brother _____ his shoes very neatly under the bed every night before he goes to sleep." Which word correctly completes the sentence?

- A. puts
- B. put
- C. putting
- D. have put

19. Which sentence uses capital letters correctly?

- A. last fall, my brother and i celebrated his birthday at the canadian science centre.
- B. Last fall, my brother and i celebrated his birthday at the Canadian Science Centre.
- C. Last fall, my brother and I celebrated his birthday at the Canadian Science Centre.
- D. Last Fall, my brother and I celebrated his birthday at the Canadian Science centre.

20. Read this paragraph: "On Wednesday, Layla and her cousin made paper airplanes together in the kitchen. They folded the paper into neat triangles. Then they _____ the airplanes across the living room." Which word correctly completes the paragraph?

- A. throw

- B. threw
- C. is throwing
- D. will throw

21. Read these two sentences: "Sami was tired after the long hike. He fell asleep on the couch right after dinner." Which version best joins these two sentences?

- A. Sami was tired after the long hike, and he fell asleep on the couch right after dinner.
- B. Sami was tired after the long hike, but he fell asleep on the couch right after dinner.
- C. Sami was tired after the long hike, so he fell asleep on the couch right after dinner.
- D. Sami was tired after the long hike, or he fell asleep on the couch right after dinner.

22. OPEN-RESPONSE — Shorter Writing Piece

If you could plan the perfect birthday party, what would you want at your party? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "My older brothers worked all afternoon on a big jigsaw puzzle, and _____ finished the last piece just before dinner." Which word correctly completes the sentence?

- A. they
- B. it
- C. him
- D. her

24. Which sentence uses quotation marks correctly?

- A. The bus is coming! "shouted Liam as he picked up his backpack from the floor."
- B. "The bus is coming!" shouted Liam as he picked up his backpack from the floor.
- C. The bus "is coming! shouted Liam" as he picked up "his backpack from the floor."
- D. "The bus is coming! shouted Liam as he picked up his backpack from the floor."

25. Which word is spelled correctly?

- A. wont
- B. wantt
- C. waunt
- D. want

26. A student wrote these sentences: "The river flowed. The boat moved. The fisherman waved." Which revision best improves these sentences by adding variety?

- A. The river flowed fast. The boat moved slow. The fisherman waved high in the air at us.
- B. Flowed the river quietly. Moved the boat smoothly. Waved the fisherman cheerfully at us.
- C. As the river flowed gently, the boat moved along and the fisherman waved at us happily.
- D. The river flowed and flowed. The boat moved and moved. The fisherman waved and waved.

27. Read this paragraph: "There are three easy steps to wash your hands. First, get your hands wet under the tap. Next, scrub your hands with soap and warm water for twenty seconds. _____, dry your hands with a clean towel." Which word best fills the blank?

- A. However
- B. For example
- C. First
- D. Finally

28. A student wrote this sentence: "Her and her brothers takes the dog for a walk every saturday morning before breakfast." Which version corrects the errors in this sentence?

- A. Her and her brothers take the dog for a walk every Saturday morning before breakfast.
- B. She and her brothers take the dog for a walk every Saturday morning before breakfast.
- C. Her and her brothers takes the dog for a walk every Saturday morning before breakfast.
- D. Her and her brothers are taking the dog for a walk every saturday morning before breakfast.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine that you discovered an old bicycle in the garage that took you anywhere you wanted to go in the world. Write a story about where you decided to ride to and what happened on your trip.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes where you went on the bicycle and what you saw
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 33: Answer Key and Explanations

1. A — The passage states directly: "Ms. Greene had been the Grade 3 teacher at Pinewood School for thirty years." The thirty-year tenure is the exact number the text gives. Direct-recall questions reward the option matching the specific number stated in the passage.
2. C — The passage states directly: "the principal announced that Ms. Greene was going to retire at the end of June." Marisol's response to this news is the surprise party as a thank-you. Cause-questions reward the option matching the textual trigger that motivates the character's action.
3. B — The passage states directly: "She decided to make a memory book. She asked every student in the class to write a short note to Ms. Greene about a happy memory from their year together." Both the memory book and the notes from each student match option B. Detail questions reward the option matching the specific textual action.
4. C — The passage states directly: "Aiden, whose mother owned a bakery, said his mother could bake a cake shaped like an apple with words written on top in icing." The apple-shaped cake with iced words matches option C verbatim. Direct-recall questions reward the option supported by the precise textual phrase.
5. D — The passage states directly: "One day, Aiden almost let it slip when he was helping with the math worksheets. He started to say, 'When you see the cake on the last day...'" The math worksheet moment is the exact "almost-slip" incident. Detail questions reward locating the specific event the question describes.
6. A — The students' actions — collaborating on planning, contributing to the memory book, decorating the room together — show that group effort creates a powerful demonstration of care. The story closes with Ms. Greene moved to tears by the collective gesture. Theme questions reward the message anchored by the characters' full arc.
7. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response lists the students' actions: planning in secret at the library, baking an apple cake, hanging streamers and balloons, contributing notes to the memory book, and presenting it on the last day. Specific textual evidence for several of these actions distinguishes higher-level responses.

8. C — The four sections cover what coral reefs are, how they grow, who lives in them, and why they need help. Together these unify around coral reefs as ecosystems and the human role in protecting them. Main-idea questions reward the option that summarizes all sections rather than one isolated detail.

9. B — The passage states directly: "Coral reefs are made up of tiny living animals called coral polyps. Each polyp is no bigger than a fingertip... when many polyps live together, they build huge stone structures." The tiny animal building a hard shell as part of the reef matches option B. Detail questions reward the option matching the textual definition.

10. D — Headings preview section content. "Who Lives in the Reef?" signals a section about reef inhabitants — the section that follows describes colourful fish, crabs, shrimp, sea turtles, and seahorses. Heading questions test the Grade 3 skill of predicting content from text features.

11. A — In the context of fish moving between coral branches, "dart" means to move quickly and suddenly through narrow spaces. The image of fish flashing between branches captures rapid darting motion. Vocabulary questions test using surrounding action to confirm meaning.

12. D — A fact is verifiable and geographic; opinions use evaluative language. The Great Barrier Reef's location in Australia as the world's largest is documented geographic fact, while options A, B, and C use "most beautiful," "most amazing," and "prettiest" — clear opinion markers.

13. B — The passage states directly: "When the ocean water becomes too warm, the corals turn pale and sometimes die." Pale colour and death are the explicit consequences. Cause-questions reward the option matching the passage's stated consequence word for word.

14. D — The passage states directly: "Some coral reefs have been growing for thousands of years" and "New polyps build their shells on top of the old ones. Year after year, the layers of shells grow thicker and taller." Both the thousands of years and the layered building match option D. Detail questions reward the option combining the explicit textual facts.

15. A — A complete sentence requires both a subject and a finite verb expressing a complete thought. "The cheerful baker decorated the birthday cake with bright pink icing this morning" contains subject (baker) and main verb (decorated). Option B is a dependent clause, C is a participial phrase, and D is a noun phrase — none stands alone.

16. B — Introductory phrases take a comma, and items in a series take commas after each item. Option B places a comma after "On our school trip," then after each item — the museum, the library, the zoo — and uses the Oxford comma before "and the park." The other options misplace required commas.

17. C — "Flower" is the plant grown in a garden, which fits "plants a yellow flower in his garden." "Flour" is the white powder used in baking, and "flowre" and "flowir" are not real words. Homophone questions require matching the word's function — naming a plant here — to the correct spelling.

18. A — Subject-verb agreement requires singular verbs with singular subjects. "Brother" is singular, so the verb must be "puts." "Put" without -s pairs with a plural subject, "putting" lacks a helper verb, and "have put" uses a plural helper with a singular subject.

19. C — Capitalize the personal pronoun "I" (always) and proper place names (Canadian Science Centre). Common nouns and seasons ("fall," "brother," "birthday") stay lowercase. Only option C applies all these rules correctly.

20. B — Verb tense must remain consistent within a paragraph. "Made" and "folded" establish past tense, so the blank requires past-tense "threw." Present, present progressive, and future forms would all break tense consistency.

21. C — The two ideas have a cause-and-effect relationship — Sami was tired, therefore he fell asleep. "So" is the coordinating conjunction that explicitly shows cause and effect. "And" merely adds, "but" implies contrast, and "or" implies alternatives.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response names clear birthday party elements (theme, food, activities, guests), provides two distinct reasons with supporting details about fun, friends, or favourite things, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal detail outperforms general praise.

23. A — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "my older brothers." "It" is singular and inanimate, "him" is singular and masculine, and "her" is singular and feminine — none agrees with a plural antecedent. Pronoun questions test number agreement with the antecedent.

24. B — Standard dialogue punctuation places quotation marks around spoken words only, with the exclamation mark inside the closing quotation mark and the speaker tag outside. Option B correctly encloses only "The bus is coming!" in quotation marks. The other options either misplace the marks or quote text that was never spoken.

25. D — "Want" is spelled w-a-n-t — four letters with a short a sound. The other options drop a letter, double the t, or add an extra u. Sight-word spelling appears regularly on the Grade 3 conventions section.

26. C — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option C uses "as" (subordinating) and "and" (coordinating) to form a complex-compound sentence with smooth flow and clearer simultaneity. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat words.

27. D — The paragraph follows a clear numbered sequence — first, next — so the last step requires "Finally." "However" signals contrast, "For example" introduces illustration, and "First" begins a sequence rather than ending one. Transition questions test the match between connector and the structural relationship that follows.

28. B — The original sentence contains errors in pronoun case ("Her" should be subject pronoun "She"), subject-verb agreement ("takes" should be plural "take" since "She and her brothers" is plural), and capitalization ("saturday" should be "Saturday"). Only option B corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and the garage/bicycle discovery, develops the story through where the character rode and what was seen there, resolves the story, and tracks feelings at multiple points (curiosity, wonder, perhaps surprise or joy). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 34: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

The Cookie Sale

The students in Mrs. Patel's Grade 3 class had a problem. The old swing set on the playground had broken just before the cold weather came in November. Mr. Liu, the school custodian, said it would cost a lot of money to fix it. The school did not have enough money in its budget that year, so the swing set would just have to stay broken.

The class was sad. But Mateo had an idea.

"What if we earn the money ourselves?" he asked one morning at sharing time. "We could have a cookie sale. We could bake cookies at home and sell them after school for one whole week."

The class loved Mateo's idea. They got to work right away. Each student went home and asked their family for help baking cookies. Mateo and his older brother made chocolate chip cookies on Saturday morning. Aanya and her aunt baked sugar cookies with pink icing. Liam and his grandmother made oatmeal raisin cookies, which Liam was sure no one would buy. But he made them anyway.

On Monday afternoon, the students set up a long table outside the front doors of the school. They put out hand-drawn signs that said "COOKIE SALE — HELP US FIX THE SWING SET — ONE DOLLAR PER COOKIE." They filled paper plates with all the different kinds of cookies they had made.

The first day, a few parents bought cookies as they came to pick up their children. The class earned thirty-two dollars. Mateo was a little disappointed. The swing set would cost much more than that to fix.

"We have to keep going," Mateo said. "We can do this."

On Tuesday, more parents came. On Wednesday, the school newspaper wrote a story about the sale, and on Thursday many people from the neighbourhood walked over to buy cookies too. By Friday, even people

from other parts of the town were stopping by the school. Liam's oatmeal raisin cookies turned out to be the most popular ones of all. He could not believe it.

When the week was over, the class counted the money together at the front of the classroom. The pile of bills and coins looked very big. Mrs. Patel counted carefully.

"Are you ready?" she asked, smiling.

The class held its breath.

"Five hundred and forty-two dollars!" Mrs. Patel announced.

The class cheered so loudly that students in the room next door came to peek through the window. It was enough money to fix the swing set, with a little bit left over for new chalk for the blackboard.

Two weeks later, Mr. Liu fixed the old swing set. When the class went outside for recess that day, every student wanted to be the first to try out the swings. They lined up in a long row, laughing and pushing each other. Mateo did not try to be first. He stood at the back of the line and watched his classmates fly up into the bright winter sky.

He felt as if he were flying too.

1. What problem does Mrs. Patel's class face at the beginning of the story?

- A. The old swing set on the playground is broken and the school cannot afford to fix it
- B. The classroom needs new chalk for the blackboard before the next math test begins
- C. The students have to walk to a new school every morning because the bus has broken down
- D. The teacher has lost her favourite green pen and the class wants to help her find it

2. What is Mateo's idea to solve the problem?

- A. Asking the parents to give money directly to the school office to fix the swing set quickly
- B. Writing a letter to the city to ask for money to help the school fix the broken old swing set

- C. Looking for the missing parts of the swing set hidden somewhere on the school playground
- D. Holding a cookie sale where the students bake cookies at home and sell them after school

3. What kind of cookies do Liam and his grandmother bake together for the sale?

- A. Soft chocolate chip cookies with bright white chocolate chips on the top of each one
- B. Oatmeal raisin cookies that Liam is sure no one will buy at the cookie sale at all
- C. Sugar cookies with thick pink icing and tiny rainbow sprinkles across the top
- D. Crunchy peanut butter cookies that they decorate with little fork patterns on the top

4. How much money does the class earn on the first day of their cookie sale?

- A. They earn exactly one hundred dollars from a small group of friendly local parents
- B. They earn fifty-two dollars from people who are walking past on the busy street
- C. They earn thirty-two dollars as parents come to pick up their children from school
- D. They earn three hundred dollars from people who came from the very next town over

5. What surprises Liam during the cookie sale?

- A. The price of the cookies suddenly goes up after the second day of the sale at school
- B. His oatmeal raisin cookies turn out to be the most popular ones of all the cookies
- C. The school newspaper wants to write a story all about him and his special grandmother
- D. The principal lets him be the very first person to try out the new swing set at recess

6. What is the main message of this story?

- A. Cookies are the very best food that any child can ever sell at a school fundraiser
- B. School playgrounds should always have new swing sets and other equipment for children
- C. Children should always ask the city for money when their school needs new equipment
- D. When people work together, they can do things that would feel impossible to do alone

7. OPEN-RESPONSE

How do the students in Mrs. Patel's class work together to solve their problem? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

Butterflies: From Egg to Wing

What Is a Butterfly?

A butterfly is a small insect with four colourful wings. Butterflies live almost everywhere in the world, except in the coldest places. Some butterflies are tiny — as small as your fingernail. Others have wings as wide as your hand. They come in many beautiful colours and patterns. People love to watch them fluttering between flowers in gardens and meadows.

The Amazing Life Cycle

Butterflies do not start out as butterflies. They go through four amazing stages of life. First, a mother butterfly lays a tiny egg, usually on the leaf of a plant. Next, a small caterpillar hatches from the egg. The caterpillar eats leaves and grows quickly. After a few weeks, the caterpillar makes a hard case around itself called a chrysalis. Inside the chrysalis, the caterpillar slowly changes its body. Finally, after one or two weeks, a beautiful butterfly comes out of the chrysalis and flies away.

What Butterflies Eat

Most butterflies do not eat solid food the way that people do. Instead, they use a long thin tube called a proboscis to drink the sweet liquid from inside flowers. This liquid is called nectar. Butterflies fly from flower to flower, sipping the nectar. As they fly, tiny grains of yellow dust called pollen stick to their wings. They carry this pollen to the next flower, which helps the plants make seeds and grow new plants.

KEY FACT: A butterfly called the monarch flies thousands of kilometres every fall from Canada all the way to Mexico to spend the winter where it is warm.

Why Butterflies Matter

Butterflies are important to nature in many ways. By carrying pollen between flowers, butterflies help many kinds of plants grow. Without butterflies and other pollinators, many of our favourite fruits and vegetables would have a much harder time growing. Butterflies are also food for many other animals, including birds and small frogs. Most of all, butterflies remind us that something small and quiet can also be one of the most beautiful sights in the world.

8. What is this passage mostly about?

- A. What butterflies are, how they grow, what they eat, and why they are important to nature
- B. The reasons that monarch butterflies fly all the way from Canada to Mexico every fall
- C. The kinds of plants where mother butterflies lay their tiny eggs in gardens and meadows
- D. The way that other animals like birds and small frogs eat butterflies for their food

9. According to the passage, what does a caterpillar do after it has eaten leaves and grown bigger?

- A. It flies away from the plant to look for nectar in flowers far across the garden
- B. It lays a tiny egg on the leaf of a plant so that more caterpillars can be born from it
- C. It makes a hard case around itself called a chrysalis and slowly changes inside it
- D. It crawls down the plant to the ground to hide and rest for the cold winter months

10. What does the heading "What Butterflies Eat" tell the reader about the section that follows?

- A. The section will explain how butterflies grow bigger from caterpillars into adult butterflies
- B. The section will list the names of the most colourful butterflies that live in the gardens
- C. The section will describe the leaves that butterflies use to lay their eggs on each spring
- D. The section will describe the food that butterflies drink and how they get it from flowers

11. Read this sentence from the passage: "Instead, they use a long thin tube called a proboscis to drink the sweet liquid from inside flowers." What does the word proboscis most likely mean in this sentence?

- A. A small bright wing that helps the butterfly to fly between many flowers in the garden
- B. A long thin tube that the butterfly uses like a straw to drink liquid from inside flowers
- C. A small round flower that has very sweet nectar inside it for butterflies to drink from
- D. A type of yellow dust that sticks to the wings of the butterfly as it flies from flower to flower

12. Which of these sentences from the passage states a fact?

- A. Butterflies are the most beautiful insects that fly around in any garden in the world
- B. Watching butterflies between flowers is the most relaxing activity anyone can ever do
- C. The monarch butterfly flies thousands of kilometres from Canada to Mexico every fall
- D. Butterflies are the most amazing insects to see during the warmest days of summer

13. According to the passage, why are butterflies important to plants?

- A. Because they carry pollen between flowers, which helps plants make seeds and grow new plants
- B. Because they eat the leaves of the plants, which helps the plants to grow taller and stronger
- C. Because they fly between the plants, which helps the wind to spread the seeds in the soil
- D. Because they sing soft songs to the plants, which helps the plants to feel happy and safe

14. According to the passage, how many stages of life does a butterfly go through?
- A. Two amazing stages of life, starting as a small egg and ending as a beautiful butterfly
 - B. Three amazing stages, starting as an egg, then a caterpillar, and finally as a butterfly
 - C. Five amazing stages, starting as an egg and ending as a butterfly that lays new eggs
 - D. Four amazing stages — egg, caterpillar, chrysalis, and finally the butterfly that flies away

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?
- A. The fluffy white snowflakes falling slowly from the dark grey clouds last night
 - B. The cheerful children built a tall snowman in the schoolyard during the morning recess
 - C. Walking carefully across the icy sidewalk on a cold Tuesday morning in January
 - D. After the bell rang at the very end of the long winter school day today
16. Which sentence uses commas correctly?
- A. At the park, my brother played soccer, kickball, basketball, and tag with his friends.
 - B. At the park my brother, played soccer, kickball basketball, and tag with his friends.
 - C. At, the park my brother played soccer kickball, basketball, and tag, with his friends.
 - D. At the park my brother played, soccer kickball, basketball and tag with his friends.

17. Read this sentence: "On Saturday afternoon, I will _____ my best friend at the new ice cream shop on Maple Street." Which word correctly completes the sentence?

- A. meat
- B. mete
- C. meete
- D. meet

18. Read this sentence: "My favourite cousins from Calgary _____ to visit us during their long spring break every year." Which word correctly completes the sentence?

- A. comes
- B. is coming
- C. come
- D. has come

19. Which sentence uses capital letters correctly?

- A. last spring, my best friend leila visited the toronto zoo on a sunny saturday morning.
- B. Last spring, my best friend Leila visited the Toronto Zoo on a sunny Saturday morning.
- C. Last Spring, my best friend Leila visited the Toronto zoo on a sunny saturday Morning.
- D. last spring, my best friend Leila visited the Toronto Zoo on a sunny Saturday morning.

20. Read this paragraph: "On Sunday, Hassan and his uncle hiked up the mountain together. They walked along the steep trail for hours. Then they _____ a beautiful view of the whole valley below." Which word correctly completes the paragraph?

- A. see
- B. is seeing
- C. saw
- D. will see

21. Read these two sentences: "I really like to play board games on rainy days. My sister really likes to play board games on rainy days." Which version best joins these two sentences?

- A. I really like to play board games on rainy days, and my sister really likes to play them too.
- B. I really like to play board games on rainy days, but my sister really likes to play them too.
- C. I really like to play board games on rainy days, so my sister really likes to play them too.
- D. I really like to play board games on rainy days, or my sister really likes to play them too.

22. OPEN-RESPONSE — Shorter Writing Piece

What is your favourite movie or TV show? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "The bright orange leaves fell from the tree, and _____ covered the wide grass below." Which word correctly completes the sentence?

- A. him
- B. her
- C. they
- D. it

24. Which sentence uses quotation marks correctly?

- A. Pass me the salt! "said Dad from the other end of the long dinner table."
- B. "Pass me the salt! said Dad from the other end of the long dinner table."
- C. Pass me the "salt! said Dad" from the other "end of the long dinner table."
- D. "Pass me the salt!" said Dad from the other end of the long dinner table.

25. Which word is spelled correctly?

- A. aftar
- B. after
- C. affter
- D. aftor

26. A student wrote these sentences: "The phone rang. The dog barked. The baby cried." Which revision best improves these sentences by adding variety?

- A. As soon as the phone rang on the table, the dog barked loudly and the baby cried.
- B. The phone rang fast. The dog barked loudly. The baby cried out for his mother in the house.
- C. Rang the phone loudly. Barked the dog loudly. Cried the baby loudly for his mother today.
- D. The phone rang and rang. The dog barked and barked. The baby cried and cried for help.

27. Read this paragraph: "Birds use their feathers in many useful ways. _____, the long feathers on their wings help them to fly through the sky. Their soft feathers also help keep them warm in the cold winter months." Which word best fills the blank?

- A. However
- B. For example
- C. Finally
- D. First

28. A student wrote this sentence: "Me and my older brother walks the neighbour's dog every saturday before lunch." Which version corrects the errors in this sentence?

- A. Me and my older brother walk the neighbour's dog every Saturday before lunch.
- B. My older brother and me walks the neighbour's dog every saturday before lunch.
- C. My older brother and I walk the neighbour's dog every Saturday before lunch.
- D. Me and my older brother are walking the neighbour's dog every saturday before lunch.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine that you found a special compass in your grandparent's attic that pointed toward something amazing instead of pointing north. Write a story about where the compass led you and what you found.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes where the compass led and what you found there
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 34: Answer Key and Explanations

1. A — The passage states directly: "The old swing set on the playground had broken just before the cold weather came in November... The school did not have enough money in its budget that year, so the swing set would just have to stay broken." Both the broken swing set and the school's inability to afford repairs match option A. Problem-identification questions reward the option matching the opening conflict word for word.

2. D — The passage states directly: "What if we earn the money ourselves?... We could have a cookie sale. We could bake cookies at home and sell them after school for one whole week." The cookie sale with baked-at-home cookies matches option D exactly. Detail questions reward the option that matches the character's stated idea.

3. B — The passage states directly: "Liam and his grandmother made oatmeal raisin cookies, which Liam was sure no one would buy." Both the cookie type and Liam's doubt match option B. Detail questions reward the option supported by the specific textual phrase.

4. C — The passage states directly: "The first day, a few parents bought cookies as they came to pick up their children. The class earned thirty-two dollars." Both the dollar amount and the parent-pickup context match option C. Direct-recall questions reward the option matching the specific number stated in the passage.

5. B — The passage states directly: "Liam's oatmeal raisin cookies turned out to be the most popular ones of all. He could not believe it." Liam's surprise at his cookies being most popular matches option B. Character-response questions reward the option matching the textual emotional moment.

6. D — The whole story builds toward the moment when every student's contribution together raises \$542 — far more than any one student could have raised. Mateo's final image of flying alongside his classmates closes the theme of collective accomplishment. Theme questions reward the message anchored by the characters' full arc.

7. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response lists collaborative actions: Mateo proposing the idea, each student baking with family members, setting up the table together, making signs, counting the money together. Specific textual evidence — Aanya with her aunt, Liam with his grandmother, the long table outside the front doors — distinguishes higher-level responses.

8. A — The four sections cover what butterflies are, how they grow through their life cycle, what they eat, and why they matter to nature. Together these unify around butterflies as creatures and their importance. Main-idea questions reward the option that summarizes all sections rather than one isolated detail.
9. C — The passage states directly: "After a few weeks, the caterpillar makes a hard case around itself called a chrysalis. Inside the chrysalis, the caterpillar slowly changes its body." The chrysalis-making and the slow body change match option C. Sequence questions reward the option matching the textual action that follows.
10. D — Headings preview section content. "What Butterflies Eat" signals food-related content — the section that follows describes the proboscis, nectar drinking, and pollen carrying. Heading questions test the Grade 3 skill of predicting content from text features.
11. B — Context clues identify a proboscis as the long thin tube butterflies use to drink. The sentence itself defines the word: "a long thin tube called a proboscis to drink the sweet liquid from inside flowers." Vocabulary questions reward the option that uses the surrounding text's built-in definition.
12. C — A fact is verifiable and measurable; opinions use evaluative language. The monarch's thousands-of-kilometres migration from Canada to Mexico is documented scientific fact, while options A, B, and D use "most beautiful," "most relaxing," and "most amazing" — clear opinion markers.
13. A — The passage states directly: "By carrying pollen between flowers, butterflies help many kinds of plants grow." The pollen carrying and helping plants grow match option A. Cause-questions reward the option matching the explicit textual mechanism.
14. D — The passage states directly: "They go through four amazing stages of life. First, a mother butterfly lays a tiny egg... Next, a small caterpillar hatches... the caterpillar makes a hard case around itself called a chrysalis... a beautiful butterfly comes out of the chrysalis." All four stages — egg, caterpillar, chrysalis, butterfly — match option D word for word.
15. B — A complete sentence requires both a subject and a finite verb expressing a complete thought. "The cheerful children built a tall snowman in the schoolyard during the morning recess" contains subject (children) and main verb (built). Option A is a noun phrase, C is a participial phrase, and D is a dependent clause — none stands alone.

16. A — Introductory phrases take a comma, and items in a series take commas after each item. Option A places a comma after "At the park," then after each item — soccer, kickball, basketball — and uses the Oxford comma before "and tag." The other options misplace required commas.

17. D — "Meet" is the verb meaning to come together with someone, which fits "I will _____ my best friend." "Meat" is the food from animals, while "mete" and "meete" are not standard spellings in this context. Homophone questions require matching the word's function — naming a verb here — to the correct spelling.

18. C — Subject-verb agreement requires plural verbs with plural subjects. "Cousins" is plural, so the verb must be "come." "Comes" pairs with a singular subject, "is coming" uses a singular helper, and "has come" uses a singular helper with present-perfect form.

19. B — Capitalize the first word of a sentence, proper names (Leila), proper place names (Toronto Zoo), and days of the week (Saturday). Common nouns and seasons ("spring," "morning") stay lowercase. Only option B applies all these rules correctly.

20. C — Verb tense must remain consistent within a paragraph. "Hiked" and "walked" establish past tense, so the blank requires past-tense "saw." Present, present progressive, and future forms would all break tense consistency.

21. A — The two ideas describe the same thing — both siblings liking the same activity — which calls for an additive connector. "And" is the coordinating conjunction that joins two similar ideas. "But" implies contrast, "so" implies cause and effect, and "or" implies an alternative.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response names a specific movie or TV show, provides two distinct reasons with supporting details about characters, story, humour, or visuals, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal detail outperforms general praise like "it is great."

23. C — Subject pronouns perform the action; "they" is the plural subject pronoun matching the antecedent "leaves." "Him" is singular and masculine, "her" is singular and feminine, and "it" is singular and inanimate — none agrees with a plural antecedent. Pronoun questions test number agreement with the antecedent.

24. D — Standard dialogue punctuation places quotation marks around spoken words only, with the exclamation mark inside the closing quotation mark and the speaker tag outside. Option D correctly encloses only "Pass me the salt!" in quotation marks. The other options either misplace the marks or quote text that was never spoken.

25. B — "After" is spelled a-f-t-e-r — five letters with one f and the suffix -er. The other options misspell the vowels or double the f. Sight-word spelling appears regularly on the Grade 3 conventions section.

26. A — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option A uses "as soon as" (subordinating) and "and" (coordinating) to form a complex-compound sentence with smooth flow and clearer simultaneity. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat words.

27. B — The paragraph introduces "many useful ways," then gives an illustration (wing feathers for flying) and adds another (feathers for warmth) using "also." "For example" introduces the specific instance that follows the general statement. "However" signals contrast, "finally" signals an ending, and "first" would suggest a numbered list rather than illustration.

28. C — The original sentence contains errors in pronoun case ("Me and" should be "I" placed second), subject-verb agreement ("walks" should be plural "walk" since "brother and I" is plural), and capitalization ("saturday" should be "Saturday"). Only option C corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and the attic compass discovery, develops the story through what direction the compass pointed and what was found, resolves the story, and tracks feelings at multiple points (curiosity, wonder, perhaps surprise or amazement). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.

PRACTICE EXAM 35: EQAO GRADE 3 LANGUAGE SIMULATION (29 QUESTIONS)

READING SESSION 1 — Literary Text

Read the following passage, then answer Questions 1 through 7.

Aanya's Garden Visit

Mrs. Cordeiro was Aanya's neighbour. She lived in the small white house with the bright yellow door at the end of the street. Mrs. Cordeiro was very old, and she had lived there for a long time. She had a garden in her front yard that was full of tomatoes, beans, and bright red peppers.

One sunny Saturday morning in June, Aanya was riding her bicycle up and down the sidewalk. She saw Mrs. Cordeiro sitting on her porch steps. Mrs. Cordeiro had her foot wrapped in a thick white bandage. She looked sad.

Aanya stopped her bicycle and walked over to the porch. "Are you all right, Mrs. Cordeiro?" she asked politely.

Mrs. Cordeiro smiled. "I twisted my ankle yesterday when I was getting the mail," she said. "The doctor says I cannot work in my garden for two whole weeks. But my tomatoes need water every day, or they will die in the hot sun."

Aanya looked at the garden. The tomato plants were tall and green, and they had little yellow flowers. There were also tiny green tomatoes just beginning to grow.

"I could water them for you," Aanya said. "I water our flowers at home every Saturday. I know how to do it."

Mrs. Cordeiro's eyes lit up. "Would you really, dear? That would be so kind of you."

Aanya went home and asked her mother. Her mother smiled and said that it was a wonderful idea. So every morning before school, Aanya rode her bicycle to Mrs. Cordeiro's house. She used the green watering can that Mrs. Cordeiro kept by the back door. She gave each plant a long slow drink of water. Mrs. Cordeiro watched from the porch and gave gentle instructions.

"The peppers need more water than the beans," Mrs. Cordeiro called out. "And the tomatoes near the wall need the most of all."

Aanya listened carefully. She learned which plants needed more water and which needed less. She learned that you should water the soil and not the leaves. She learned that the best time to water was in the cool morning, before the sun got too hot.

After two weeks, Mrs. Cordeiro's ankle was better. She could walk in her garden again. But Aanya still came over every Saturday morning to help. They picked tomatoes together. They pulled weeds together. They sat on the porch and drank cold lemonade together when the work was done.

On the last Saturday of summer, Mrs. Cordeiro gave Aanya a small paper bag. Inside were dozens of tiny brown tomato seeds.

"These are from my best tomatoes," Mrs. Cordeiro said. "Plant them in the spring. Now you have your very own garden to grow."

Aanya hugged the bag of seeds close to her chest. She had come over to help Mrs. Cordeiro. But somehow, Mrs. Cordeiro had given her something even better in return.

1. Where does Mrs. Cordeiro live?

- A. In a large brown house with a green door right across from the park near Aanya's school
- B. In a small white house with a bright yellow door at the end of the street where Aanya lives
- C. In an apartment building near the busy main road that goes past the corner grocery store today
- D. In a tall blue house with a red front door near the library and the old village fire station

2. What is wrong with Mrs. Cordeiro when Aanya sees her on the porch?

- A. She twisted her ankle yesterday and cannot work in her garden for two whole weeks
- B. She broke her hand and cannot pick up her watering can to water her flower bed
- C. She hurt her back lifting a heavy bag of soil and cannot move very easily at all

D. She caught a bad cold and cannot go outside in the warm sun for the next two weeks

3. What does Aanya offer to do for Mrs. Cordeiro?

A. To pick up Mrs. Cordeiro's mail from the mailbox every morning before going to her school

B. To go to the grocery store and bring food and supplies to Mrs. Cordeiro until she gets better

C. To call the doctor for Mrs. Cordeiro and ask if she can have stronger medicine for her sore ankle

D. To water the plants in Mrs. Cordeiro's garden each day until her ankle has fully healed

4. What is one thing Aanya learns about watering plants from Mrs. Cordeiro?

A. That she should always water the leaves of the plants very gently in the morning each day

B. That she should give the same amount of water to every single plant growing in the garden

C. That she should water the soil and not the leaves, and the best time is the cool morning

D. That she should only water plants on days that are sunny and hot during the long summer

5. What does Aanya keep doing even after Mrs. Cordeiro's ankle is healed?

A. She still comes over every Saturday morning to help Mrs. Cordeiro with her garden work

B. She still rides her bicycle past the porch every morning to wave hello to Mrs. Cordeiro

C. She still brings cold lemonade to Mrs. Cordeiro every Saturday afternoon as a small treat

D. She still waters all of Mrs. Cordeiro's tomato plants by herself with the green watering can

6. What is the main message of this story?

- A. Old people always need young people to help them with their gardens and other yard work
- B. When you help someone with kindness, the friendship you build can be a gift to you too
- C. Tomato seeds are the best kind of gift to give to someone who has been kind to you for help
- D. Children should always offer to help their neighbours whenever those neighbours seem sad

7. OPEN-RESPONSE

How does Aanya help Mrs. Cordeiro in the story, and what does Mrs. Cordeiro give Aanya in return? Use details from the text to support your answer.

Write your answer in the space below.

READING SESSION 2 — Informational Text

Read the following passage, then answer Questions 8 through 14.

The Story of Hockey in Canada

Where Hockey Began

Hockey is one of Canada's favourite sports. Children and adults all across the country play hockey on icy rinks during the long winter months. But hockey has not always been the way that we see it today. Hockey began many years ago, when people first started skating on frozen ponds and lakes. They used sticks made from wood and balls or flat pieces of wood as their first pucks.

The First Real Game

The first real game of hockey with rules was played in Canada more than one hundred and fifty years ago. It happened in the city of Montreal in the year 1875. The players used sticks, and they used a small flat rubber puck for the very first time. The game was played indoors on a big sheet of ice. People crowded around to watch this exciting new sport.

Hockey on Frozen Ponds

Long ago, most children in Canada did not play hockey in big indoor arenas. Instead, they played on frozen ponds and lakes near their homes. They shovelled the snow off the ice to make a smooth playing surface. They used old sticks and round flat stones or pieces of frozen wood as pucks. Some children played for hours, only stopping when the sun went down and it became too dark to see.

KEY FACT: The Stanley Cup, the famous silver trophy given to the best hockey team each year, was first given out in Canada in 1893, more than one hundred and thirty years ago.

Hockey Today

Today, hockey is played all over the world, but Canada is still known as the home of hockey. Children begin learning to skate as soon as they can walk. Famous hockey players from Canada are loved by fans everywhere. People still gather around frozen ponds in the winter to play with their friends and family. But no matter where the game is played, hockey reminds Canadians of the long cold winters that brought everyone together onto the ice.

8. What is this passage mostly about?

- A. How children today are learning to play hockey on the frozen ponds in their backyards
- B. The names of the most famous hockey players from Canada who play in big arenas today
- C. Why the city of Montreal is one of the best places in the whole world to watch hockey games
- D. How hockey began in Canada long ago, and how the sport has changed over the years since

9. According to the passage, when and where was the first real hockey game with rules played?

- A. It was played in the city of Montreal in the year 1875, more than one hundred and fifty years ago
- B. It was played in a small town in northern Canada in the year 1893 in the cold winter month
- C. It was played on a frozen pond near a forest in the year 1900 by a group of young children
- D. It was played in a big arena in the United States in the year 1925 in the middle of February

10. What does the heading "Hockey on Frozen Ponds" tell the reader about the section that follows?

- A. The section will explain how Canadian hockey teams from the city of Montreal first started
- B. The section will describe the big indoor arenas where children in Canada play hockey today
- C. The section will describe how children long ago played hockey outside on frozen ponds and lakes
- D. The section will list the names of the famous hockey players who learned to skate on big ponds

11. Read this sentence from the passage: "They shovelled the snow off the ice to make a smooth playing surface." What does the word shovelled most likely mean?

- A. They used their warm wool gloves to push the snow off the smooth ice playing surface
- B. They used a shovel to scoop and clear the snow off the smooth ice playing surface for hockey
- C. They used the bottoms of their skates to slide the snow off the smooth ice playing surface
- D. They used their long hockey sticks to brush the snow off the smooth ice playing surface

12. Which of these sentences from the passage states a fact?

- A. Hockey is the most exciting sport that anyone has ever invented in the whole wide world
- B. The most beautiful trophy in the entire world is the Stanley Cup with its shiny silver colour
- C. The best place to learn how to play hockey is on a frozen pond in northern Canada in winter
- D. The Stanley Cup was first given out in Canada in 1893, more than one hundred and thirty years ago

13. According to the passage, what did people use for their very first hockey pucks?

- A. They used balls or flat pieces of wood as their first pucks during the early days of hockey
- B. They used small rubber balls that they brought from home to play hockey on the icy ponds
- C. They used round pieces of metal that they found on the ground near their houses to play
- D. They used small stones from the lake which they carefully painted black to look like pucks

14. According to the passage, when was the first Stanley Cup given out?

- A. It was given out in the United States in the year 1875, more than one hundred and fifty years ago
- B. It was given out in the country of Canada in the year 1850, more than one hundred and fifty years ago
- C. It was given out in the city of Montreal in the year 1900, more than one hundred and twenty years ago
- D. It was given out in the country of Canada in the year 1893, more than one hundred and thirty years ago

WRITING SESSION 1 — Language Conventions and Short Writing

Answer Questions 15 through 22.

15. Which of these is a complete sentence?

- A. The tall brown horse with the shiny white mane standing in the long green pasture at sunset
- B. My grandmother carefully decorated the chocolate birthday cake with bright pink roses
- C. Running quickly through the long wet grass on a warm sunny afternoon in the month of May
- D. Although the children wanted to play outside on the cold day in the month of December

16. Which sentence uses commas correctly?

- A. For my lunch I packed an apple a banana an orange and a small bag of crunchy crackers.
- B. For my lunch, I packed, an apple, a banana, an orange and a small bag of crunchy crackers.
- C. For my lunch, I packed an apple, a banana, an orange, and a small bag of crunchy crackers.
- D. For my lunch I packed, an apple, a banana an orange and, a small bag of crunchy crackers.

17. Read this sentence: "Last weekend, my family went to the big _____ at the new shoe store on Queen Street." Which word correctly completes the sentence?

- A. sale
- B. saile
- C. sayle
- D. sail

18. Read this sentence: "The little kitten on the soft blanket _____ a long nap after eating its lunch." Which word correctly completes the sentence?

A. take

B. are taking

C. takes

D. have taken

19. Which sentence uses capital letters correctly?

A. on the first day of december, my friend Lily and I went skating at the new pinewood rink.

B. On the first day of December, my friend Lily and I went skating at the new Pinewood Rink.

C. On the First Day of December, my friend Lily and I went Skating at the new pinewood rink.

D. on the first day of December, my friend lily and i went skating at the new Pinewood rink.

20. Read this paragraph: "Yesterday, Tomas baked his very first apple pie. He rolled the dough carefully. Then he _____ the apple slices on top of the dough." Which word correctly completes the paragraph?

A. arranges

B. is arranging

C. arranged

D. will arrange

21. Read these two sentences: "I wanted to ride my bicycle to the park. It started to rain before I left the house." Which version best joins these two sentences?

- A. I wanted to ride my bicycle to the park, but it started to rain before I left the house.
- B. I wanted to ride my bicycle to the park, so it started to rain before I left the house.
- C. I wanted to ride my bicycle to the park, and it started to rain before I left the house.
- D. I wanted to ride my bicycle to the park, or it started to rain before I left the house.

22. OPEN-RESPONSE — Shorter Writing Piece

What is your favourite thing to do after school? Write a paragraph that explains your opinion. Give at least two reasons to support your answer.

Write your answer in the space below.

WRITING SESSION 2 — Language Conventions and Extended Writing

Answer Questions 23 through 29.

23. Read this sentence: "My cousin and I went to the swimming pool on Saturday, and _____ swam for two whole hours." Which word correctly completes the sentence?

- A. him
- B. her
- C. they
- D. we

24. Which sentence uses quotation marks correctly?

- A. I love your new puppy! "shouted Sara as she ran across the wide front lawn."
- B. "I love your new puppy!" shouted Sara as she ran across the wide front lawn.
- C. "I love your new puppy! shouted Sara as she ran across the wide front lawn."
- D. I love "your new puppy! shouted Sara as she ran across the" wide front lawn.

25. Which word is spelled correctly?

- A. famly
- B. familly
- C. family
- D. familey

26. A student wrote these sentences: "The wind blew. The trees swayed. The leaves fell." Which revision best improves these sentences by adding variety?

- A. The wind blew hard. The trees swayed back and forth. The leaves fell down to the ground.
- B. Blew the wind hard. Swayed the trees back and forth. Fell the leaves down to the ground.

- C. The wind blew and blew. The trees swayed and swayed. The leaves fell down and down.
- D. As the wind blew through the forest, the trees swayed back and forth and the leaves fell down.

27. Read this paragraph: "I love going to the beach in the summer. First, the sand feels warm under my feet. Next, the waves are so much fun to jump over. _____, I always meet new friends to play with on the warm sand." Which word best fills the blank?

- A. However
- B. For example
- C. Finally
- D. First

28. A student wrote this sentence: "Him and his sister goes to the same school in vancouver each year." Which version corrects the errors in this sentence?

- A. Him and his sister go to the same school in Vancouver each year.
- B. He and his sister go to the same school in Vancouver each year.
- C. Him and his sister goes to the same school in vancouver each year.
- D. He and his sister goes to the same school in Vancouver each year.

29. OPEN-RESPONSE — Longer Writing Piece

Imagine that you opened your backpack one morning and discovered that it had become a magical backpack. Anything you needed could be found inside it. Write a story about what you found in the backpack and what happened that day.

Be sure to include:

- a beginning that introduces the character and the setting
- a middle that describes what was found in the backpack and what happened during the day
- an ending that tells how the story turns out
- details about how you feel at different points in the story

Write your answer in the space below.

Practice Exam 35: Answer Key and Explanations

1. B — The passage states directly: "She lived in the small white house with the bright yellow door at the end of the street." Both the small white house and the bright yellow door match option B word for word. Setting questions reward the option matching the specific description from the opening.
2. A — The passage states directly: "I twisted my ankle yesterday when I was getting the mail... The doctor says I cannot work in my garden for two whole weeks." Both the twisted ankle and the two-week garden restriction match option A. Problem-identification questions reward the option matching the character's own explanation.
3. D — The passage states directly: "I could water them for you," Aanya said. The rest of the story develops her watering the garden each day. Detail questions reward the option matching the character's stated offer.
4. C — The passage states directly: "She learned that you should water the soil and not the leaves. She learned that the best time to water was in the cool morning, before the sun got too hot." Both lessons match option C exactly. Detail questions reward the option matching the textual list of learnings.
5. A — The passage states directly: "After two weeks, Mrs. Cordeiro's ankle was better... But Aanya still came over every Saturday morning to help." Aanya continuing her Saturday visits matches option A. Detail questions reward the option matching the textual action after the conflict resolves.
6. B — The story builds toward Mrs. Cordeiro giving Aanya tomato seeds and Aanya realizing she received "something even better in return." The arc shows that helping creates a friendship that becomes its own reward. Theme questions reward the message anchored by the character's full arc.
7. **OPEN-RESPONSE** — Rubric-scored. A strong Level 3 or 4 response describes Aanya's helping actions (watering daily, learning Mrs. Cordeiro's instructions, continuing Saturday visits) and Mrs. Cordeiro's gift (the bag of tomato seeds and the friendship). Specific textual details — the green watering can, the lemonade on the porch, the seeds from her best tomatoes — distinguish higher-level responses.
8. D — The four sections cover where hockey began, the first official game, how children played long ago, and hockey today. Together these trace hockey's origin and how the sport has changed. Main-idea questions reward the option that summarizes all sections rather than one isolated detail.

9. A — The passage states directly: "The first real game of hockey with rules was played in Canada more than one hundred and fifty years ago. It happened in the city of Montreal in the year 1875." Both the city and the year match option A word for word.

10. C — Headings preview section content. "Hockey on Frozen Ponds" signals outdoor pond play — the section that follows describes children shovelling snow off the ice, using old sticks and stones, and playing for hours. Heading questions test the Grade 3 skill of predicting content from text features.

11. B — In the context of clearing snow off ice, "shovelled" describes the action of using a shovel to scoop and push snow away. The word root *shovel* itself is the clue inside the verb. Vocabulary questions test using the word's structure plus the surrounding action to confirm meaning.

12. D — A fact is verifiable and dated; opinions use evaluative language. The Stanley Cup's first awarding in Canada in 1893 is documented historical fact, while options A, B, and C use "most exciting," "most beautiful," and "best place" — clear opinion markers.

13. A — The passage states directly: "They used sticks made from wood and balls or flat pieces of wood as their first pucks." Both the balls and the flat pieces of wood match option A. Detail questions reward the option matching the precise textual phrase.

14. D — The KEY FACT box states directly: "The Stanley Cup... was first given out in Canada in 1893, more than one hundred and thirty years ago." Both the country and the year match option D. Detail questions reward the option matching the precise number stated in the passage.

15. B — A complete sentence requires both a subject and a finite verb expressing a complete thought. "My grandmother carefully decorated the chocolate birthday cake with bright pink roses" contains subject (grandmother) and main verb (decorated). Option A is a noun phrase, C is a participial phrase, and D is a dependent clause — none stands alone.

16. C — Introductory phrases take a comma, and items in a series take commas after each item. Option C places a comma after "For my lunch," then after each item — apple, banana, orange — and uses the Oxford comma before "and a small bag." The other options misplace required commas.

17. A — "Sale" is the noun meaning a discount event at a store, which fits "the big _____ at the new shoe store." The other options are not standard spellings of this word. Homophone questions require matching the word's function — naming a store event here — to the correct spelling.

18. C — Subject-verb agreement requires singular verbs with singular subjects. "Kitten" is singular, so the verb must be "takes." "Take" without -s pairs with a plural subject, "are taking" uses a plural helper, and "have taken" uses a plural helper with present-perfect form.

19. B — Capitalize the first word of a sentence, months (December), proper names (Lily), the pronoun "I," and proper place names (Pinewood Rink). Common nouns and days of the week unrelated parts stay in their normal case. Only option B applies all these rules correctly.

20. C — Verb tense must remain consistent within a paragraph. "Baked" and "rolled" establish past tense, so the blank requires past-tense "arranged." Present, present progressive, and future forms would all break tense consistency.

21. A — The two ideas have a contrasting relationship — wanting to ride but being prevented by the rain. "But" is the coordinating conjunction that explicitly shows contrast. "So" implies cause and effect (illogical here), "and" merely adds, and "or" implies alternatives.

22. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 response names a specific after-school activity, provides two distinct reasons with supporting details about why it is enjoyable or rewarding, uses transition words like "first" and "second," and closes by restating the opinion. Specific personal detail outperforms general praise.

23. D — Subject pronouns perform the action; "we" is the first-person plural subject pronoun matching the antecedent "my cousin and I." "Him" and "her" are singular and incorrect form, and "they" would exclude the speaker. Pronoun questions test number and person agreement with the antecedent.

24. B — Standard dialogue punctuation places quotation marks around spoken words only, with the exclamation mark inside the closing quotation mark and the speaker tag outside. Option B correctly encloses only "I love your new puppy!" in quotation marks. The other options either misplace the marks or quote text that was never spoken.

25. C — "Family" is spelled f-a-m-i-l-y — six letters with one *l* and ending in *-y*. The other options drop the *i*, double the *l*, or add an extra *e*. Sight-word spelling appears regularly on the Grade 3 conventions section.

26. D — Sentence variety requires combining short choppy sentences using subordinating and coordinating conjunctions. Option D uses "as" (subordinating) and "and" (coordinating) to form a complex-compound sentence with smooth flow and clearer simultaneity. The other options keep the choppy pattern, reverse word order awkwardly, or merely repeat words.

27. C — The paragraph follows a clear numbered sequence — first, next — so the last reason requires "Finally" to signal the closing item in the list. "However" signals contrast, "for example" introduces illustration, and "first" begins a sequence rather than ending one. Transition questions test the match between connector and the structural relationship that follows.

28. B — The original sentence contains errors in pronoun case ("Him" should be subject pronoun "He"), subject-verb agreement ("goes" should be plural "go" since "He and his sister" is plural), and capitalization ("vancouver" should be "Vancouver"). Only option B corrects every error at once. Convention-correction questions test combined grammar knowledge.

29. OPEN-RESPONSE — Rubric-scored. A strong Level 3 or 4 narrative establishes character and the magical backpack discovery, develops the story through what was needed and what the backpack provided across the day, resolves the story, and tracks feelings at multiple points (surprise, excitement, perhaps wonder or worry). Dialogue, sensory detail, and consistent past tense distinguish higher-level responses.